



| 2010

NATIONAL UNIVERSITY  
THE UNIVERSITY OF VALUES

# GENERAL CATALOG

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Division of Pre-College Programs

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*National University Virtual High School*

National Polytechnic College of Science

National University International

Spectrum Pacific Learning Company LLC

WestMed College

# 2010

## National University General Catalog

Volume 73

August 31, 2009

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

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# A Message from the President

Dear Student,

On behalf of the Board of Trustees, faculty, staff, alumni, and your fellow students, it is my pleasure to welcome you to National University. We are pleased that you have chosen to pursue your academic goals with us.

Founded in 1971, National University was among the first institutions in the United States to recognize and focus on the unique educational needs of non-traditional learners. That commitment to our students has made National University the second-largest, private, nonprofit institution of higher learning in California. The University is unique because of its intensive one-course-per-month format, regional campuses, and flexible online degree programs which enable students to complete graduate and undergraduate programs in an accelerated time frame while maintaining family and work responsibilities.

Throughout this catalog, and in every class offered at National University, you will observe a consistent focus on quality and an ongoing commitment to incorporating current subject matter into our curricula. Our goal is to ensure that the education you receive at is among the most rigorous, relevant, and rewarding in higher learning.

National University remains focused on providing students with state-of-the-art technologies, including high-tech classrooms and a library with one of the largest collections of e-books in the United States. National University offers more than 65 programs that are available either completely or partially online, allowing students locally, nationally, and globally to pursue a broad range of degrees and credentials.

Our commitment to serving National University students is embodied in our Student Concierge Services, which provides students with a one-stop service center seven days a week, 365 days a year. Student Concierge Services can serve you in many ways, including acting as a liaison with other units in the University, as an advocate as you navigate National's processes and programs, and as a central source of quality assurance.

National University is proud of what it has accomplished in the past 38 years, and we look forward to sharing an even more distinguished future with you as we continue to seek new and better ways to address your needs as a student.

Sincerely,



Patricia E. Potter



**Patricia E. Potter**  
Interim President  
National University

*Note: the University reserves the right to change or modify policies, regulations, curricula, courses, tuition and fees, or any other aspect of its programs described in this catalog at any time.*

*Not all courses or programs listed in this catalog will be available at every campus or online.*

*Not all facilities, equipment and other resources will be available at every campus.*

**Catalog Effective Date: August 31, 2009**

For more information, call  
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## NATIONAL UNIVERSITY ADMINISTRATION

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# Calendar and Class Schedules

## Summer 2009

Summer Quarter Begins: Monday, July 6  
Labor Day - Monday, September 7  
Summer Quarter Ends: Saturday, September 26

## Fall 2009

Fall Quarter Begins: Monday, September 28  
Thanksgiving - Thursday, November 26 & Friday, November 27  
Fall Quarter Ends: Saturday, December 19

## Winter 2010

Winter Quarter Begins: Monday, January 4  
Martin Luther King's Birthday - Monday, January 18  
President's Day - Monday, February 15  
Winter Quarter Ends: Saturday, March 27

## Spring 2010

Spring Quarter Begins: Monday, April 5  
Memorial Day - Monday, May 31  
Spring Quarter Ends: Saturday, June 26

## Summer 2010

Summer Quarter Begins: Tuesday, July 6  
Labor Day - Monday, September 6  
Summer Quarter Ends: Saturday, September 25

## Fall 2010

Fall Quarter Begins: Monday, September 27  
Thanksgiving - Thursday, November 25 and Friday, November 26  
Fall Quarter Ends: Saturday, December 18

## Winter 2011

Winter Quarter Begins: Monday, January 3  
Martin Luther King's Birthday - Monday, January 17  
President's Day - Monday, February 21  
Winter Quarter Ends: Saturday, March 26

## Spring 2011

Spring Quarter Begins: Monday, April 4  
Memorial Day - Monday, May 30  
Spring Quarter Ends: Saturday, June 25

## Summer 2011

Summer Quarter Begins: Tuesday, July 5  
Labor Day - Monday, September 5  
Summer Quarter Ends: Saturday, September 24

## Fall 2011

Fall Quarter Begins: Monday, September 26  
Thanksgiving - Thursday, November 24 and Friday, November 25  
Fall Quarter Ends: Saturday, December 17

# Class Calendar at a Glance

○ denotes starting dates of classes.

□ denotes national holiday. The University will be closed on this day.

SEPTEMBER 2009						
S	M	T	W	T	F	S
		①	2	3	4	5
6	□7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	⑳28	㉑29	30			

OCTOBER 2009						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	㉒26	㉓27	28	29	30	31

NOVEMBER 2009						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	㉔23	㉕24	25	□26	□27	28
29	30					

DECEMBER 2009						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JANUARY 2010						
S	M	T	W	T	F	S
					1	2
3	④4	⑤5	6	7	8	9
10	11	12	13	14	15	16
17	□18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY 2010						
S	M	T	W	T	F	S
	①1	②2	3	4	5	6
7	8	9	10	11	12	13
14	□15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH 2010						
S	M	T	W	T	F	S
	①1	②2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2010						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2010						
S	M	T	W	T	F	S
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	□31					

JUNE 2010						
S	M	T	W	T	F	S
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY 2010						
S	M	T	W	T	F	S
				1	2	3
4	5	⑥6	⑦7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST 2010						
S	M	T	W	T	F	S
1	②2	③3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	⑩30	⑪31				

SEPTEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	㉒27	㉓28	29	30		

OCTOBER 2010						
S	M	T	W	T	F	S
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31						

NOVEMBER 2010						
S	M	T	W	T	F	S
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14	15	16	17	18	19	20
21	㉖22	㉗23	24	□25	□26	27
28	29	30				

DECEMBER 2010						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JANUARY 2011						
S	M	T	W	T	F	S
						1
2	③3	④4	5	6	7	8
9	10	11	12	13	14	15
16	□17	18	19	20	21	22
23	24	25	26	27	28	29
30	㉒31					

FEBRUARY 2011						
S	M	T	W	T	F	S
		①1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	□21	22	23	24	25	26
27	㉓28					

# Undergraduate Class Schedule

Undergraduate classes are 4.5 quarter units, 45 contact hours, unless otherwise noted. All online classes begin on Mondays, with the exception of those terms when Monday is a holiday. In these cases, online courses begin on Tuesday. Ending dates vary by program.

- National University's academic year is divided into four twelve-week quarters, each composed of three one-month classes.
- Classes are held two evenings each week from 5:30 to 10 p.m.
- Undergraduate students generally attend two Saturday sessions from 8 a.m. to 12:30 p.m. or 1 p.m. to 5:30 p.m.
- Undergraduate day classes are held either Monday and Wednesday or Tuesday and Thursday from 9 a.m. to 2:30 p.m.
- Eight-week class schedules are listed in SOAR.

Weekday	Time	Saturday Schedule
Monday/Wednesday (8 sessions)	5:30 p.m.-10 p.m.	8 a.m.-12:30 p.m. or 1 p.m.-5:30 p.m.; Normally two Saturdays, three Saturdays if weekday holiday makes it necessary.
Tuesday/Thursday (8 sessions)	5:30 p.m.-10 p.m.	8 a.m.-12:30 p.m. or 1 p.m.-5:30 p.m.; Normally two Saturdays, three Saturdays if weekday holiday makes it necessary.

24 month calendar follows:

## Onsite Undergraduate Class Schedule Monday and Wednesday

### SUMMER 2009

July 6, 8, 13, 15, 20, 22, 25(8-12:30), 27, 29, August 1(8-12:30)  
August 3, 5, 10, 12, 15(8-12:30), 17, 19, 24, 26, 29(1-5:30)  
August 31, September 2, 9, 12(1-5:30pm), 14, 16, 19(8-12:30), 21, 23,  
26(8-12:30)

### FALL 2009

September 28, 30, October 5, 7, 10(8-12:30), 12, 14, 19, 21, 24(1-5:30)  
October 26, 28, November 2, 4, 9, 11, 14(8-12:30), 16, 18, 21(8-12:30)  
November 23, 25, 30, December 2, 5(8-12:30), 7, 9, 14, 16, 19(1-5:30)

### WINTER 2010

January 4, 6, 9(8-12:30), 11, 13, 20, 23(1-5:30), 25, 27, 30(8-12:30)  
February 1, 3, 6(8-12:30), 8, 10, 17, 20(8-12:30), 22, 24, 27(1-5:30)  
March 1, 3, 8, 10, 15, 17, 20(8-12:30), 22, 24, 27(8-12:30)

### SPRING 2010

April 5, 7, 12, 14, 17(8-12:30), 19, 21, 26, 28, May 1(1-5:30)  
May 3, 5, 10, 12, 17, 19, 22(8-12:30), 24, 26, 29(8-12:30)  
June 2, 5(8-12:30), 7, 9, 12 (8-12:30) 14, 16, 21, 23, 26(1-5:30)

### SUMMER 2010

July 7, 10(8-12:30), 12, 14, 19, 21, 24(8-12:30), 26, 28, 31(8-12:30)  
August 2, 4, 9, 11, 14(8-12:30), 16, 18, 23, 25, 28(1-5:30)  
August 30, September 1, 8, 11(1-5:30pm), 13, 15, 18(8-12:30), 20, 22,  
25(8-12:30)

### FALL 2010

September 27, 29, October 4, 6, 9(8-12:30), 11, 13, 18, 20, 23(1-5:30)  
October 25, 27, November 1, 3, 8, 10, 13(8-12:30), 15, 17, 20(8-12:30)  
November 22, 24, 29, December 1, 4(8-12:30), 6, 8, 13, 15,18(1-5:30)

### WINTER 2011

January 3, 5, 8(8-12:30), 10, 12, 19, 22(1-5:30), 24, 26, 29(8-12:30)  
January 31, February 2, 5(8-12:30), 7, 9, 12(8-12:30), 14, 16, 23, 26(1-5:30)  
February 28, March 2, 7, 9, 14, 16, 19(8-12:30), 21, 23, 26(8-12:30)

### SPRING 2011

April 4, 6, 11, 13, 16(8-12:30), 18, 20, 25, 27, 30(1-5:30)  
May 2, 4, 9, 11, 16, 18, 21(8-12:30), 23, 25, 28(8-12:30)  
June 1, 4(8-12:30), 6, 8, 11 (8-12:30) 13, 15, 20, 22, 25(1-5:30)

### SUMMER 2011

July 6, 9(8-12:30), 11, 13, 18, 20, 23(8-12:30), 25, 27, 30(8-12:30)  
August 1, 3, 8, 10, 13(8-12:30), 15, 17, 22, 24, 27(1-5:30)  
August 29, 31 September 7, 10(1-5:30pm), 12, 14, 17(8-12:30), 19, 21,  
24(8-12:30)

### FALL 2011

September 26, 28, October 3, 5, 8(8-12:30), 10, 12, 17, 19, 22(1-5:30)  
October 24, 26, 31 November 2, 7, 9, 12(8-12:30), 14, 16, 19(8-12:30)  
November 21, 23, 28, 30 December 3(8-12:30), 5, 7, 12, 14, 17(1-5:30)

## Onsite Undergraduate Class Schedule Tuesday and Thursday

### SUMMER 2009

July 7, 9, 14, 16, 18(8-12:30), 21, 23, 28, 30, August 1(1-5:30)  
August 4, 6, 11, 13, 18, 20, 22(8-12:30), 25, 27, 29(8-12:30)  
September 1, 3, 8, 10, 12(8-12:30), 15, 17, 22, 24, 26(1-5:30)

### FALL 2009

September 29, October 1, 6, 8, 13, 15, 17(8-12:30), 20, 22, 24(8-12:30)  
October 27, 29, November 3, 5, 7(8-12:30), 10, 12, 17, 19, 21(1-5:30)  
November 24, December 1, 3, 5(1-5:30), 8, 10, 12(8-12:30), 15, 17, 19(8-  
12:30)

### WINTER 2010

January 5, 7, 12, 14, 19, 21, 23(8-12:30), 26, 28, 30(1-5:30)  
February 2, 4, 9, 11, 16, 18, 20(1-5:30), 23, 25, 27(8-12:30)  
March 2, 4, 9, 11, 13(8-12:30), 16, 18, 23, 25, 27(1-5:30)

### SPRING 2010

April 6, 8, 13, 15, 20, 22, 24(8-12:30), 27, 29, May 1(8-12:30)  
May 4, 6, 11, 13, 15(8-12:30), 18, 20, 25, 27, 29(1-5:30)  
June 1, 3, 8, 10, 15, 17, 19(8-12:30), 22, 24, 26(8-12:30)

### SUMMER 2010

July 6, 8, 13, 15, 17(8-12:30), 20, 22, 27, 29, 31(1-5:30)  
August 3, 5, 10, 12, 17, 19, 21(8-12:30), 24, 26, 28(8-12:30)  
August 31, September 2, 7, 9, 11(8-12:30), 14, 16, 21, 23, 25(1-5:30)

### FALL 2010

September 28, 30 October 5, 7, 12, 14, 16(8-12:30), 19, 21, 23(8-12:30)  
October 26, 28, November 2, 4, 6(8-12:30), 9, 11, 16, 18, 20(1-5:30)  
November 23, 30, December 2, 4(1-5:30), 7, 9, 11(8-12:30), 14, 16, 18(8-  
12:30)

### WINTER 2011

January 4, 6, 11, 13, 18, 20, 22(8-12:30), 25, 27, 29(1-5:30)  
February 1, 3, 8, 10, 12(1-5:30), 15, 17, 22, 24, 26(8-12:30)  
March 1, 3, 8, 10, 12(8-12:30), 15, 17, 22, 24, 26(1-5:30)

### SPRING 2011

April 5, 7, 12, 14, 19, 21, 23(8-12:30), 26, 28, 30(8-12:30)  
May 3, 5, 10, 12, 14(8-12:30), 17, 19, 24, 26, 28(1-5:30)  
May 31 June 2, 7, 9, 14, 16, 18(8-12:30), 21, 23, 25(8-12:30)

### SUMMER 2011

July 5, 7, 12, 14, 16(8-12:30), 19, 21, 26, 28, 30(1-5:30)  
August 2, 4, 9, 11, 16, 18, 20(8-12:30), 23, 25, 27(8-12:30)  
August 30, September 1, 6, 8, 10(8-12:30), 13, 15, 20, 22, 24(1-5:30)

### FALL 2011

September 27, 29 October 4, 6, 11, 13, 15(8-12:30), 18, 20, 22(8-12:30)  
October 25, 27, November 1, 3, 5(8-12:30), 8, 10, 15, 17, 19(1-5:30)  
November 22, 29, December 1, 3(1-5:30), 6, 8, 10(8-12:30), 13, 15, 17(8-  
12:30)

# Graduate Class Schedule

Graduate classes are 4.5 quarter units, 40 contact hours, unless otherwise noted. All online classes begin on Mondays, with the exception of those terms when Monday is a holiday. In these cases, online courses begin on Tuesday. Ending dates vary by program.

- National University's academic year is divided into four twelve-week quarters, each composed of three one-month classes.
- Classes are held two evenings each week from 5:30 to 10 p.m.
- Graduate students meet for a final session on the last Saturday of the four-week term, either from 8:30 a.m. to 12:30 p.m. or 1 p.m. to 5 p.m.
- Eight-week class schedules are listed in SOAR.

Weekday	Time	Saturday Schedule
Monday/Wednesday (8 sessions)	5:30 p.m.-10 p.m.	8:30 a.m.-12:30 p.m. or 1 p.m.-5 p.m.; Normally one Saturday, two Saturdays if weekday holiday makes it necessary.
Tuesday/Thursday (8 sessions)	5:30 p.m.-10 p.m.	8:30 a.m.-12:30 p.m. or 1 p.m.-5 p.m.; Normally one Saturday, two Saturdays if weekday holiday makes it necessary.

24 month calendar follows:

## Onsite Graduate Class Schedule Monday and Wednesday

### SUMMER 2009

July 6, 8, 13, 15, 20, 22, 27, 29, August 1(8:30-12:30)  
August 3, 5, 10, 12, 17, 19, 24, 26, 29(1-5:00)  
August 31, September 2, 9, 14, 16, 19(8-12:30), 21, 23, 26(8:30-12:30)

### FALL 2009

September 28, 30, October 5, 7, 12, 14, 19, 21, 24(1-5:00)  
October 26, 28, November 2, 4, 9, 11, 16, 18, 21(8:30-12:30)  
November 23, 25, 30, December 2, 7, 9, 14, 16, 19(1-5:00)

### WINTER 2010

January 4, 6, 9(8-12:30), 11, 13, 20, 25, 27, 30(8:30-12:30)  
February 1, 3, 6(8-12:30), 8, 10, 17, 22, 24, 27(1-5:00)  
March 1, 3, 8, 10, 15, 17, 22, 24, 27(8:30-12:30)

### SPRING 2010

April 5, 7, 12, 14, 19, 21, 26, 28, May 1(1-5:00)  
May 3, 5, 10, 12, 17, 19, 24, 26, 29(8:30-12:30)  
June 2, 5(8-12:30), 7, 9, 14, 16, 21, 23, 26(1-5:00)

### SUMMER 2010

July 7, 10(8-12:30), 12, 14, 19, 21, 26, 28, 31(8:30-12:30)  
August 2, 4, 9, 11, 16, 18, 23, 25, 28(1-5:00)  
August 30, September 1, 8, 13, 15, 18(8-12:30), 20, 22, 25(8:30-12:30)

### FALL 2010

September 27, 29, October 4, 6, 11, 13, 18, 20, 23(1-5:00)  
October 25, 27, November 1, 3, 8, 10, 15, 17, 20(8:30-12:30)  
November 22, 24, 29, December 1, 6, 8, 13, 15, 18(1-5:00)

### WINTER 2011

January 3, 5, 8(8-12:30), 10, 12, 19, 24, 26, 29(8:30-12:30)  
January 31, February 2, 5(8-12:30), 7, 9, 14, 16, 23, 26(1-5:00)  
February 28, March 2, 7, 9, 14, 16, 21, 23, 26(8:30-12:30)

### SPRING 2011

April 4, 6, 11, 13, 18, 20, 25, 27, 30(1-5:00)  
May 2, 4, 9, 11, 16, 18, 23, 25, 28(8:30-12:30)  
June 1, 4(8-12:30), 6, 8, 13, 15, 20, 22, 25(1-5:00)

### SUMMER 2011

July 6, 9(8-12:30), 11, 13, 18, 20, 25, 27, 30(8:30-12:30)  
August 1, 3, 8, 10, 15, 17, 22, 24, 27(1-5:00)  
August 29, 31 September 7, 12, 14, 17(8-12:30), 19, 21, 24(8:30-12:30)

### FALL 2011

September 26, 28, October 3, 5, 10, 12, 17, 19, 22(1-5:00)  
October 24, 26, 31 November 2, 7, 9, 14, 16, 19(8:30-12:30)  
November 21, 23, 28, 30 December 5, 7, 12, 14, 17(1-5:00)

## Onsite Graduate Class Schedule Tuesday and Thursday

### SUMMER 2009

July 7, 9, 14, 16, 21, 23, 28, 30, August 1(1-5:00)  
August 4, 6, 11, 13, 18, 20, 25, 27, 29(8:30-12:30)  
September 1, 3, 8, 10, 15, 17, 22, 24, 26(1-5:00)

### FALL 2009

September 29, October 1, 6, 8, 13, 15, 20, 22, 24(8:30-12:30)  
October 27, 29, November 3, 5, 10, 12, 17, 19, 21(1-5:00)  
November 24, December 1, 3, 8, 10, 12(8-12:30), 15, 17, 19(8:30-12:30)

### WINTER 2010

January 5, 7, 12, 14, 19, 21, 26, 28, 30(1-5:00)  
February 2, 4, 9, 11, 16, 18, 23, 25, 27(8:30-12:30)  
March 2, 4, 9, 11, 16, 18, 23, 25, 27(1-5:00)

### SPRING 2010

April 6, 8, 13, 15, 20, 22, 27, 29, May 1(8:30-12:30)  
May 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5:00)  
June 1, 3, 8, 10, 15, 17, 22, 24, 26(8:30-12:30)

### SUMMER 2010

July 6, 8, 13, 15, 20, 22, 27, 29, 31(1-5:00)  
August 3, 5, 10, 12, 17, 19, 24, 26, 28(8:30-12:30)  
August 31, September 2, 7, 9, 14, 16, 21, 23, 25(1-5:00)

### FALL 2010

September 28, 30 October 5, 7, 12, 14, 19, 21, 23(8:30-12:30)  
October 26, 28, November 2, 4, 9, 11, 16, 18, 20(1-5:00)  
November 23, 30, December 2, 7, 9, 11(8:00-12:30), 14, 16, 18(8:30-12:30)

### WINTER 2011

January 4, 6, 11, 13, 18, 20, 25, 27, 29(1-5:00)  
February 1, 3, 8, 10, 15, 17, 22, 24, 26(8:30-12:30)  
March 1, 3, 8, 10, 15, 17, 22, 24, 26(1-5:00)

### SPRING 2011

April 5, 7, 12, 14, 19, 21, 26, 28, 30(8:30-12:30)  
May 3, 5, 10, 12, 17, 19, 24, 26, 28(1-5:00)  
May 31 June 2, 7, 9, 14, 16, 21, 23, 25(8:30-12:30)

### SUMMER 2011

July 5, 7, 12, 14, 19, 21, 26, 28, 30(1-5:00)  
August 2, 4, 9, 11, 16, 18, 23, 25, 27(8:30-12:30)  
August 30, September 1, 6, 8, 13, 15, 20, 22, 24(1-5:00)

### FALL 2011

September 27, 29 October 4, 6, 11, 13, 18, 20, 22(8:30-12:30)  
October 25, 27, November 1, 3, 8, 10, 15, 17, 19(1-5:00)  
November 22, 29, December 1, 6, 8, 10(8-12:30), 13, 15, 17(8:30-12:30)

# Locations



**Headquartered in La Jolla, California, National University has 27 campuses and six Online Information Centers throughout California, Nevada, Florida, and Lima, Peru.**



○ denotes National University Campus  
★ denotes Online Information Centers  
*maps not shown to scale*

# National University Locations

## SAN DIEGO COUNTY

**VN National University System  
Administrative Headquarters**  
11355 North Torrey Pines Road  
La Jolla, CA 92037-1013  
(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

**VK Technology & Health Sciences Center**  
3678 Aero Court  
San Diego, CA 92123-1788  
(858) 309-3400

**VJ South Bay Campus**  
660 Bay Boulevard, Suite 110  
Chula Vista, CA 91910-5200  
(619) 563-7400

**VO La Mesa Campus**  
7787 Alvarado Road  
La Mesa, CA 91942-8243  
(619) 337-7500

**NB Carlsbad Campus**  
705 Palomar Airport Road, Suite 150  
Carlsbad, CA 92011-1064  
(760) 268-1500

**NR Rancho Bernardo Campus**  
16875 West Bernardo Drive,  
Suite 150  
San Diego, CA 92127-1674  
(858) 521-3900

**VE Admissions and Student Concierge  
Services Center**  
4141 Camino del Rio South  
San Diego, CA 92108-4103  
(619) 563-7200

## 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 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

**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 15265  
Twentynine Palms, CA 92278-1118  
(760) 830-6887

## MILITARY ADMISSIONS OFFICES

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

**V4 Naval Hospital Admissions Office**  
Building 26, Room 3B9BS  
San Diego, CA 92134-5000  
(619) 563-7470

**GL Naval Base Bremerton  
Admissions Office**  
2255 Cole Avenue  
Building 853, Room 201  
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 E Concourse, Suite 150  
Ontario, CA 91764-5905  
(909) 919-7600

## LOS ANGELES COUNTY

**LA Los Angeles Campus**  
5245 Pacific Concourse Drive  
Suite 100  
Los Angeles, CA 90045-6905  
(310) 662-2000

**LS Sherman Oaks Campus**  
14724 Ventura Boulevard, Suite 801  
Sherman Oaks, CA 91403-3508  
(818) 817-2460

## VENTURA COUNTY

**CV Camarillo Campus**  
761 East Daily Drive, Suite 120  
Camarillo, CA 93010-0777  
(805) 437-3000

## ORANGE COUNTY

**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 95128-2530  
(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

## HENDERSON, NEVADA

**GN Henderson Campus**  
2850 West Horizon Ridge Parkway,  
Suite 301  
Henderson, NV 89052-4395  
(702) 531-7800

## ONLINE INFORMATION CENTERS

**Orlando Online Information Center**  
25 West Crystal Lake Street, Suite 157  
Orlando, Florida 32806-4475  
(407) 254-1230

**Peru Online Information Center**  
CRONOS Business Center  
N°055 El Derby Avenue, Tower 1, Office 201  
Santiago de Surco, Lima, Peru  
(511) 625-3730

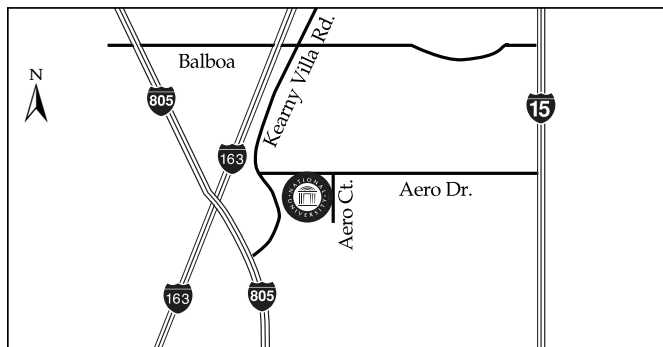
**Sacramento Online Information Center**  
5911 Sunrise Mall  
Citrus Heights, CA 95610-6901  
(916) 855-4340

**Summerlin Online Information Center**  
10870 West Charleston Boulevard, Suite 180  
Las Vegas, NV 89135-5007  
(702) 531-7850

**Temecula Online Information Center**  
40705 Winchester Road, Suite A-105  
Temecula, CA 92591-5516  
(951) 296-1220

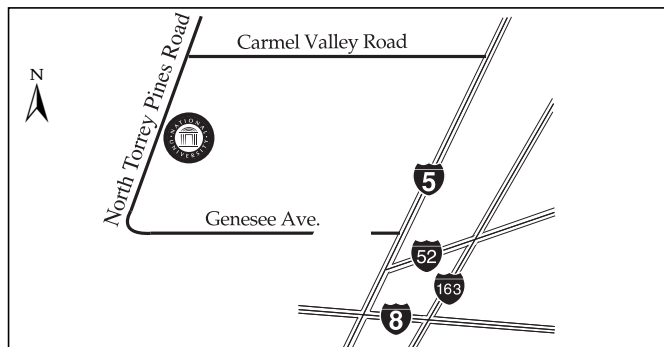
**West Covina Online Information Center**  
591 Plaza Drive  
West Covina, CA 91790-2835  
(626) 939-1600

# Location Maps



**Technology & Health Sciences Center**

3678 Aero Court  
San Diego, CA 92123-1788  
(858) 309-3400

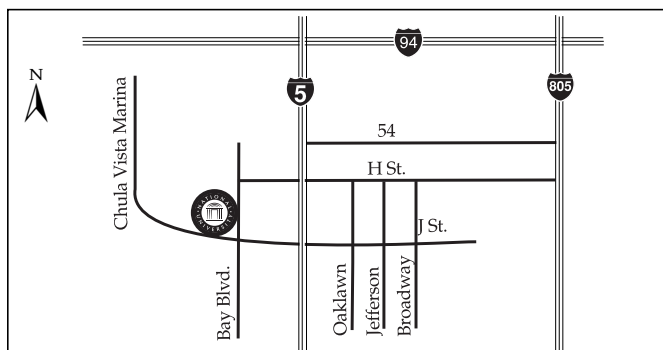


**National University System  
Administrative Headquarters**

11355 North Torrey Pines Road  
La Jolla, CA 92037-1013  
(858) 642-8000

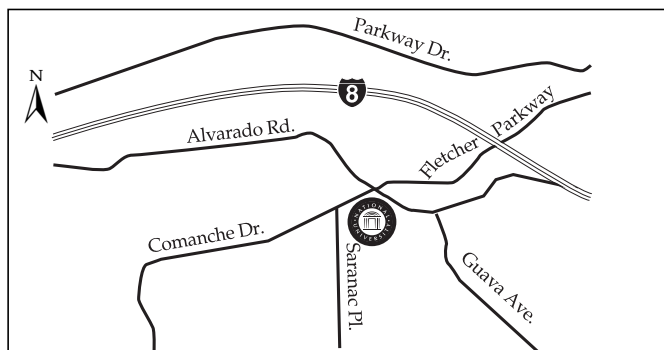
**National University Academic  
Headquarters**

11255 North Torrey Pines Road  
La Jolla, CA 92037-1011  
(858) 642-8800



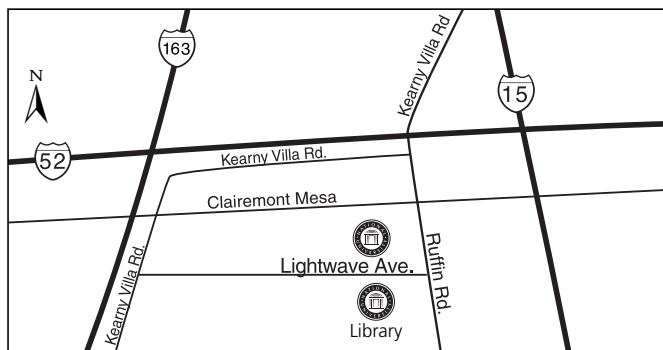
**South Bay Campus**

660 Bay Boulevard, Suite 110  
Chula Vista, CA 91910-5200  
(619) 563-7400



**La Mesa Campus**

7787 Alvarado Road  
La Mesa, CA 91942-8243  
(619) 337-7500



**Spectrum Business Park Campus**

9388 Lightwave Avenue  
San Diego, CA 92123-1426  
(858) 541-7700

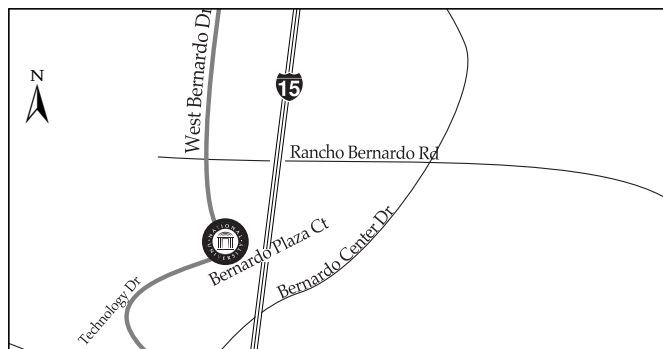
**National University Library at  
Spectrum Business Park**

9393 Lightwave Avenue  
San Diego, CA 92123-1447  
(858) 541-7900



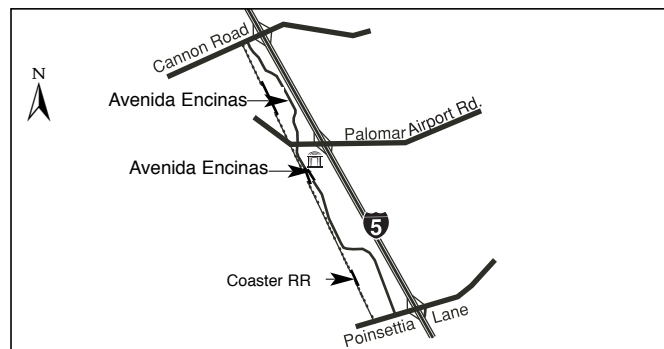
**Admissions and Student Concierge Services Center**

4141 Camino del Rio South  
San Diego, CA 92108-4103  
(619) 563-7200



**Rancho Bernardo Campus**

16875 West Bernardo Drive, Suite 150  
San Diego, CA 92127-1674  
(858) 521-3900

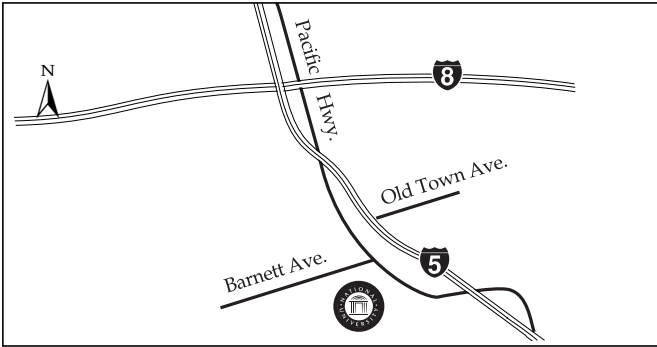


**Carlsbad Campus**

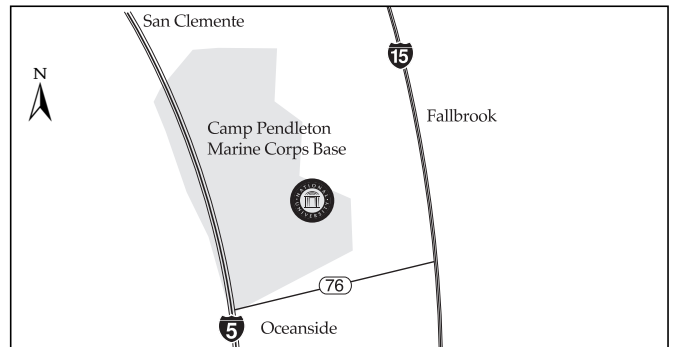
705 Palomar Airport Road, Suite 150  
Carlsbad, CA 92011-1064  
(760) 268-1500



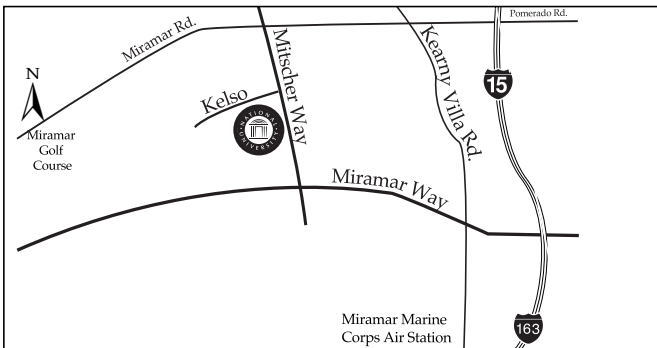
# Location Maps



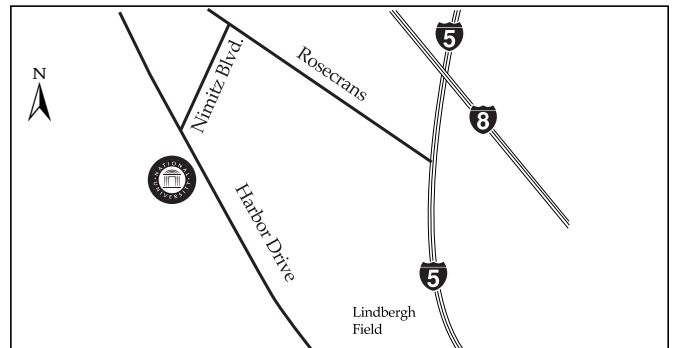
**Marine Corps Recruit Depot Learning Center**  
 Building 111  
 San Diego, CA 92140-5000  
 (619) 563-7482



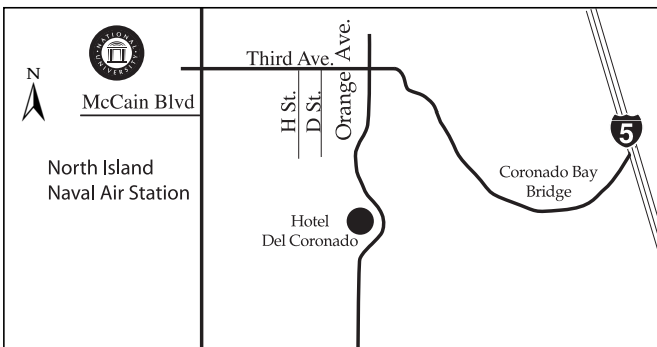
**Marine Corps Base Camp Pendleton Learning Center**  
 Building 1331  
 Camp Pendleton, CA 92055-5020  
 (760) 268-1533



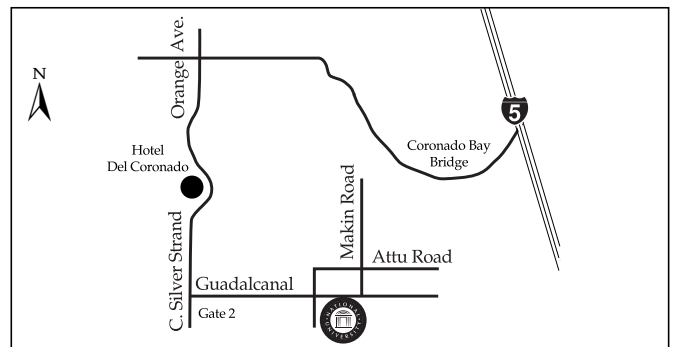
**Marine Corps Air Station Miramar Learning Center**  
 Building 5305  
 San Diego, CA 92145  
 (619) 563-7355



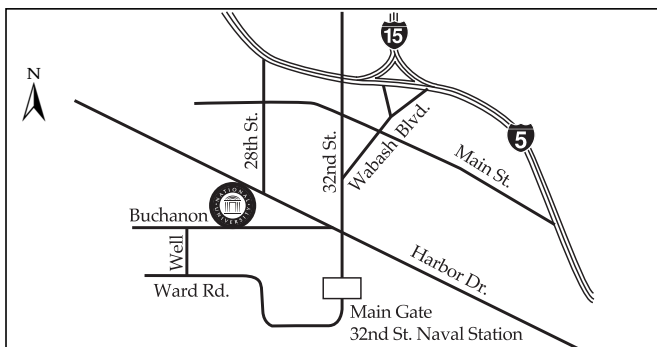
**Fleet AntiSubmarine Warfare Training Learning Center**  
 Building 7  
 San Diego, CA 92147-5090  
 (619) 563-7488



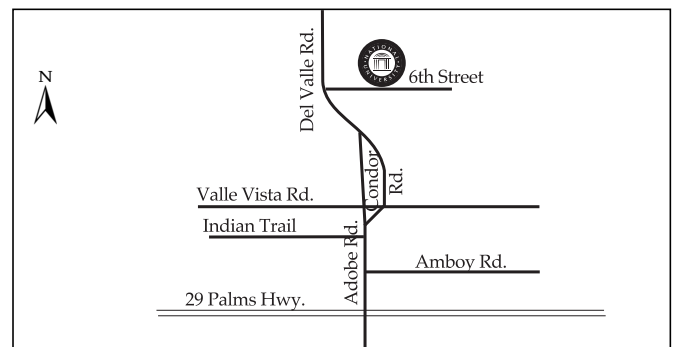
**Naval Air Station North Island Learning Center**  
 Building 650  
 San Diego, CA 92135-7024  
 (619) 563-7478



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



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



**Twentynine Palms Learning Center**  
 Marine Air Ground Task Force Training Center  
 Building 15265  
 Twentynine Palms, CA 92278-1118  
 (760) 830-6887

# Departments

## Academic Affairs

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8594 • Fax: (858) 642-8708

## Accounts Payable

(858) 642-8573 • Fax: (858) 642-8723

## Administration and Business

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8593 • Fax: (858) 642-8711

## Admissions

1 (800) NAT-UNIV (628-8648)  
E-mail: advisor@nu.edu

## Admissions and Student Concierge Services Center

4141 Camino del Rio South  
San Diego, CA 92108-4103  
Admissions: (619) 563-7200 • Fax: (619) 563-7350  
SCS: (866) 628-8988 • Fax: (619) 563-7240  
E-mail: scs@nu.edu

## Advancement and Alumni Relations

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8093 • Fax: (858) 642-8705  
alumni@nu.edu  
development@nu.edu

## Articulations

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8248 or 642-8287  
E-mail: articulation@nu.edu

## Bookstore (National University TextDirect)

1 (866) 243-0077  
E-mail: Nutextdirect@bkstr.com  
Website: www.nutextdirect.com

## Career Center

9393 Lightwave Avenue, San Diego, CA 92123-1447  
(858) 541-7950 • Fax: (858) 541-7996  
E-mail: careerservices@nu.edu

## College of Letters and Sciences

11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
(858) 642-8450 • Fax: (858) 642-8715 • E-mail: cols@nu.edu

## Communications Group

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8235 • Fax: (858) 642-8706

## Conference Facilities

9388 Lightwave Avenue, San Diego, CA 92123-1447  
(858) 541-7727

## Copy / Postal Services

11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
(858) 642-8160 • Fax: (858) 642-8725

## Credentials

E-mail: credentials@nu.edu • Fax: (858) 642-8717

## English Language Programs

9388 Lightwave Avenue, San Diego, CA 92123-1447  
(858) 541-7960 • Fax: (858) 541-7995  
E-mail: elp@nu.edu

## Evaluation

(858) 642-8260 • Fax: (858) 642-8721  
E-mail: evaluations@nu.edu

## Extended Learning

11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
(858) 563-8600 • Fax: (858) 563-8714

## Financial Aid

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8500 • Fax: (858) 642-8720  
E-mail: finaidinfo@nu.edu

## General Information

(619) 563-7100 or 1 (800) NAT-UNIV (628-8648)

## Grades and Attendance

(858) 642-8261 or 642-8272 • Fax: (858) 642-8718  
E-mail: grades@nu.edu

## Graduation

(858) 642-8268 or 642-8253 • Fax: (858) 642-8721  
E-mail: graduation@nu.edu

## Human Resources

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8195 • Fax: (858) 642-8713

## Information and Community Relations

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8163 • Fax: (858) 642-8710

## Information Technology

3570 Aero Court, San Diego, CA 92123-1788  
(858) 309-3580 • Fax: (858) 309-3597  
E-mail: helpdesk@nu.edu

## International Programs Office

9388 Lightwave Avenue, San Diego, CA 92123-1447  
(858) 541-7960 • Fax: (858) 541-7995  
E-mail: ipo@nu.edu

## Institutional Review Board

(858) 642-8136 • E-mail: irb@nu.edu

## Library

9393 Lightwave Avenue, San Diego, CA 92123-1447  
(858) 541-7900 • Fax: (858) 541-7994  
Reference/Information  
(858) 541-7980 • Fax: (858) 541-7994  
E-mail: refdesk@nu.edu

## Office of the President

11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
(858) 642-8802 • Fax: (858) 642-8701

## Office of the Provost

11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
(858) 642-8135 • Fax: (858) 642-8719

## Online Admissions

4141 Camino del Rio South, Suite 201A  
San Diego, CA 92108-4103  
(619) 563-7200 • Fax: (619) 563-7350  
E-mail: onlineadmissions@nu.edu

## Purchasing

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8156 • Fax: (858) 642-8703

## Regional Operations

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
(858) 642-8593 • Fax: (858) 642-8711

## Registrar

11355 North Torrey Pines Road, La Jolla, CA 92037-1013  
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**Naval Base Coronado Learning Center**

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Building 853, Room 201  
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**Naval Hospital Admissions Office**

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San Diego, CA 92134-5000  
(619) 563-7470

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(619) 563-7490

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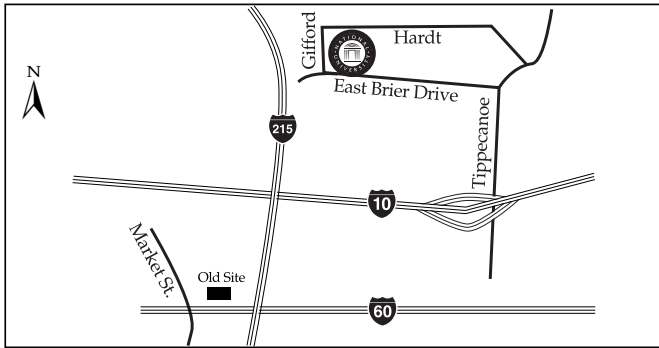
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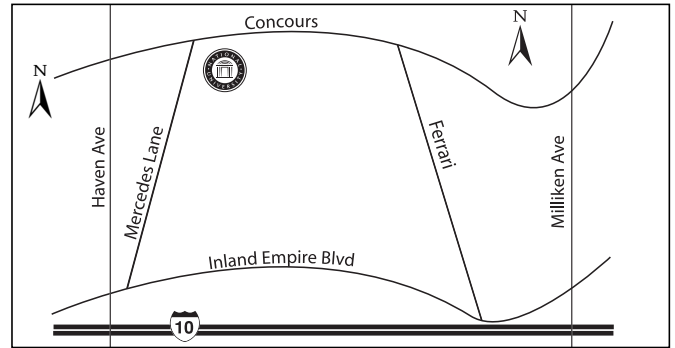
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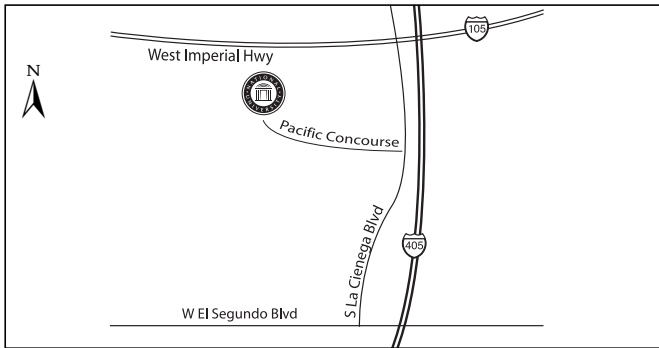
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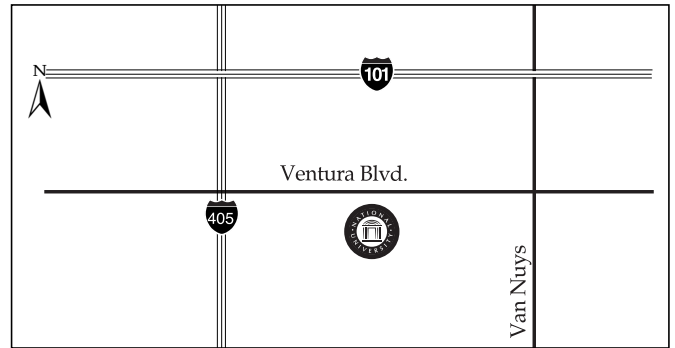
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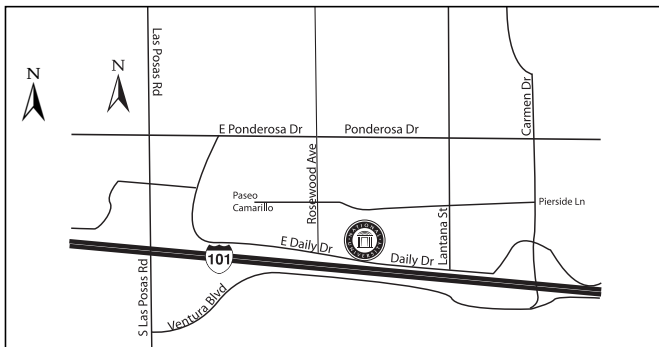
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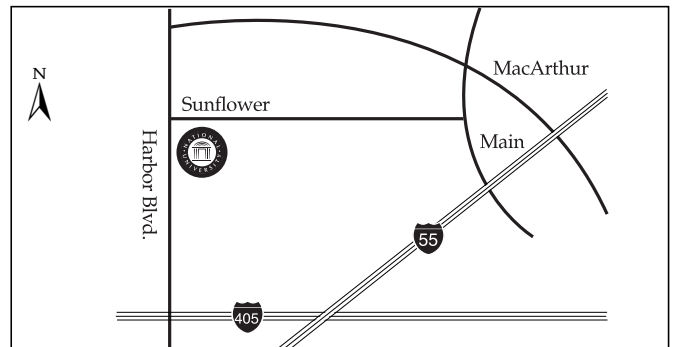
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 (310) 662-2000



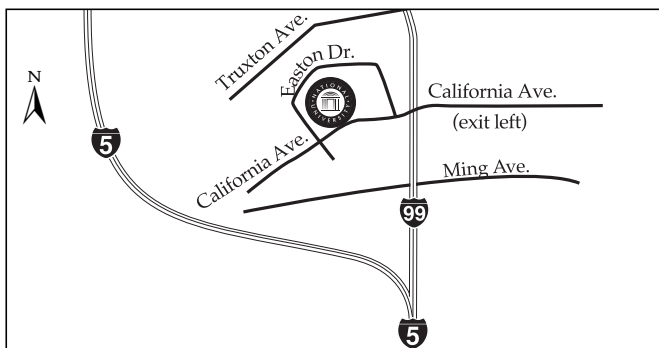
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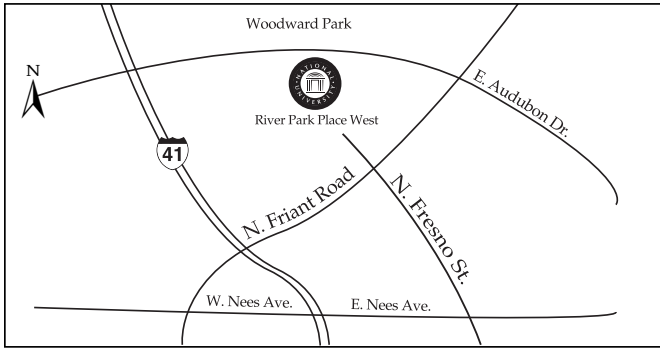
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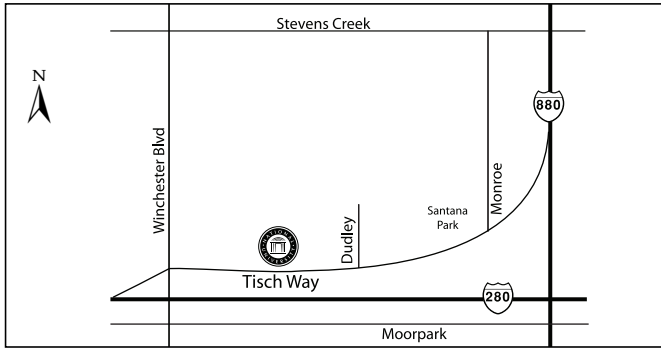
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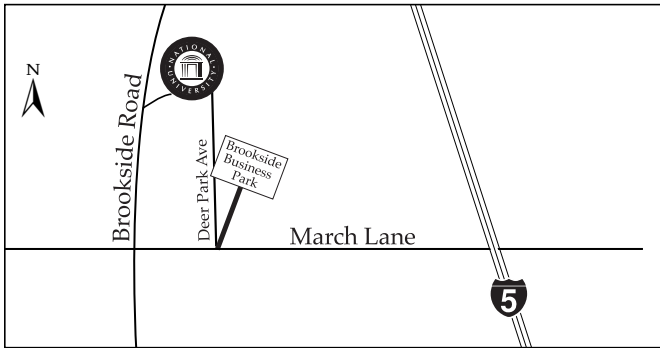
Locations



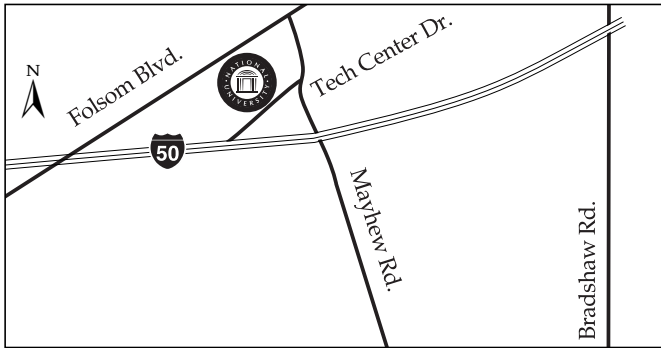
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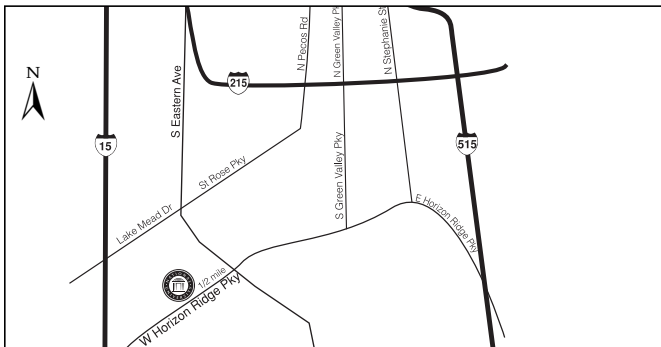
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Student Teaching Placement  
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Bookstore (National University TextDirect)  
1 (866) 243-0077

E-mail: [Nutextdirect@bkstr.com](mailto:Nutextdirect@bkstr.com)

Website: [www.nutextdirect.com](http://www.nutextdirect.com)

### Business Office/Financial Aid

(702) 531-7822 • Fax: (702) 531-7894

### College of Letters and Sciences

(702) 531-7832 • Fax: (702) 531-7895

### School of Education

(702) 531-7833 • Fax: (702) 531-7895

### School of Health and Human Services

(702) 531-7831 • Fax: (702) 531-7895

### Teacher License Advisor

(702) 531-7805 • Fax: (702) 531-7894

### Veterans Affairs

(702) 531-7800 • Fax: (702) 531-7894

# Online Information Centers

## Orlando Online Information Center

25 West Crystal Lake Street, Suite 157  
Orlando, Florida 32806-4475  
(407) 254-1230 • Fax: (407) 254-1239

## Peru Online Information Center

CRONOS Business Center  
N°055 El Derby Avenue, Tower 1, Office 201,  
Santiago de Surco, Lima, Peru  
(511) 625-3730 • Fax: (511) 625-3739

## Sacramento Online Information Center

5911 Sunrise Mall  
Citrus Heights, CA 95610-6901  
(916) 855-4340 • Fax: (916) 855-4349

## Summerlin Online Information Center

10870 West Charleston Boulevard, Suite 180  
Las Vegas, NV 89135-5007  
(702) 531-7850 • Fax: (702) 531-7859

## Temecula Online Information Center

Suite A-105  
40705 Winchester Road  
Temecula, CA 92591-5516  
(951) 296-1220 • Fax: (951) 296-1259

## West Covina Online Information Center

591 Plaza Drive  
West Covina, CA 91790-2835  
(626) 939-1600 • Fax: (626) 939-1609

For more information, call

1-800-NAT-UNIV (628-8648)

Current students call

1-866-NU-ACCESS (682-2237)

Student Concierge Services

1-866-628-8988

Visit us on the web

[www.nu.edu](http://www.nu.edu)



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*The University of Values*



# Degree Programs Offered at National University

## UNDERGRADUATE DEGREES

### Associate of Arts

with Concentrations in:

- Business Administration
- Criminal Justice Administration
- Professional Golf Management
- Public Administration
- Videogame Production

### Associate of Science

with a Major in:

- Health Science and Pre-Nursing

### Bachelor of Arts

with Majors in:

- Arabic Studies
- Biological Science with a Preliminary Single Subject Teaching Credential (CA)
- Chinese Studies
- Comparative Literature
- Digital Entertainment and Interactive Arts
- with Concentrations in:
  - Cinematic Arts
  - Digital Design and Web Development
  - Video Game Art and Animation
  - Video Game Production and Design
- Digital Journalism
- Early Childhood Development w/a Multiple Subject Teaching Credential (CA)
- Early Childhood Education

with Concentrations in:

- Teacher Education
- Early Childhood Administration
- English
- English with Single Subject Matter Preparation \*
- English w/a Preliminary Single Subject Teaching Credential (CA)
- General Studies
- Global Studies
- History
- Interdisciplinary Studies\*
- Interdisciplinary Studies w/a Preliminary Multiple Subject Teaching Credential (CA)
- Journalism
- Management
- with Concentrations in:
  - Alternative Dispute Resolution
  - Business Law
  - Economics
  - Entrepreneurship
  - Hospitality and Casino Management
  - Human Resource Management
  - Marketing
  - Project Management
- Marketing
- Mathematics w/a Preliminary Single Subject Teaching Credential (CA)
- Persian Studies
- Political Science
- Pre-Law Studies
- Psychology
- Sociology
- Spanish
- Sport Psychology
- Strategic Communications

### Bachelor of Business Administration

with Concentrations in:

- Accountancy
- Alternative Dispute Resolution
- Business Law
- Economics
- Entrepreneurship
- Finance
- Hospitality and Casino Management
- Human Resources Management
- Marketing
- Project Management

### Bachelor of Public Administration

### Bachelor of Science

with Majors in:

- Accountancy
- Allied Health
- Computer Science\*
- Construction Engineering Technology\*
- Construction Management\*
- Criminal Justice Administration
- Domestic Security Management
- Environmental Science and Policy
- Financial Management
- Healthcare Administration
- Hospitality and Casino Management
- Information Systems
- Information Technology Management
- Manufacturing Design Engineering
- Mathematics
- with Concentration in:
  - Single Subject Teaching
- Natural Sciences
- with Concentrations in:
  - Life Science
  - Earth Science
  - Nursing (Accelerated Post-Bachelor Degree)
  - Nursing (BSN) (Generic Entry)
  - Nursing (Licensed Vocational Nurse to BSN)
  - Nursing (RN Completion)
  - Organizational Behavior
  - Organization Leadership
  - Paralegal Studies
  - Public Health

### Foreign Credential Bridge Program

(for students with foreign three-year bachelor's degrees)

## GRADUATE DEGREES

### Master of Accountancy

### Master of Arts

with Fields of Study in:

- Accomplished Collaborative Leadership
- Counseling Psychology
- Digital Journalism
- English
- History
- Human Behavior
- Human Resource Management

with Areas of Specialization in:

- Organizational Development and Change Management
- Organizational Leadership

Language Teaching and Learning

with Areas of Specialization in:

- Bilingual Cross-Cultural Language and Development
- Spanish Language Instruction
- Teaching and Learning in a Global Society

Management

Social Transformation and Community Development

Strategic Communications

Teaching

with Areas of Specialization in:

- Applied Behavior Analysis
- Autism
- Best Practices
- Early Childhood Education
- Early Childhood Special Education
- Educational Technology
- National Board Certified Teacher Leadership
- Reading
- Special Education
- Teacher Leadership
- Teaching and Learning in a Global Society

### Master of Business Administration

with Areas of Specialization in:

- Accountancy
- Alternative Dispute Resolution
- Electronic Business
- Financial Management
- Human Resources Management
- International Business
- Marketing
- Organizational Leadership
- Technology Management

### Master of Criminal Justice

### Master of Education in Teaching

### Master of Education

with Areas of Specialization in:

- Best Practices
- Cross-Cultural Teaching

### Master of Fine Arts

with Fields of Study in:

- Creative Writing
- Digital Cinema \*
- Professional Screenwriting
- Video Game Production and Design

### Master of Forensic Sciences

with Areas of Specialization in:

- Criminalistics
- Investigation

### Master of Healthcare Administration

### Master of Integrative Health

### Master of Public Administration

with Areas of Specialization in:

- Alternative Dispute Resolution
- Human Resource Management
- Organizational Leadership
- Public Finance

### Master of Public Health

### Master of Science

with Fields of Study in:

- Applied School Leadership
- Clinical Regulatory Affairs
- Computer Science
- with Specializations in:
  - Advanced Computing
  - Database Engineering
  - Software Engineering
- Corporate and International Finance
- Educational Administration
- Educational & Instructional Technology
- Educational Counseling
- Engineering Management
- with Specializations in:
  - Project Management
  - Systems Engineering
  - Technology Management
  - Enterprise Architecture (DoDAF, FEAF)
  - Lean Six Sigma
- Environmental Engineering
- Homeland Security & Safety Engineering
- Information Systems
- Instructional Leadership (NBCT)
- Juvenile Justice Special Education
- Knowledge Management
- Organizational Leadership
- School Psychology
- Special Education
- Special Education Emphasis in the Deaf and Hard-of-Hearing
- Sustainability Management
- Wireless Communications

# Degree Programs Offered at National University

## NEVADA PROGRAMS

Associate of Science in Health Science and Pre-Nursing  
 Associate of Science in Nursing  
 Bachelor of Arts in Arabic Studies  
 Bachelor of Arts in Early Childhood Education  
 Bachelor of Arts in Elementary Education w/ Nevada Licensure  
 Bachelor of Arts in Mathematics Education w/ Nevada Licensure  
 Bachelor of Arts in Secondary Education, Major in English w/ Nevada Licensure  
 Bachelor of Business Administration  
 Bachelor of Public Administration  
 Bachelor of Science in Criminal Justice Administration  
 Bachelor of Science in Nursing – RN Completion  
 English Language Program (ELP)  
 Master of Arts in Counseling Psychology  
 Master of Arts in Teaching  
 Master of Business Administration  
 Master of Education in Elementary Education w/ Nevada Licensure  
 Master of Education in Secondary Education w/ Nevada Licensure  
 Master of Forensic Science  
 Master of Public Administration  
 Master of Science in Organizational Leadership  
 Master of Science in Special Education with Licensure

## CERTIFICATE PROGRAMS

Accountancy <sup>☞</sup>  
 Alternative Dispute Resolution  
 Applied Behavioral Analysis  
 Advanced Professional Golf Management  
 Arabic Language and Culture  
 Autism <sup>☞</sup>  
 Basic Human Resource Management <sup>☞</sup>  
 Basic Sales and Marketing  
 Basics of Casino Management <sup>☞</sup>  
 Bereavement Studies <sup>☞</sup>  
 California Reading <sup>☞</sup>  
 Chinese Language and Culture  
 CISCO Certified Network Associate (CCNA)  
 Construction Contract Administration  
 Construction Documents Technology  
 Construction Management  
 Construction Safety and Inspection  
 Construction Specifications  
 Criminal Justice Administration <sup>☞</sup>  
 Early Childhood Education <sup>☞</sup>  
 Early Childhood Special Education\*  
 Educational Technology <sup>☞</sup>  
 Electrical Systems Cost Estimating  
 Electronic Business <sup>☞</sup>  
 Finance <sup>☞</sup>  
 Forensic and Crime Scene Investigations  
 Health Coaching <sup>☞</sup>  
 Hospitality and Casino Management  
 Human Resource Management <sup>☞</sup>  
 Information Technology Management  
 International Business  
 Lean Six Sigma (Green Belt and Black Belt)  
 LVN "30 Unit" Option  
 Marketing <sup>☞</sup>  
 Mechanical Systems Cost Estimating  
 National Board Certified Teacher Leadership <sup>☞</sup>  
 Patient Advocacy  
 Persian Language and Culture  
 Professional Golf Management  
 Project Management  
 Reading  
 Security and Safety Engineering

## EXTENDED LEARNING PROGRAMS

American Society of Quality (ASQ) Certification Training  
 Autism Education <sup>☞</sup>  
 Behavior Management Workshops  
 Cisco CCNS Exploration  
 Correctional Education: Continuing Education <sup>☞</sup>  
 Credential Test Preparation  
 CSET Preparation <sup>☞</sup>  
 Dropout Prevention Specialist <sup>☞</sup>  
 Effective Leadership Workshop with Horses  
 Federal Enterprise Architecture  
 Franklin Covey Workshops  
 Health Coaching <sup>☞</sup>  
 Lean Six Sigma  
 National Board Certification Teacher Academy <sup>☞</sup>  
 Online Health Continuing Education <sup>☞</sup>  
 Online Paraprofessional Programs <sup>☞</sup>  
 Online Personal Enrichment Programs <sup>☞</sup>  
 Organizational Training Workshops  
*Paralegal Certificates:*  
 Legal Assistance Certificate  
*Specialist Certificates in these areas:*  
 Litigation  
 Corporations  
 Real Estate Law  
 Probate and Estate Planning  
 Criminal Law  
 Family Law  
*Note: Paralegal courses may apply towards a BA in Paralegal Studies*  
 Product Realization  
 Professional and Life Enrichment Workshops  
 QuickBooks  
 Teacher Development Self-Paced CD-ROMs  
 Vocational Education

General Info

## CALIFORNIA CREDENTIAL PROGRAMS *Approved by the Commission on Teacher Credentialing (CTC)*

Preliminary Multiple Subject Teaching Credential Program w/ BCLAD Option  
 Preliminary Single Subject Credential Program w/ BCLAD Option  
 University Internship Credential Program for Multiple or Single Subject Teaching  
 Administrative Services Certificate/Credential  
 University Internship Credential Program for Administrative Services  
 Clear Administrative Services Credential  
 Preliminary Level I Education Specialist Credential: Mild/Moderate Disabilities w/ English Learner Authorization  
 Preliminary Level I Education Specialist Credential: Moderate/Severe Disabilities w/ English Learner Authorization  
 Preliminary Level I Education Specialist: Mild/Moderate Disabilities w/ Multiple or Single Subject Credential Concurrent w/ BCLAD option  
 Preliminary Level I Education Specialist: Moderate/Severe Disabilities w/ Multiple or Single Subject Concurrent Credential w/ BCLAD option  
 Preliminary Level I Education Specialist Credential: Deaf and Hard-of-Hearing w/ English Learner Authorization  
 University Internship credential program for Education Specialist; Mild/Moderate or Moderate/Severe Disabilities  
 University Internship Credential program for Education Specialist Mild/Moderate or Moderate/Severe Disabilities with Concurrent Multiple or Single Subject Credential with BCLAD option  
 University Internship Credential Program for Education Specialist Deaf and Hard-of-Hearing  
 Clear Level II Education Specialist: Mild/Moderate Disabilities, Moderate/Severe Disabilities, Deaf and Hard-of-Hearing  
 Clear Credential for Holders of a Ryan Credential w/ CLAD and AB 1059  
 Clear Credential for Holders of a Preliminary 2042 MS/SS Teaching Credential  
 Clear Credential for Holders of an Out-of-State Teaching Credential  
 Career Technical Education Credential  
 Administrative Services Certificate/Credential  
 University Internship Credential Program for Administrative Services  
 Clear Administrative Services Credential  
 Pupil Personnel Services Credential School Counseling  
 University Internship Credential Program for Pupil Personnel Services School Counseling  
 Pupil Personnel Services Credential School Psychology

<sup>☞</sup> denotes entire program can be completed online.

\* denotes program has on-site courses or prerequisites.

Not all courses or programs listed in this brochure are available at every campus.

Consult an admissions advisor for online course availability.

# General Information

## Mission Statement

National University is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Its aim is to facilitate educational access and academic excellence through exceptional management of University operations and resources, innovative delivery systems and student services, and relevant programs that are learner-centered, success-oriented, and responsive to technology.

National University's central purpose is to promote continuous learning by offering a diversity of instructional approaches, by encouraging scholarship, by engaging in collaborative community service, and by empowering its constituents to become responsible citizens in an interdependent, pluralistic, global community.

## Institutional Learning Outcomes

1. Apply information literacy skills necessary to support continuous, lifelong learning
2. Communicate effectively orally and in writing, and through other appropriate modes of expression
3. Display mastery of knowledge and skills in a discipline
4. Demonstrate cultural and global awareness to be responsible citizens in a diverse society
5. Demonstrate professional ethics and practice academic integrity
6. Utilize research and critical thinking to solve problems
7. Use collaboration and group processes to achieve a common goal

## General Description

National University is the second largest private, nonprofit institution of higher learning in California. The University is geographically dispersed, with its academic and administrative centers located in La Jolla, California. These centers include all administrative offices—the offices of the president, vice presidents, school deans and department chairs, financial aid, registrar and admissions.

From its administrative center, National University supports a variety of campuses, making learning convenient for its students.

<b>Campuses</b>	San Bernardino	Naval Base San Diego
Bakersfield	San Jose	NAS North Island
Camarillo	Sherman Oaks	Twentynine Palms
Carlsbad	South Bay	
Costa Mesa	Spectrum	<b>Online</b>
Fresno	Stockton	<b>Information</b>
Henderson, NV		<b>Centers</b>
Kearny Mesa	<b>Military</b>	Lima, Peru
La Mesa	ASW	Orlando, Florida
Los Angeles	Camp Pendleton	Sacramento
Ontario	MCAS Miramar	Summerlin
Rancho Bernardo	MCRD San Diego	Temecula
Redding	NAB Coronado	West Covina
Sacramento		

## Accreditation/Memberships

Since 1977, National University has been accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC).

The University is also:

- Approved by the Commission on Teacher Credentialing (CTC)
- Accredited by the California Board of Registered Nursing (BRN)
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the offering of the Bachelor of Science in Nursing Program
- Accredited by the International Assembly for Collegiate Business Education (IACBE) for programs offered by the School of Business

& Management

- A member of the American Association of Colleges for Teacher Education (AACTE)
- Approved to train veterans under Title 38, U.S. Code (GI Bill)
- Approved for student financial aid by the Department of Education
- A member of the Council of Colleges of Arts and Sciences (CCAS)
- Authorized under federal law to enroll non-immigrant alien students
- A member of the American Association of Intensive English Programs (AAIEP) through its American Language and Intercultural Studies program
- A participant in the Servicemembers Opportunity College network (SOC)
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.

The Division of Extended Learning is a member of the following organizations:

- The International Association for Continuing Education and Training (IACET) as an Authorized Provider of the Continuing Education Unit (CEU)
- The University Continuing Education Association (UCEA)
- The Association for Continuing Higher Education (ACHE)
- The Learning Resources Network (LERN)

## Granting of Credit

The academic year is divided into four 12-week quarters, each comprised of three one-month classes. (Refer to the Financial Aid section for a definition of the academic year used for financial aid calculations.) Students may enroll in classes in most programs any month of the year. National University awards credit in quarter units. Under the current policy, 4.5 units of credit are awarded for most courses. A unit of credit is based upon the hours of classroom instruction for each course and the hours that a typical student reasonably should expect to devote preparing for each hour of class. An undergraduate course requires 45 hours of classroom instruction and an undergraduate student generally is expected to devote two hours or more in outside preparation for each hour of class. A graduate course requires 40 hours of classroom instruction and a graduate student generally is expected to devote three hours or more in outside preparation for each hour of class. Undergraduate courses typically are scheduled for a one-month period, generally for 4.5 hours on two weekdays and 4.5 hours on two Saturdays during the month. Graduate courses typically are scheduled for a one-month period, generally 4.5 hours two weekday nights with a 4.5-hour session on one Saturday.

## Faculty

There are four tiers of faculty at National University—full-time, associate, core adjunct, and adjunct.

FULL-TIME FACULTY are members of the University whose primary responsibilities include teaching, scholarship, service, intellectual coordination with the part-time faculty, professional development, student advising and participation in the University's governance.

ASSOCIATE FACULTY are teachers who make a half-time commitment to the University faculty over the course of the year. They are contracted to teach a designated number of courses per year, advise students on course, program, or career-related issues, participate in departmental, school and University activities and engage in scholarship relevant to their teaching.

# General Information

CORE ADJUNCT FACULTY are teachers whose principal professional commitments are elsewhere in their fields, but who are contracted to teach a designated number of courses per year, advise students on course-related topics, and maintain currency in their professional and disciplinary fields.

ADJUNCT FACULTY teach one course at a time, advise students on course-related topics and participate in faculty development activities without a need for deeper commitment to other aspects of University life.

All levels of faculty hold advanced degrees in their areas of expertise and are respected professionals with many years of career experience. Learning is facilitated through lectures, outside reading, class discussions, case studies and research projects relating to problems within students' interests.

The extensive knowledge of adult learners and the diversity of their backgrounds add a level of richness to the group-learning experience. The average age of students attending the University is 33.

## Familiarity with University Regulations

When signing an enrollment agreement, students acknowledge receipt of the General Catalog and agree to abide by the policies, rules, and regulations of the University. When students enrolling through the Internet checkmark the box on the online agreement constituting a virtual signature, they acknowledge that they are bound by the policies, rules, and regulations of the University contained in this catalog. This publication includes academic standards and the general requirements for graduation. Ignorance of or lack of familiarity with this information does not serve as an excuse for noncompliance or infractions. The University provides assistance in the form of academic advising, but students are responsible for meeting the published requirements of their respective programs.

## National University Community Research Institute (NUCRI)

The National University Community Research Institute (NUCRI) is an outgrowth of the 1997 President's Commission on Community. A major outcome of the commission was to envision the University's collaborative future as a full community partner. Community became an institutional core value and NUCRI developed into a university-wide, point of contact for making the university-community connection across disciplines and facilitating community research and technology applications for smart and creative community building.

The academically-oriented and practitioner-based Institute focuses on community research and technology, knowledge sharing, professional development, educational outreach and service. Through its University Consultant Corps of faculty, students, and community practitioners NUCRI engages in collaborative research and innovative technology transfer initiatives with strategic alliances to pursue its mission. The overarching goal is to enhance community capacity building and involvement for sustainable community development.

## Military Community

National University has seven convenient locations for the military community in San Diego County, and one in San Bernardino County. Centers are located at Naval Base San Diego, Anti-Submarine

Warfare Training Center San Diego, Naval Air Station North Island, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Miramar, Marine Corps Base Camp Pendleton, and Marine Corps Air Ground Combat Center Twentynine Palms. National University also has admissions offices at Naval Hospital and Naval Submarine Base in San Diego, and at Naval Base Bremerton, Washington.

National University offers reduced tuition for classes on base for qualified students, including: active duty members, their spouses and dependents, Department of Defense employees, military retirees and selective military reserve members. The University accepts DANTES tests offered through the military voluntary education program. National University is a member of the Servicemembers Opportunity Colleges (SOC) network, and participates in the Military Installation Voluntary Education Review (MIVER).

## General Fees

Fees are non-refundable. All records and services are withheld from students who have any outstanding financial obligations to the University or have defaulted on a Title IV loan at the University.

Application Fee .....\$60  
*For students entering any degree program. This fee is charged to all but international students.*

Non-Degree Application Fee.....\$60  
*For students entering any non-degree program.*

International Student Application Fee .....\$65  
*See also International Student Prepayment and Refund policy.*

Re-admission Fee .....\$60  
*For students who have been inactive for more than 12 months or who are entering another degree program.*

Graduation Processing Fee .....\$100  
*Charged to all students before graduation.*

Transcript Fee .....\$5  
*Per copy fee for each transcript (Academic or Extended Learning)*

Returned Check Charge.....\$20

Reinstatement Fee.....\$100  
*Charged only to those students with unpaid delinquent financial obligations.*

Late Payment Fee .....\$25  
*Charged when tuition payment has not been received by the first night of class.*

Credit by Examination Fee .....\$100  
*Per examination, per course.*

Challenge Examinations Fee .....\$50  
*Per course charge, course waiver, no credit.*

Nursing Fees  
Basic BSN Program Orientation Fee .....\$1,395  
Nevada ASN Program Orientation Fee.....\$1,395  
RN-to-BSN Students Orientation Fee .....\$595

Nursing Theory Course (NSG) Fee .....\$250 per course

Nursing Clinical Laboratory (NSG) Fee.....\$400 per course

E-Portfolio.....\$35 per year

E-Portfolio Renewal Fee.....\$30 per year

SOMC MDC 688 and MDC 689 Course Fees .....\$325 per course

National University Golf Academy Golf Lab Fee  
.....\$300 per PGM course  
*(Students enrolled in the BA Sport Psychology program or a BA in Sport Psychology elective may also access Academy services and Swing Lab for \$300 per course)*

Teaching Performance Assessment Fees.....\$305  
*Total cost for initial submission of all 4 TPA Tasks. See Credentials section under School of Education for further information on TPA tasks and Task Stream.*

# General Information

## Tuition

Tuition rates in effect as of August 31, 2009.

Undergraduate - \$298 per quarter unit

Graduate - \$338 per quarter unit

Course Level	4.5 quarter units	3 quarter units	2.25 quarter units	1.5 quarter units
100, 200, 300, 400	\$1,341	\$894	\$670.50	\$447
500 (Undergrad)*	\$1,341	\$894	\$670.50	\$447
500 (Grad)*	\$1,521	\$1,014	\$760.50	\$507
600 & 700	\$1,521	\$1,014	\$760.50	\$507

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

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

If a tuition payment check is returned due to insufficient funds, the University reserves the right to drop all current and future classes for that student. Students will be notified of this action and assessed a return check charge. The University may require students who have written multiple insufficient-fund checks to make all future payments by cashier's check, cash, or money order.

The University reserves the right to modify tuition at any time. Reduced tuition is available at designated military facilities for eligible students. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

## Enrollment Agreement

Students must sign an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options and other matters of enrollment. Contact an admissions advisor for further information.

## Payments and Release of Records

The University grants degrees and releases transcripts only after a student satisfies all financial obligations to the University. All records and services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on a federal Perkins or NU-Help loan.

## Safety Program

National University is concerned about the safety of its students and employees and has instituted a University Safety Policy and an Injury and Illness Prevention Program. Students play an important role in ensuring that their classroom facilities are safe. Students should:

- Review fire, medical, and earthquake emergency procedures posted in each classroom and be prepared to respond accordingly
- Review emergency egress routes and know the location of fire extinguishers (posted in each classroom)
- Watch for any hazardous conditions and report them immediately to the center assistant

## Campus Security

In general, National University's campuses are situated in highly populated urban areas. As such, they are subject to the same security problems as other businesses in the area. To help prevent crime,

students should:

- Lock their cars
  - Never leave valuable items in their parked cars
  - Return to their cars in the company of other students when they leave the classroom at night. If no other students are going in that direction, students should request that a security guard or the center assistant accompany them
  - Take items of value with them when they leave a classroom, unless they are certain that the classroom will be locked or monitored while they are away
  - Report anything that appears to be out of the ordinary (e.g., a stranger lingering in the area) immediately to the center assistant
- Safety procedures are posted at campuses and labs.

Students should never single-handedly try to stop a criminal in the act. Students should call for security or report the act by calling "911." When the emergency operator answers, students should give the operator their direct dial number, name, and specific location, including building and room number. (For students calling from La Mesa, South Bay, Marine Corps Recruit Depot, or any of the San Diego naval installations, the location displayed on the 911 emergency operator's console will be that of the central telephone switch unit in Mission Valley, rather than that of the caller.) If time permits, students should also notify the University operator by dialing "O," since it is possible the 911 emergency operator may try to contact them through the main University number.

If students are involved in or aware of any event that requires the attention of University administration, they should complete a "Report of Student/Visitor Incident or Injury," available through the center assistant, and follow the instructions.

Pursuant to the Campus Security Act of 1990, the University publishes the Annual Report on Campus Security that discloses information about campus safety policies, procedures, and crime statistics. This report is available on the University's website, and printed copies are available upon request to all current students and prospective students at each National University campus.

## Conference Services

National University offers conveniently located facilities available for conference needs at very competitive rates. The University's conference style classrooms are perfect for hosting seminars, conferences, off-site meeting, or training sessions in an academic atmosphere that is comfortable, focused and conducive to interaction and learning.

## Professional Development and Seminars

National University's Division of Extended Learning is an authorized provider of the Continuing Education Unit (CEU); benchmarked to International Association for Continuing Education and Training (IACET) standards. The IACET CEU is considered the hallmark of quality in continuing education and training. IACET CEUs enhance the credibility of professional development and training in disciplines, such as: education, engineering, accounting, legal, medical, Real Estate and others. National University provides many administrative services to support professional development events and conferences. These may be held at National University's campuses throughout California, client locations, online, or by real-time web seminars. Extended Learning documents CEUs with a certificate and/or an official National University transcript. For more information regarding professional excellence with NU CEUs, please call (858) 642-8607.

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*The University of Values*



# Student Support Services

## Mathematics Tutoring

Tutoring services in the fields of mathematics, sciences, engineering and business mathematics, including help with calculator usage, Excel, SPSS and Minitab applications are included in the study assistance extended to National University students.

Mathematics tutors are available free of charge to National University students. Since the request for help is online, any student can avail themselves of this student service. Tutors are available Monday through Thursday afternoons and evenings and by appointment on weekends. Students who need assistance are required to complete a Math Tutor Help Request Form available online in the NU Home Page under Student Services. When the request form is received by the NU Math Center, a math tutor is assigned to contact the student and arrangements can then be made between Math Tutor and student.

## National University Library System (NULS)

NULS is comprised of the Central Library in San Diego and offers a wide range of online resources and services designed to meet the needs of online students and those at National University campuses.

The Central Library, Spectrum Business Park  
9393 Lightwave Ave., San Diego, CA 92123 USA  
(858) 541-7900 or 1-866-NU ACCESS (682-2237) "Library"  
Hours, Pacific Time (PT):

Monday – Thursday	10 a.m. – 10 p.m. PT
Friday	10 a.m. – 6 p.m. PT
Saturday	8:30 a.m. – 5 p.m. PT
Sunday	10 a.m. – 5 p.m. PT

Online resources and services are available 24/7 at  
<http://library.nu.edu/>

The Central Library is organized around student needs:

- Group and individual study spaces. Group study rooms should be reserved in advance.
- Information Commons – computers dedicated to student research and preparation of class work. Students may borrow laptops for in-library use. Wireless access is available. Printing is free from Library workstations.
- Curriculum Resource Center (CRC) – designed for education students, this state-of-the-art classroom is supported with K-12 educational curriculum, textbooks, multimedia materials, and software resources used in California schools
- Multimedia Lab – for learning how to successfully use current, multimedia software packages
- Print Collections  
Journals: current titles and microfiche back-files  
Books: Reference, circulating collection, juvenile and young adult books, curriculum materials, and special collections

## Online Library Resources

The Central Library is also the administrative center for the Library's Web-based services and online information. All of the online resources are accessible 24 hours a day, 7 days a week through the Library's home page: <http://library.nu.edu/>. From a non-National University computer, authentication is required:

Login: your National University 9-digit ID number  
Password: your 6-digit birth date (mmddyy)

- e-Reference resources provide access to the online version of many standard reference encyclopedias and handbooks
- e-Books represent over one-third of the Library's book collection and are selected to support academic research. E-books are listed in the Library's online catalog

- The e-Journal collection provides full text of many articles indexed by the databases to which NULS subscribes. Journal title records in the Library catalog indicate which databases provide the full text.

## Online Library Services

- Online tutorials and Library guides
- Online reference help: Ask A Librarian  
Phone: (858) 541-7900 or 1-866-NU ACCESS (682-2237) "Library"  
E-mail: [refdesk@nu.edu](mailto:refdesk@nu.edu)
- Books Direct—ships books to regional and online students. A request form is available online—FREE
- Journal Direct—provides electronic access to print articles in the Library's collection. A request form is available online—FREE
- Interlibrary Loan—provides access to articles and books owned by other libraries. A request form is available online—FREE

## Online Information Centers

National University's Online Information Centers (OIC) enable prospective students to test-drive online programs, find answers to questions about studying at National University, apply, enroll, pay fees, update study schedules, and receive other services normally available on campus. The OICs have been designed for the growing number of online students who enjoy the flexibility of online learning, but also prefer a live student advisory service a reasonable distance from home.

## Online Courses

As of March 2009, below is a list of minimum system requirements that are needed to successfully access your courses on the eCollege platform.

### Technical Requirements

Windows Users	Mac OS Users
Windows 2000, XP, or Vista	Mac OS X 10.4 and 10.5
Pentium III 1 GHz processor	G4, G5 or Intel Processor
256 MB RAM	256 MB RAM
High-speed internet connection (ie: DSL, cable, etc.)	High-speed internet connection (ie: DSL, cable, etc.)
Note: Dial-up internet connection is supported	Note: Dial-up internet connection is supported
SoundCard & Speakers	SoundCard & Speakers
Internet Explorer 8.0 (supported)	Safari 3.0 or Firefox 3.0 (recommended)
Internet Explorer 7.0 (recommended)	Safari 2.0 or Firefox 2.0 (supported)
Internet Explorer 6.0 (supported)	<i>Note: Browsers listed have been validated with the course platform. A user risks running into problems with the course software if they choose to use a non-supported browser.</i>
Firefox 3.0 (recommended / supported)	

## Writing Across the Curriculum

Writing Across the Curriculum is a University-wide program designed to enhance the development of writing and critical thinking skills in students throughout their studies at National University.

Strong writing skills are in demand in nearly every profession and the attainment of such skills gives students a competitive edge in job searches and career advancement. The University is dedicated to providing students and faculty with a full range of conceptual material, instructional resources and support systems. The goals of the Writing Across the Curriculum program are:



# Student Support Services

- To make writing and the complementary skills of reading, critical thinking, and research a regular part of coursework at National University
- To facilitate the acquisition of writing and communication skills that are vital to personal and professional success
- To distinguish graduates of National University in the eyes of employers and the general public through their professional and technical excellence in language and communication skills

Writing Across the Curriculum promotes writing and reading enhancement throughout all schools of study through a variety of publications and activities, including:

- Writing intensive courses
- Workshops for faculty
- Writing centers
- Professional forums for self-expression, such as The Gnu, a student literary journal, and WHACK, a faculty newsletter

Upon registration, students are asked to purchase The Little Brown Essential Handbook for Writers (Longman, Publisher). This book serves as the official National University writing guide and reference text, and it is used by instructors from all disciplines as a reference for their students.

## Writing Centers

National University students have the opportunity to work one-on-one with writing instructors to develop their writing and critical thinking skills via synchronous appointments with the Online Writing Centers. An integral part of the Writing Across the Curriculum Program, the writing centers welcome the opportunity to help students at all levels to improve—from outlining a first year composition essay, to drafting a graduate level research paper. The writing center staff, comprised of experienced writing instructors and well-trained graduate students, will not edit student work, but they are eager to read students' drafts and to offer strategies for improving their writing. For more information about writing center services and how to make an appointment, go to [www.nu.edu/OurPrograms/StudentServices/WritingCenter.html](http://www.nu.edu/OurPrograms/StudentServices/WritingCenter.html)

## Bookstore

The University contracts with an external vendor for the sale and buyback of textbooks. Textbooks are available for purchase two weeks prior to the first night of class. The cost of books varies with each course. Students must purchase all books and supplies necessary for the course in which they are enrolled. Textbooks may be purchased online, by phone, or by fax. Online access to the vendor is provided through the student portal on the University's website.

## English Language Programs

English Language Programs (ELP) offer English language instruction and a variety of cultural experiences to international students, visitors, and professionals. Programs include: University Preparation, an intensive course designed to prepare students for the academic environment; and English Communication, a course designed to meet the personal or professional needs of individuals. TOEFL is waived for ELP students who complete National University's academic programs.

English Language Programs also offer customized programs for executives and professionals, business English communication courses, Vocational English as a Second Language (VESL), Accent Reduction, Business English, and language assessment services, including the test of English for international communication (TOEIC).

## Transfer of Credits to Other Institutions

Each institution has policies that govern the acceptance of credit from other institutions. Accreditation by one of six regionally accrediting associations is the normal and primary criterion for making such determinations. National University is accredited by the Western Association of Schools and Colleges (WASC). Generally, credits and degrees from National University have been accepted by transfer institutions. Students who are anticipating a transfer, or advanced studies, are encouraged to contact such institutions directly to determine how National University credits will relate to the requirements of those institutions.

## Student Support Services

National University provides a number of services to help students attain their educational goals. In addition to the Office of Academic Affairs, several offices of the University join together to provide services for the academic, economic, and personal needs of enrolled students. Student services include student advising and scheduling, records evaluation, veteran's assistance, financial aid, and other services. Additionally, the library, alumni association, extended learning office, and student accounts office are available to help students.

## Internet and Wireless Student Access

All National University students can access the Internet from any of the computers found in the University's computer classrooms and open computer labs.

National University has wireless Internet access at most campuses. At the applicable campuses, wireless access is available within most student areas, such as classrooms and lounges. The student should contact the site Center Assistant to determine if a site has wireless access or to get logon information to access the wireless network. National University's programs and courses make frequent use of Internet resources, allowing students to learn the skills required to gain information through such electronic media.

## SOAR Student Portal

National University offers all students online access to their academic, financial and personal records. Through the SOAR student portal, students can access their online classes, grades, degree progress report, textbook requirements, online bookstore, financial aid checklists, and student account and class schedule.

## Computer-Based Information Systems Research and Development Center

National University offers students online, real-time access to pertinent information. Through the student web portal, accessible from the University's home page, students can access appropriate parts of their records, class schedules, Degree Progress Report, and textbook requirements, as well as add courses to their schedules.

## Student Concierge Services

National University's Student Concierge Services is students' one-stop center for student service. Student Services Advocates are trained in a range of areas such as Financial Aid, Credentials, Admissions, and Graduations. Student Concierge Services is dedicated to providing innovative and individualized solutions for students. Student Concierge Services recognizes that National University students may not be available to contact us during normal business hours. That is why Student Concierge Services is available Monday through Friday from 7 a.m. to midnight (Pacific) at (866)

# Student Support Services

628-8988 or scs@nu.edu.

## Students with Disabilities

National University complies with the Americans with Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973. Accordingly, qualified persons with disabilities may not, on the basis of that disability, be denied admission or subjected to discrimination in admission decisions. Further, no qualified student with a disability, on the basis of that disability, may be excluded from any academic, research, counseling, financial aid, or other post-secondary education program or activity that the University provides to all students.

Students seeking special accommodations due to a disability must submit an application with supporting documentation to the Office of Scholarships and Special Services. The Committee for Students with Disabilities, which meets monthly, will consider all materials and will afford qualifying individuals with appropriate accommodation. If a student is denied accommodation or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the vice president is final.

Students or prospective students who want to read the complete National University Policy and Procedures, Services to Students with Disabilities, should request a copy from an advisor. Applications for accommodations for a disability may be sent to the Office of Scholarships and Special Services, National University, 11255 North Torrey Pines Road, La Jolla, CA 92037-1011, Phone: (858) 642-8185. The California Relay Operator can be reached at 711.

## The Student Relations Coordinator

The Office of Student Affairs serves the National University community by advocating for accepted norms of fairness, decency and ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication, and unresponsiveness in the application of University rules and processes. The Student Relations Coordinator (SRC) works to fulfill the mission of the University by serving as an informal and impartial resource for the National University community and by acting in the following ways:

- Serving as an advisor who listens and identifies options to address the student's problem;
- Encouraging and assisting people to resolve their own conflicts. When requested, the SRC will intervene and work with all parties to resolve a dispute;
- Identifying personnel appropriate to handle a given problem, explain National University policies, connect people with University resources, and explain how the University system works;
- Assisting when normal channels have failed to resolve students' problems or when there is not a well-defined channel to address the concern;
- Providing a confidential way to raise sensitive or very private concerns; and
- Providing feedback to the President, Board of Trustees, deans, and other University officers about policies, practices, and structures that regularly produce conflicts, problems, and complaints.

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the General Catalog. Academic advisors, student concierge services, department chairpersons, deans, and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not

take sides, but considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome. The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Information provided by the student to the SRC may not be used in grievance or other formal proceedings. For help identifying alternative courses of action please contact the Student Relations Coordinator:

Student Relations Coordinator, National University  
11255 North Torrey Pines Road, La Jolla, CA 92037-1011  
Phone: (858) 642-8035, src@nu.edu

## Career Center

The Career Center of National University is committed to providing professional career and employment related services to National University's current students and alumni. Regardless of the geographical location of students, the Career Center provides online assistance in the following areas: resume review and development, job search assistance, interviewing and negotiating techniques, career management assistance and career exploration through online assessments for those seeking additional support. The Center also offers an online portal that enables students and alumni to search for jobs and post resumes. The portal contains additional career-related resources as well.

For more information about the Career Center and its services, please call (858) 541-7950 or 1-866-NU-ACCESS, ext. 7950 or e-mail: careerservices@nu.edu.

## Testing Services

Testing services include ACCUPLACER Testing, CLEP, and Credit by Exam/Challenge Exam. For more information about National University's testing services, please call (858) 541-7951 or 1-866-NU-ACCESS, ext. 7951 or via e-mail: testingservices@nu.edu.

## Development and Alumni Relations

### National University Alumni Relations

The Office of Development and Alumni Relations seeks to celebrate and promote the successes of our graduates. It also provides alumni with lifelong connections, resources and benefits, while fostering and facilitating opportunities for personal and professional growth and continued participation within the University community. National University alumni are eligible to participate in a broad array of programs and services through the Office of Development and Alumni Relations. The University maintains open communication with its alumni community through its website, e-mail, mail; through an alumni e-newsletter titled *the Newswire*, which is circulated regularly to alumni with e-mail addresses on file; and through an annual alumni magazine titled *Vision*. To subscribe, contact 1 (866) 682-2237, ext. 8111 or visit [www.nu.edu/Community/AlumniandFriends.html](http://www.nu.edu/Community/AlumniandFriends.html)

The alumni relations website provides up-to-date information on initiatives such as cultural, educational and networking events and career development workshops. Alumni may also access *Alumni Connections*, a free online Community, a network created exclusively for National University alumni, accessible via the alumni website or at [www.alumni.nu.edu](http://www.alumni.nu.edu). *Alumni Connections* features an alumni directory, job postings, class notes, and more. Alumni are also encouraged to visit the online National University merchandise store, where they can purchase University apparel and show their pride as alumni.

One of the most popular benefits available to Alumni is membership to the National University online library, which includes access to the

netLibrary and Ebsco databases. To purchase a one-year membership, please visit [www.nu.edu/Community/AlumniandFriends.html](http://www.nu.edu/Community/AlumniandFriends.html)

## Development

As a nonprofit institution, the University relies to a large extent on contributions and partnerships to provide nontraditional learners with an affordable, accessible, and relevant education. The development office is responsible for securing annual gifts, corporate and foundation relations, planned giving, and major donor relations.

Charitable gifts help to fund scholarships and endowments that make a college degree affordable to underserved students. Partnerships with corporations and foundations launch new programs that are relevant and leading-edge. The development office fosters interaction with the University among corporations and other organizations to serve mutually beneficial community needs. For further information, contact the Office of Development and Alumni Relations at 858-642-8095 or e-mail [development@nu.edu](mailto:development@nu.edu).

## California Community College Transfer Student Support Services

### Articulation

National University is one of the top choices in California for community college students interested in transferring to a private school. New courses begin each month, so you can enroll at any time. National University has articulated coursework from all California Community Colleges for a seamless transfer experience. The articulation agreements can be found at: <http://www.nu.edu/Admissions/Undergraduate/TransferInformation.cfm>

Students can obtain transfer information from the Transfer Center at the college or from National University's Regional Recruitment Specialists that visit each community college.

**Regional Recruitment Specialists:** Northern California, Southern California (excluding San Diego and Imperial Counties) San Diego and Imperial Counties. You may ask your Transfer Center for the contact information or call 1-866-NU-ACCESS for additional information.

## CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students transferring with full certification are typically required to take one to three upper-division general education National University courses in order to fulfill the unit requirements. Students must provide an official transcript with the certification included or a separate certification form from the community college attended.

## California Community College Scholarships

### Transfer to Triumph Scholarship

Students who are transferring from a California Community College may be eligible for the Transfer to Triumph program. To be eligible a student must meet the following requirements:

- Be in good academic standing at the time of application to

- National University.
- Have completed at least 30 semester units at a California Community College or combination of California Community Colleges.
- Their last semester of attendance was at a California Community College and is within 24 months of their application date to National University.

If students believe that they qualify for this scholarship, they must initiate it through their admissions advisor who will make a preliminary eligibility determination. The admissions advisor will enter the preliminary eligibility into the system. Once the student's entire file is complete, the Registrar's Office will evaluate the student and determine official eligibility for the scholarship. Students will be sent an e-mail indicating whether they have been approved or denied for the scholarship based on official eligibility determination. If a student is approved for the scholarship, the admission fee will be waived by the Student Accounts Office. The student must notify the scholarship coordinator once they are within three courses of completion of their program:

National University, Attn: Scholarships and Special Services  
11255 North Torrey Pines Road, La Jolla, CA 92037, (858) 642-8185

The scholarship coordinator will verify this information and issue the award. Tuition for the final two courses will be billed and waived, and the student will receive an adjusted accounting.

### Promising Scholar Award

This scholarship award is intended for students who are enrolling into National University directly from a California Community College.

To be eligible for this award, students must meet the following qualifications:

- Be in good academic standing at the Community College at the time of application to National University.
- The last semester of college attendance was at a California community college and is within 12 months of application to National University.

If students believe that they qualify for this scholarship, they can initiate it by requesting an application through the National University Regional Recruitment Specialist, Transfer Center at their school, or through a National University Admissions Advisor.

Complete the Promising Scholar Award application form and have this form signed by the Transfer Director of your community college to verify that you have attended the community college within the last 12 months and submit the form within 90 days of application date to National University.

If you will not be attending National University within the next six months, please do the following: Complete this form and retain a copy for yourself. Present this form to the National University Regional Recruitment Specialist or submit it to the National University Scholarships and Special Services Coordinator. Upon enrollment to National University, contact the Scholarship and Special Services Coordinator to activate the award application previously submitted. You must enroll within 12 months of submitting the original award application.

Students who apply for this Promising Scholar Award may also be eligible for the Transfer to Triumph Scholarship provided they meet the scholarship criteria stated above under Transfer to Triumph. You will automatically be considered for the Transfer to Triumph Scholarship upon submission of your Promising Scholar Award application.

# Student Support Services

## International Students Support Services

### Admission

Applicants who require a Certificate of Eligibility for Nonimmigrant (F-1) Student Status, should contact the International Admissions Office-Spectrum Center (858) 541-7747 or isa@nu.edu. A non-refundable application fee of \$65 is required for all international students. Prospective international students must establish means of financial support, provide official transcripts of previous education in order to establish academic eligibility, and fulfill an English Language Proficiency requirement

*Note: The University is required to maintain student records and to furnish the information to appropriate U.S. federal agencies upon request.*

### International Student Prepayment and Refund

International students admitted to National University with F-1 visas are required to pay their first three classes in advance upon arrival at the University. Tuition for the first class is non-refundable. Tuition refunds for the second and third months will be in accordance with National University refund policies.

### Transcript Evaluation

Official documents (e.g. transcripts, mark sheets, diplomas) are required for admission. Transcripts from international institutions of higher education may require a credit recommendation by a recognized evaluation service selected by National University. Applicants are responsible for any required evaluation fees. The final decision on awarding credit is made by National University, which carefully considers the evaluation service's recommendations. More information is available by e-mailing [foreignevaluations@nu.edu](mailto:foreignevaluations@nu.edu) or by contacting the Office of the Registrar in San Diego.

### Language Proficiency

Verification of English Language Proficiency helps to ensure that lack of facility in English will not hinder academic performance at National University.

Applicants from the following countries are not required to submit English Language Proficiency:

Anguilla	Liberia
Antigua	Montserrat
Australia	New Zealand
Barbados	Norway*
Belize	Republic of Ireland
Bermuda	St. Kitts and Nevis
British Virgin Islands	St. Lucia
Canada (except for the Province of Quebec)	St. Vincent
Cayman Islands	The Bahamas
Commonwealth of Caribbean Countries	Trinidad and Tobago
Dominica	Turks and Caicos Islands
Grenada	United Kingdom
Guyana	(England, Scotland, Northern Ireland, Wales)
Jamaica	

*\*Specific grades required*

Applicants who have obtained a California Teaching Credential from the CTC are exempt from the English Language Proficiency requirement.

The English Language Proficiency requirement can be fulfilled with one of the following:

- Providing proof of an associate, bachelor or master's degree from a regionally accredited United States college or university. \*Note: Students who have an Associate degree only MUST provide verification they have met the course equivalency for

ENG100/101 with a grade of "C" or better in order to be eligible to waive the English Language Proficiency requirement.

- Providing proof satisfactory completion of two full years (equivalent of 60 semester units or 90 quarter units) of transferable degree study in an English language school system at a recognized college or university located in a country where the dominant language is English.
- Provide proof of a minimum of 3 years of study at a United States high school culminating in the award of a high school diploma (graduation)
- Test of English as a Foreign Language (TOEFL) taken within 24 months before beginning coursework.

TOEFL Requirements	Paper Based Test	Computer Based Test	Internet Based Test
Undergraduate	525	197	70
Graduate	550	213	79

- International English Language Testing System (IELTS). Undergraduates must score 5.5 and graduates must score 6, with no band lower than a 5.
- Certificate of Proficiency in English (CPE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of "C".
- Certificate of Advanced English (CAE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of "C".
- GCSE/IGCSE/GCE O' Level English, English Language, or English as a Second Language with minimum grade of 'B'.
- GCE A/AS/AICE Level English or English Language with minimum grade of 'C'
- International Baccalaureate English A1 or A2 Higher Level passed with minimum grade 4
- London Tests of English, Level 5 (Proficient) by Ed Excel International. The minimum requirement is "Pass".
- London Tests of English, Level 4 (Advanced) by Ed Excel International. The minimum requirement is 'Merit'.
- Completing an English Language Program (ELP) through a language school approved by National University. Students can meet the English Language Proficiency requirements by satisfactorily completing the highest level of study at the following five language training institutions:
  - English Language Systems (ELS) in locations throughout the United States and abroad (in California, ELS centers are in San Diego, Orange County, Santa Monica, San Francisco, and Oakland). Students must complete level 109 for undergraduate studies and level 112 for graduate studies.
  - San Diego State University's American Language Institute (ALI) – level 106 or pre-MBA program.
  - San Jose State University's Studies in American Language – advanced level.
  - University of California at Davis's International Training and Education Center – advanced level.
  - Fresno International English Institute
- Students may also satisfy the English Language Requirement by completing National University's English Language Program.
  - International students who need English Proficiency take a placement exam which will allow for placement in the appropriate class level.
  - English Language classes follow the University calendar and provide 96 hours of instruction per month.
  - Levels range from beginning to advanced.
  - At the end of each month, the students are evaluated for advancement.
  - TOEFL and IELTS scores are not required for students who have completed National University's English Language Program.

For additional information regarding National University's English Language Program students should contact the English Language Program Office at 1-800-986-1036 or via e-mail at [elp@nu.edu](mailto:elp@nu.edu) or at the following address:

English Language Program  
National University  
9388 Lightwave Avenue, Suite 185A  
San Diego, CA 92123

## **Orientation for International Students**

Orientation is done prior to class start as a group and on an individual basis. The orientation session will cover National University's international programs, academic and immigration policies and procedures and cultural adjustments in the United States. Immigration regulations, auto and health insurance, banking, and other topics of interest are also covered. For in-depth information regarding international student programs, please refer to the international student handbook which is available on National University's website.

## **International Student Responsibilities**

Under regulations U.S. Citizenship and Immigration Services (USCIS), that implement the Student and Exchange Visitor Information System (SEVIS), it is critical that all F-1 international students take responsibility for maintaining their legal status in the United States. If you have any questions regarding SEVIS rules and regulations, please contact the International Programs Office (ipo@nu.edu).

## **Mandatory Medical Insurance**

International students holding F-1 or J-1 non-immigrant visas at National University must provide proof of medical health insurance. Students have two options to show proof of medical insurance:

1. Purchase health insurance in their home country, or
2. Purchase health insurance in the United States, after arrival.

Minimum Health Insurance Requirements:

1. Benefit – \$250,000 (for each injury or sickness)
2. Deductible – \$100 (for each injury or sickness)

Assistance with purchasing an acceptable health insurance plan is available upon arrival at National University during orientation. We estimate that one full year of health Insurance will cost approximately \$900– \$1,100 USD (single coverage). Students will need to show proof of medical insurance prior to the first day of class. If you do not show proof of medical insurance, you may not be able to enroll in classes.



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*The University of Values*



# Financial Aid

## Student Financial Aid

There are many types of financial aid available to assist students who qualify. For specific information regarding financial aid programs and the University's Financial Aid policies and procedures, please visit the Financial Aid website at [www.nu.edu](http://www.nu.edu) or visit a financial aid advisor on-campus.

### How to Apply for Financial Aid

Planning ahead and applying for financial aid can help students obtain an education, which might otherwise be outside their financial reach.

To be considered for federal and state financial aid, students must complete the process of "need analysis." Need analysis is the method used to estimate the amount of money students and their families can reasonably contribute toward the cost of education. For the current school year, a student's awards will be determined using the previous year's income (taxed and untaxed) and current assets. Other factors that are considered include the student's marital status and the number of dependents.

The data to complete a "need analysis" is collected when a student completes the Free Application for Federal Student Aid (FAFSA). Information on completing the FAFSA is available in the Financial Aid Guide, available from a financial aid or admissions advisor at all campuses or online at [www.nu.edu](http://www.nu.edu). The Financial Aid Guide explains how to submit a FAFSA, which students must complete and sign with the federal processor for evaluation. To expedite the application process, students are encouraged to apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). National University computer labs are available for students' use.

*Important Note: Students must mail in their signed certification page within fourteen (14) days when filing online in order for the FAFSA to be completely processed and eligibility determined by the U.S. Department of Education. If a student (and parent, if required) have a personal identification number (PIN), the application can be signed electronically. Sign up for a PIN at: [www.pin.ed.gov](http://www.pin.ed.gov)*

### Student Eligibility Requirements

To receive financial aid, students must meet all of the federal eligibility requirements. Students must:

- have a high school diploma or a General Education Development (GED) certificate
- be a U.S. citizen or an eligible non-citizen
- be enrolled in an eligible program and have their records evaluated by the Office of the Registrar (excludes non-degree studies and continuing education programs, which do not qualify for federal or state aid)
- demonstrate financial need as determined by the federal methodology (excludes the federal unsubsidized Stafford Loan Program and Grad PLUS Program)
- have a valid social security number
- maintain satisfactory academic progress, as defined by the university Financial Aid Office
- sign a Statement of Educational Purpose/Certification Statement
- not owe an overpayment on any Title IV educational grant or be in default on a Title IV educational loan unless satisfactory payment arrangements are made to repay or otherwise resolve the overpayment or default
- register with the Selective Service, if required to do so
- complete the verification process, if selected to do so, by submitting a signed copy of federal tax forms and any other required documents

*Note: A student's eligibility for any of the federal aid programs may be suspended or terminated by a court as part of a conviction for possessing or selling drugs.*

### Dependency Status

Students who apply for financial aid must determine whether they qualify as independent (self-supporting) students or as dependent students. Determination of a student's dependency status is made in the student status section on the Free Application for Federal Student Aid (FAFSA).

Students who meet at least one of the following criteria are considered independent:

- Students who were at least twenty-four (24) years of age prior to January 1st of the current year
- Students who are married
- Students who are enrolled in a graduate program (this does not include students who are enrolled in a credential program)
- Students who have legal dependents other than a spouse
- Students who are orphans or wards of the court (or were wards of the court until they reached age eighteen [18])
- Students who are veterans of the U.S. Armed Forces
- Students who are currently serving on active duty in the U.S. Armed Forces for purposes other than training

Students who claim to be independent may be asked to provide documentation to verify their dependency status prior to receiving financial aid. Students who want to be considered independent due to circumstances other than those listed should contact a financial aid advisor prior to completing the FAFSA.

### Financial Aid Satisfactory Academic Progress (SAP) Policy

In accordance with federal and state student aid regulations, a student must maintain satisfactory academic progress to qualify for financial aid. There are three standards—one qualitative and two quantitative.

The Financial Aid qualitative standard measures cumulative Grade Point Average (GPA) and adheres to National University's Satisfactory Academic Progress policies, one for undergraduates and the other for graduates. For complete explanations, read the Satisfactory Academic Progress sections under Academic Information for Undergraduate Degrees and Academic Information for Graduate Degrees. The policy statements include the minimum cumulative GPA requirements and provisions for probationary periods, disqualification, and reinstatement. The Financial Aid Office abides by the University's decisions enforcing its policies.

The two Financial Aid quantitative standards measure progression toward the completion of a declared program of study. A maximum time frame is required, and it cannot exceed 150% of the program length for undergraduate programs. In addition, the Financial Aid Office has established the following requirements for minimum successful completion of credits at the end of an academic year defined as a period of 32 weeks of instructional time.

The units include coursework taken at National University and transfer credits. Progress will be reviewed when a student completes 32 weeks of instruction. If a student fails to meet the minimum credits required for an academic year, i.e., the 32 weeks of instruction and/or exceeds the maximum time frame for number of academic years of eligibility for pursuing a program, the student is ineligible for aid.

To appeal the disqualification a student must file a Request for



Type of Degree/Program	Each academic year of 32 weeks of instruction					
<b>Associate Degree</b> (90 units required for completion)	1	2	3	4		
Cumulative number of units successfully completed	24	48	72	90		
<b>Bachelor's Degree</b> (180 units required for completion)	1	2	3	4	5	6
Cumulative number of units successfully completed	24	48	72	96	120	180
<b>Master's Degree/Credential Program</b> (60 units required)	1	2	3	4		
Cumulative number of units successfully completed	20	40	60	80		

Review – Satisfactory Academic Progress form available from any Financial Aid Office and online at National University’s website.

## Student Loan Deferment

Federal subsidized Stafford loan borrowers are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student’s outstanding loan during the time the student is in school. During an authorized deferment of repayment, unsubsidized Stafford borrowers are eligible for the same deferment as subsidized Stafford borrowers. However, a deferment for an unsubsidized Stafford borrower only applies to the principal loan amount.

Deferments for PLUS applicants vary. See the Financial Aid Guide for details.

## Loan Deferment Procedures

Once a month, the University submits student enrollment data to the National Student Loan Clearinghouse, which reduces the number of deferment forms students need to complete. Students who receive a letter, statement, or a deferment form from a lender must complete and submit the form as instructed. To be eligible for loan deferment, students must be in attendance at least half-time and meet one of the following:

1. Have completed at least the first class in their enrollment OR
2. Be in attendance in the first class of their enrollment and the ninth day of the session must have passed.

*\*Deferment forms cannot be processed until students have started their program of study. The University cannot accommodate students who request deferment forms prior to beginning their program.*

Deferment forms are only certified for the official class dates of enrollment and are based on unit load per quarter, regardless of the length of the class. The University provides lenders with data on student status but does not grant or deny deferment. The Clearinghouse only reports enrollment status to the National Student Loan Data System (NSLDS) for Stafford/PLUS borrowers. This reporting does not apply to Perkins or NU-HELP borrowers, who should file paper deferment forms to notify the University of their loan status. For further clarification of enrollment status and certification, please see “Definition of Student Status” in the Policies and Procedures section of this catalog.

## Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. Based on National University policies, which are made in accordance with federal regulations, a student is considered “withdrawn” if not in attendance for 75 consecutive days.

The Federal Return of Title IV Funds (RTIV) policy was effective October 7, 2000, and governs all federal grant and loan programs,

including Federal Pell Grant, SEOG, ACG, SMART, TEACHGRANT, Perkins Loan, Stafford/Direct Loans (subsidized and unsubsidized), and PLUS loans.

For more information, please read the Policies and Procedures section of this catalog.

## Assumption Program of Loans for Education (APLE)

The APLE program is a competitive teacher incentive program designed to attract outstanding students into the teaching profession. For those selected, the APLE program assumes up to \$19,000 in outstanding educational loans. Students must be California residents and enrolled in a course of study or a teacher preparation program leading to an initial teaching credential or a specialist credential in special education or reading. To receive the full benefit of the program, selected APLE recipients must agree to teach for four consecutive years in a California public school in a subject matter shortage area (math, science, foreign language, or special education) or in schools that serve a high proportion of students from low-income areas, low-performing schools, schools with a high percentage of emergency permit teachers, or rural schools. For those applicants selected, the program will assume up to \$2,000 in educational loan debt for the first year of eligible teaching service and up to \$3,000 for each of the second, third, and fourth years of eligible teaching service. The application period is from May through September. Interested students should talk to a financial aid advisor for current deadlines.

## Scholarship Programs

### University Scholarships and Grants

Each year, National University awards tuition scholarships or grants to students in the following categories: those who demonstrate exceptional scholastic achievement; those who are educationally and economically disadvantaged in underrepresented categories; those with disabilities and demonstrated financial need; and those who are single-parents with demonstrated financial need. All scholarships or grants are based on the eligibility rules that apply to the particular award. The University’s goal is to attract and retain quality students by providing scholarships that are based upon merit and financial need.

The University may, at its discretion, target certain campuses and/or certain academic programs for the awarding of scholarships. This prioritization will then constitute the first criterion for selection. The secondary criterion will be those specified for each type of scholarship as described below.

National University’s scholarships are considered “last money” tuition scholarships. These scholarships are designed to supplement, but not replace, federal and state financial aid, employer tuition assistance, and student income. Awards are credited directly to the recipient’s financial accounts. The number of scholarships depends on the availability of allocated funds. As a nonprofit institution, the

# Financial Aid

University tries to provide as many scholarship and grant opportunities as possible.

The scholarship application process is available online through the student portal. Students are responsible for reading and complying with the policies and procedures contained in this catalog prior to applying for a scholarship.

## Types of Awards

### Collegiate Honor Award

Tuition scholarships of up to \$2,000 are available to students who have demonstrated exceptional scholastic achievement and are in need of financial assistance. To be eligible for this award, applicants must have completed 54 semester units at a U.S. regionally accredited community college or four-year college with an undergraduate grade point average of at least 3.5 on a scale of 4.0. Awards will be credited to students' accounts in increments, up to the maximum of \$500 per course. The application form is available online through the student portal.

### Presidential Tuition Scholarship

Presidential Tuition Scholarships of up to \$2,500 are available each fiscal year to undergraduate transfer students in at least one of the following categories:

- educationally and economically disadvantaged persons who have been historically underrepresented at higher educational institutions (African Americans, Hispanics and Native Americans)
- single parents with demonstrated financial need
- persons with a verified disability and financial need

Applicants must also meet all of the eligibility criteria listed below. They must:

- have an annual income below \$18,000 for single applicants or \$25,000 for a family of two or more
- demonstrate a cumulative college grade point average of 2.30 on a 4.00 scale
- have at least 56 semester hours of credit from an accredited college or university
- apply for federal and state financial aid
- be an undergraduate student working toward a first bachelor's degree
- be a U.S. citizen or eligible non-citizen

Awards will be credited to students' accounts in increments, up to the maximum of the full cost of tuition per course. The application form is available online through the student portal.

### Military Tuition Scholarship

Military Tuition Scholarships of up to \$2,500 are available to military personnel, including active duty, reservists, national guardsmen/women, their spouses, and their dependents. The scholarship is intended to benefit educationally and economically disadvantaged personnel and their family members who have demonstrated financial need. For active duty personnel to qualify, they must have exhausted the aggregate amount of their military tuition assistance. In order to determine financial need, an applicant must file a Free Application for Federal Student Aid (FAFSA), which can be done online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The applicant must also submit a letter describing personal circumstances that make earning an education important. In making the awards, preference will be given to applicants seeking undergraduate degrees. Awards will be credited to a student's account in increments up to a maximum of \$500 per course toward tuition. The application is available online through the

student self-service portal. The letter describing personal circumstances should be sent to:

*The Office of Scholarships and Special Services  
National University  
11255 North Torrey Pines Road, La Jolla, CA 92037-1011*

### Community Scholarship

The purpose of the community scholarship is to recognize outstanding performance in the workplace, professional organizations, and community colleges. The Community Scholarship program for employers and organizations is designed to augment such recognition programs as employee of the quarter/year, etc. For community colleges, the scholarship is designed to recognize outstanding academic performance for undergraduate transfer students.

Employers, professional organizations, and community colleges interested in participating in the National University Community Scholarship program should contact the Coordinator of Scholarships and Special Services at (858) 642-8185 or via e-mail at [scholarships@nu.edu](mailto:scholarships@nu.edu). The request should include a brief description of the employer/organization's current recognition program selection procedures and the number of employees/members eligible to participate.

### Transfer to Triumph Scholarship

Students who are transferring from a California Community College may be eligible for the Transfer to Triumph program. To be eligible a student must meet the following requirements:

- Be in good academic standing at the time of application to National University
- Have completed at least 30 semester units at a California Community College or combination of California Community Colleges
- Their last semester of attendance was at a California Community College and is within 24 months of their application date to National University

If students believe that they qualify for this scholarship, they must initiate it through their admissions advisor who will make a preliminary eligibility determination. The admissions advisor will enter the preliminary eligibility into the system and the application fee will be waived by student accounts. Once the student's entire file is complete, the Registrar's Office will evaluate the student and determine official eligibility for the scholarship. Students will be sent an e-mail indicating whether they have been approved or denied for the scholarship based on official eligibility determination. If a student had an admissions fee waived based on a preliminary determination and they are found not eligible at the time of evaluation then the admissions fee will be charged. The student must notify the scholarship coordinator once they are within three courses of completion of their program. The scholarship coordinator will verify this information and issue the award. Tuition for the final two courses will be billed and waived, and the student will receive an adjusted accounting.

### Promising Scholar Award

This scholarship award is intended for students who are enrolling into National University directly from a California Community College. To be eligible for this award, students must meet the following qualifications:

- Be in good academic standing at the Community College at the time of application to National University.
- The last semester of college attendance was at a California

community college and is within 12 months of application to National University.

If students believe that they qualify for this scholarship, they can initiate it by requesting an application through the National University Regional Recruitment Specialist, Transfer Center at their school, or through a National University Admissions Advisor. Complete the Promising Scholar Award application form and have this form signed by the Transfer Director of your community college to verify that you have attended the community college within the last 12 months and submit the form within 90 days of application date to National University.

If you will not be attending National University within the next six months, please do the following: Complete this form and retain a copy for yourself. Present this form to the National University Regional Recruitment Specialist or submit it to the National University Scholarships and Special Services Coordinator. Upon enrollment to National University, contact the Scholarship and Special Services Coordinator to activate the award application previously submitted. You must enroll within 12 months of submitting the original award application.

Students who apply for this Promising Scholar Award may also be eligible for the Transfer to Triumph Scholarship provided they meet the scholarship criteria stated above under Transfer to Triumph. You will automatically be considered for the Transfer to Triumph Scholarship upon submission of your Promising Scholar Award application.

## Need-Based Scholarship

The National University Need-Based Scholarship assists new and existing graduate students in degree programs with the tuition cost for one course per fiscal year for students with exceptional need. This award applies only to courses governed by the University's standard tuition rate. Awards are made based on student need, as established by the Expected Family Contribution (EFC) number and as calculated by the U.S. Department of Education from the filing of a Free Application for Federal Student Aid (FAFSA). The award is available each fiscal year, students must re-apply. Funds are distributed as available. Applicants must also meet all of the eligibility criteria listed below:

- Must be a graduate student in a degree program
- Existing graduate students must demonstrate a grade point average of 3.00 on a 4.00 scale. New students must demonstrate a grade point average of 3.00 on a 4.00 scale from their most previous recent institution.
- Must be in good standing with student accounts
- Must submit a FAFSA form
- Be a U.S. citizen or eligible non-citizen
- Has not received another previous need-based scholarship that Fiscal Year from National University

## Scholarship Rules and Policies

Rules and policies that govern National University funded awards are as follows:

- To be considered for an award, students must apply and begin attending courses within the first three months of admission. Award recipients have twelve (12) months from the date of notification of the award to use funds, after which, all unused funds will be revoked.
- Funds will not be applied toward non-degree or certificate courses.
- Funds will only be applied toward courses the student has not yet attended.

- Funds will be not applied to past due balances.
- Funds are credited to a student's account in maximum increments of \$500 per 4.5 unit course per month for the Collegiate Honor Award; \$500 per 4.5 unit course per month for the Military Tuition Scholarship; up to the full cost of tuition per month for the Presidential Tuition Scholarship (up to \$2500 total).
- Award funds will only be applied toward the tuition cost for academic coursework toward an intended degree objective.
- Awards are not transferable. Only one award can be received and used per degree objective, except for eligible Presidential Tuition applicants who may re-apply and may receive a new award each Fiscal Year while pursuing their first bachelor's degree.
- Awards are made to students for their intended degree objective at the time of application.
- Students who receive other educational assistance in excess of 90 percent of the cost of tuition for a course are not eligible to receive award funds for the course.
- Recipients must maintain good standing with the Student Accounts Office to ensure continuation of their award.
- This award may affect the amount of other financial aid for which a student may qualify, or the award may be reduced or nullified by other educational assistance and aid the student receives.
- Application of award funds toward a withdrawn course will be based on the charge incurred. If there is no charge, there will be no application of funds.
- Award funds must be used within twelve (12) months of the original award. Funds not used within twelve (12) months of the award are forfeited.

## Externally Funded Scholarships

There are many corporations, organizations, and foundations that provide scholarships to students seeking undergraduate and graduate degrees. For application procedures and scholarship criteria, students should consult reference books in National University's library or on the University's Financial Aid website.

## V.A. Educational Benefits

Many active duty military personnel, veterans, dependents of deceased or disabled veterans, and reservists are eligible for Department of Veterans Affairs' educational benefits. The programs administered by the Veterans Affairs office at National University are:

### Chapter 32, VEAP

For veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty.

### Chapter 30, Montgomery G.I. Bill (Active Duty)

For veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty. Also includes Chapter 32 active duty persons with eligibility as of October 1, 1996 who elected to participate in the Montgomery G.I. Bill.

### Chapter 1606, Montgomery G.I. Bill (Selected Reserve Program)

For undergraduates and graduates who enlisted in the reserves and who have made a six-year commitment to the selected reserves.

### Chapter 1607 (Selected Reserve Program)

For undergraduate and graduate students of the reserves personnel who were recalled for active duty. Eligibility is determined by the Department of Defense.

### Chapter 35, Dependent's Benefits

For spouses or children of veterans who died on active duty, whose

# Financial Aid

death was caused by a service-connected disability, or who are rated 100 percent permanently disabled according to the Department of Veterans Affairs.

## Chapter 31, Vocational Rehabilitation

For veterans with a service-connected disability, or who are rated 10 percent or more disabled according to the Department of Veterans Affairs.

## Chapter 34, G.I. Bill

For veterans who are currently on active duty if they entered the armed forces before January 1, 1977, or after January 1, 1977, under a delayed entry program.

Students should be aware that the Veterans Administration pays educational benefits only for those courses that are part of an approved degree or certificate program and that have not been previously and successfully completed. Students are required to attend classes regularly and maintain satisfactory grades.

## Military Tuition Assistance

The Veterans Affairs' Tuition Assistance department is located at 9388 Lightwave Avenue, San Diego, CA 92123. The department provides counseling, guidance, and reimbursements to the University for students who are eligible for active duty tuition assistance if they are in the armed forces. Students may be eligible for tuition assistance up to 75 percent of the cost of their tuition. The amount of the benefit for active duty tuition assistance is determined by the military branch of service. The tuition assistance staff works with active students and ensures the contracts are monitored for accuracy and meet compliance issues. It is the student's responsibility to apply for tuition assistance through the Educational Services Officer on-base.

Students who want to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans Affairs Office located at the Spectrum Business Park campus. Veterans who enroll at National University are encouraged to call or visit the veterans representative for instructions prior to signing up for benefits. The Veterans Affairs Office telephone number is (858) 541-7970.

Nevada students should contact the Veteran Affairs office at 2850 W. Horizon Ridge Parkway, Suite 301, Henderson, Nevada, 89052, or call (702) 531-7800.

## Alternative Educational Funding

### Reserve Officers' Training Program (ROTC) Army and Air Force

Students can enroll in the ROTC program while attending classes at National University. There is a continuing need for scientific, computer, engineering, medical, and management personnel as well as pilots and navigators in both the Army and Air Force.

ROTC offers scholarships on a competitive basis for students already enrolled in college. Scholarship programs vary slightly each year. Generally, scholarships exist at the two-, three-and one-half- and four-year college levels. Applicants for ROTC scholarships are selected on the basis of the "whole-person" concept that includes both objective (e.g., grade point average) and subjective (e.g., interview evaluation) factors.

National University students can enroll in ROTC by contacting the local ROTC Recruiting Office. Veterans who complete their studies

and are commissioned by age thirty-five (35) may also be eligible for the ROTC.

## Corporate Tuition Assistance

Many companies and government agencies award tuition reimbursement to employees. Students should check with their employer for information on how to apply for this employee-development fringe benefit.

## Aid for Native Americans

Native American students who can prove membership in a federally recognized tribe may receive educational grants from the federal Bureau of Indian Affairs (BIA).

Applications for BIA grants for California tribes are available by writing the Bureau's Office of Indian Education, 2800 Cottage Way, Sacramento, CA 95825 or by calling (916) 978-4680.

## California State Rehabilitation

The Department of Rehabilitation is a state agency that helps men and women with disabilities enter or return to work. It also has programs that ensure the rights of people with disabilities. Persons with a disability who need help living more independently or who need training to get a job should contact the regional office of this state agency.

## Private Lenders

There are several privately funded education loan programs available to assist students who do not qualify or have limited eligibility for government or institutional financial aid. Additional private lenders can be found at [www.elmselect.com](http://www.elmselect.com)

## Additional Information Sources

California Student Aid Commission [www.csac.ca.gov](http://www.csac.ca.gov)

U.S. Department of Education [www.ed.gov/finaid.html](http://www.ed.gov/finaid.html)

College is Possible [www.collegeispossible.org](http://www.collegeispossible.org)

Scholarship Search and Financial Aid Calculator [www.fastweb.com](http://www.fastweb.com)

The U.S. Department of Education has created the Student Financial Aid Ombudsman to work with student loan borrowers to informally resolve loan disputes and problems with the following federal loans:

- William D. Ford Federal Direct Stafford Loans: Subsidized and Unsubsidized Direct Stafford Loans, Direct PLUS Loans (for parents) and Direct Consolidation Loans
- Federal Family Education Loans: Subsidized and Unsubsidized Stafford Loans, FFEL PLUS Loans (for parents) and FFEL Consolidation Loans
- Guaranteed Student Loans, SLS Loans and Perkins Loans
- Ombudsman Customer Service Line (877) 557-2575 or at <http://www.fsahelp.ed.gov/>

## Financial Aid Calendar

A calendar of deadlines and critical dates for students applying for financial aid at the University.

2009-2010	2010-2011	
January 1, 2009	January 1, 2010	<ul style="list-style-type: none"> <li>Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.</li> </ul>
March 2, 2009	March 2, 2010	<ul style="list-style-type: none"> <li>Deadline for new Cal Grant A and B applications.</li> <li>National University Financial Aid priority filing date for FSEOG and Federal Perkins Loans. <i>Note: The Financial Aid Office will continue to make awards after this date as long as funds remain.</i></li> </ul>
April 2009	April 2010	<ul style="list-style-type: none"> <li>National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.</li> </ul>
June 2009	June 2010	<ul style="list-style-type: none"> <li>Announcements of Cal Grant A and B Awards.</li> </ul>
July 2009	July 2010	<ul style="list-style-type: none"> <li>The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG, Federal Perkins).</li> </ul>
October 2009	October 2010	<ul style="list-style-type: none"> <li>The funding period begins for the Cal Grant programs.</li> </ul>
June 30, 2010	June 30, 2011	<ul style="list-style-type: none"> <li>Federal Pell Grant deadline.</li> <li>Last day to file the FAFSA.</li> <li><i>Note: The Federal Student Aid Center must receive the student's FAFSA by this date (June 30th). Applications postmarked June 30th and received by the processor after June 30th will not be accepted for processing.</i></li> </ul>
June 30, 2010	June 30, 2011	<ul style="list-style-type: none"> <li>National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.</li> </ul>
<b>Completion of Student's Academic Year</b>		<ul style="list-style-type: none"> <li>Applying for an additional loan (Stafford and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student's academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction (8 months) must be completed. To submit a new loan application, students must have at least three months remaining in their academic year.</li> </ul>



# Financial Aid

## Financial Aid Programs

The following chart describes Federal, State and institutional financial aid programs that are available. Please pay attention to program requirements and applications deadlines.

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2009-2010	Application Deadline	Date Funding Begins
•		•			•	•	<b>FEDERAL PELL GRANT</b> is a grant program to help students with tuition cost. This program assists students who are working towards a first bachelor's degree. <i>Award Range:</i> \$400 to \$5,350 <i>Applications:</i> FAFSA, IAFFA	June 30, 2010	July 2009
•		•			•	•	<b>FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)</b> is a grant program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need. <i>Award:</i> \$4,000 maximum per year <i>Applications:</i> FAFSA, IAFFA	Priority filing date: March 2, 2009	July 2009
•		•				•	<b>ACADEMIC COMPETITIVENESS GRANT (ACG)</b> is a federally funded grant program to assist with financial need. ACG applicants must be first- or second-year students who have completed a rigorous secondary school program. Students must be U.S. citizens, PELL grant recipients, and enrolled full time. Second-year recipients must have achieved a minimum 3.0 GPA at the end of the first year. <i>Awards:</i> \$750 first academic year of student's program of study \$1,300 second academic year of student's program of study <i>Applications:</i> FAFSA, IAFFA	June 30, 2010	Based on each student's individual course schedule
•		•				•	<b>National Science and Mathematics Access to Retain Talent Grant (SMART)</b> is a federally funded grant program to assist with financial need. SMART applicants must be third- or fourth-year students in a four-year degree program, pursuing a program of study in Computer Science, Engineering, Critical Foreign Languages, Life Sciences, Mathematics, Physical Sciences, Technology, or Multidisciplinary Studies. Students must be U.S. citizens, PELL grant recipients, and enrolled full time, and maintain a minimum cumulative 3.0 GPA (no rigorous high school program required.) <i>Awards:</i> \$4,000 per third and fourth academic year of student's undergraduate program	June 30, 2010	Based on each student's individual course schedule
•		•				•	<b>CAL GRANT A</b> is a state funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and grade point average. Students must be California residents working towards a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June. <i>Award:</i> \$3,236 per quarter <i>Applications:</i> FAFSA, GPA verification	March 2, 2009	Oct. 2009
•		•				•	<b>CAL GRANT B</b> is a state funded grant program to help students with tuition cost. This program is intended to assist students with high-potential from disadvantaged/low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June. <i>Tuition Award:</i> \$3,236 per quarter <i>Access:</i> \$517 per quarter <i>Applications:</i> FAFSA, GPA verification	March 2, 2009	Oct. 2009

**1 Credential Program** Students must complete the program residency requirement at National (except for recipients of NU Scholarships) and may only apply for financial aid as a fifth year undergraduate.

**2 Certificate Program** These programs must consist of 36 units in length (except for recipients of NU Scholarships). Students are not eligible to reapply for an additional Stafford or PLUS Loan in the Certificate Program.

**KEY**  
**FAFSA:** Free Application for Federal Student Aid  
**IAFFA:** Institutional Application for Financial Aid  
**GPA:** Grade Point Average  
*Note: Award ranges and aid types are tentative.*

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2009-2010	Application Deadline	Date Funding Begins
	•	•		•	•		<p><b>FEDERAL PLUS PARENT LOANS FOR STUDENTS</b> is a loan program to assist parents of undergraduate dependent students with educational costs. The interest rate is fixed at 8.5% for loans issued after July 1, 2006. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made.</p> <p><i>Loan Amount:</i> For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student.</p> <p><i>Fees:</i> Origination and Federal Default fees vary per lender.</p> <p><i>Applications:</i> Parent IAFFA, FAFSA, Loan Request</p>	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
	•		•				<p><b>FEDERAL PLUS LOANS FOR GRADUATE STUDENTS (GRAD PLUS)</b> is a loan program to assist graduate students with educational costs. This loan requires the borrower to demonstrate credit-worthiness, has a fixed interest rate of 8.50%, and fees up to 4% may be charged. Like the unsubsidized Stafford loan, the interest is not subsidized by the government. Contact your lender for information regarding payment deferment, if applicable.</p> <p><i>Loan Amount:</i> For each academic year, the student may borrow up to the cost of attendance minus other aid.</p> <p><i>Fees:</i> (same as the PLUS Loan Program)</p> <p><i>Applications:</i> IAFFA, FAFSA, Loan Application</p>	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
	•	•	•	•	•	•	<p><b>FEDERAL PERKINS LOAN</b> is a low-interest (5%) loan program. This program assists students with tuition cost and is funded on a limited basis to students with exceptional need. The major advantage for Perkins recipients is that the government pays the interest during at least half-time attendance and for nine months after the student's last date of attendance. In addition, students are not required to make payments during that time.</p> <p><i>Award Range:</i> \$300 to \$3,600</p> <p><i>Cumulative Totals:</i></p> <ul style="list-style-type: none"> <li>• Up to \$20,000 for undergraduate study</li> <li>• Up to \$40,000 for graduate or professional study</li> </ul> <p><i>Applications:</i> IAFFA, FAFSA</p>	Priority filing date March 2, 2009	July 2009
•		•	•	•	•		<p><b>NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM</b> consists of the Collegiate Honor Award, the NU Presidential Scholarship, and the Military Tuition Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need and handicapped students.</p> <p><i>Awards:</i></p> <ul style="list-style-type: none"> <li>• Collegiate Honor up to \$2,000</li> <li>• Presidential Tuition Scholarship up to \$2,500</li> <li>• Military Tuition Scholarship up to \$2,500</li> </ul> <p><i>Application:</i> Scholarship Application</p>	Open, but subject to available funds	Funding will begin upon receipt of the signed scholarship acceptance letter by the Fin. Aid Dept.
	•	•	•	•	•		<p><b>NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP)</b> is a low-interest (6.75%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need and credit history. Repayment begins six months after the student's last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis.</p> <p><i>Award Range:</i> up to full tuition for 12 months</p> <p><i>Cumulative total of tuition for fiscal year:</i></p> <p><i>Origination Fee:</i> \$30 will be charged to the student's account.</p> <p><i>Applications:</i> FAFSA, IAFFA, NU-HELP Loan Application</p>	Open, but subject to available funds	July 2009

# Financial Aid

Grant	Loan	Undergraduate	Graduate	CRED - 1	CERT - 2	Need-Based	Financial Aid Programs 2009-2010	Application Deadline	Date Funding Begins
	•	•	•	•	•	•	<p><b>SUBSIDIZED FEDERAL STAFFORD STUDENT LOAN</b> is a loan program to assist students with educational expenses. The undergraduate interest rate is capped at 8.25% and is adjusted July 1 of each year. The 2009-2010 rate is 6.8%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student's last date of attendance.</p> <p><i>Loan Amount:</i> For each academic year, a dependent student may borrow:</p> <ul style="list-style-type: none"> <li>• up to \$3,500 as a first year undergraduate</li> <li>• up to \$4,500 as a second year undergraduate</li> <li>• up to \$5,500 as a third, fourth, or fifth year undergraduate</li> <li>• up to \$8,500 as a graduate</li> </ul> <p>Dependent students may receive both an unsubsidized and subsidized Stafford up to the amounts listed above.</p> <p><i>Applications:</i> FAFSA, IAFFA, Loan Application</p>	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
	•	•	•	•	•		<p><b>UNSUBSIDIZED FEDERAL STAFFORD LOAN</b> is a program available to students who may not qualify for a subsidized Stafford Loan or for students who may qualify for only a partial subsidized Stafford Loan. This loan has a variable interest rate capped at 8.25% adjusted July 1 of each year. The terms and conditions are the same as the subsidized Stafford Loan, except that the borrower is responsible for the interest that accrues while the student is in school and during the grace period.</p> <p><i>Loan Amount:</i> Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level).</p> <p><i>Applications:</i> FAFSA, IAFFA, Loan Application</p> <p><i>Loan Amount:</i> For each academic year, an independent student may borrow:</p> <ul style="list-style-type: none"> <li>• up to \$9,500 as a first year undergraduate (at least \$6,000 of this amount must be in unsubsidized Stafford)</li> <li>• up to \$10,500 as a second year undergraduate (at least \$6,000 of this amount must be in unsubsidized Stafford)</li> <li>• up to \$12,500 as a third, fourth, or fifth year undergraduate (at least \$7,000 of this amount must be in unsubsidized Stafford)</li> <li>• up to \$12,500 for a credential (at least \$7,000 of this amount must be in unsubsidized Stafford)</li> <li>• up to \$20,500 as a graduate (at least \$12,000 of this amount must be in unsubsidized Stafford)</li> </ul> <p><i>Note: Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan.</i></p> <p><b>Aggregate Stafford Loan Limits</b></p> <p>Dependent Undergraduate:   <b>\$ 31,000</b>            Independent Undergraduate:   <b>\$ 57,500</b>            Graduate:                   <b>\$138,500</b>            (\$65,500 in subsidized Stafford and \$73,000 in unsubsidized Stafford)</p> <p><i>Note: The graduate debt limit includes any Stafford Loans received as an undergraduate.</i></p> <p><i>Fees:</i></p> <ul style="list-style-type: none"> <li>• Loan Origination Fee: A loan origination fee of up to 1% of the loan principal is deducted proportionately from each loan disbursement.</li> <li>• Insurance Premium: An insurance premium of up to 1% of the loan principal, called the Federal Default fee, may also be deducted proportionately from each loan disbursement.</li> </ul>	Three months prior to the student's last course of the academic year	Based on each student's individual course schedule
							<p><b>TEACH GRANT PROGRAM</b> was created by Congress through the College Cost Reduction Act of 2007. The Teacher Education Assistance for College and Higher Education Grant Program (TEACH) provides grants of up to \$4,000 per year to students who intend to teach in a public or private elementary or secondary school that serves students from low-income families.</p> <p><a href="http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp">http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp</a></p> <p><i>Award Range:</i> \$100 to \$4,000</p> <p><i>Applications:</i> FAFSA, IAFFA</p>	June 30, 2010	July 2009



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*The University of Values*



# Policies and Procedures

## General Policies and Procedures

### Attendance Procedures

All students must be officially enrolled in order to attend class and to receive a grade. This means that the course must be added to the student's schedule prior to the ninth (9th) day of the session. University instructors will not permacait non-enrolled students to attend a class or be issued a grade. The Office of the Registrar will not post grades for students who are not enrolled.

Typically, the start-date of a session is the first Monday of the new course month or term. If the first Monday is a holiday, the start-date will be the first Tuesday. For example, if the first course offered in the October session meets on Mondays and Wednesdays, then that first Monday is the start-date for the session. The session start date (whether that is a Monday or Tuesday) stays the same regardless of the day students actually meet for their first class. Students are considered officially enrolled in a class at midnight (PST) of the ninth (9th) day of the session.

Students are expected to attend all class periods of a course. An instructor may withdraw a student from the course up to the twenty-first (21st) day of the session if the student has more than two (2) absences. An absence is assessed each time a student does not attend a regularly scheduled class, whether or not it is an excused absence. Students who have more than three (3) absences and who are still enrolled as of midnight (PST) of the twenty-first (21st) day of the session will be issued a letter grade of "F" or "U" as appropriate for the grading criteria of the class. Tardiness and early departures from classes accrue and have the potential to cumulatively affect absences.

Lack of participation for students taking online classes does not qualify the student for a refund. Students, whether onsite or online, are responsible for following the published policy on deadlines for drop and withdrawal.

With instructor approval, students may be allowed to make up examinations or class assignments missed due to absence or tardiness. Students must arrange to complete any make-up work with the instructor in advance. Work must be completed prior to the final class session. A grade of incomplete may be issued if the student has attended two-thirds of the course and coursework is not completed by the final class session. Instructors may use their discretion when issuing approval of, and assigning, an incomplete grade.

Any dispute about attendance must be addressed by the student in writing and submitted to the Registrar's Office within ninety (90) days of when grades were posted. If extenuating circumstances prevent the submission of the dispute within that time frame, the Registrar's Office will make a determination about whether the circumstances warrant further consideration. The Registrar's Office will not consider a dispute that is more than one year old.

Once grades have been issued and credit awarded, neither the coursework nor the grade can be expunged from the student's record. Tuition will not be refunded without extenuating circumstances and approval of the Finance Committee.

### Refund Policy

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Faculty contracts, commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. The University's refund policy reflects this position. Students

may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or [scs@nu.edu](mailto:scs@nu.edu). The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

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

If a student does not complete a course, tuition refunds are made according to the schedule below. The refund policy is the same for onsite and online classes. Students who drop or withdraw from a course:

- prior to midnight (PST) of the ninth (9th) day of the session receive a 100 percent refund;
- prior to midnight (PST) of the tenth (10th) day of the session receive a 50 percent refund; and
- after midnight (PST) of the tenth (10th) day receive no refund.

To receive a refund, students must submit a written request to the nearest Student Accounts Office as the University does not disburse refunds automatically. Students must have a credit balance on their account to receive a refund. Most refunds are processed and mailed within ten (10) working days from the receipt of the request depending on the verification of funds. All refunds are mailed to the student's home address so students must make sure that the address on file is correct. Refund request forms are available at all Student Accounts Offices.

### International Student Prepayment and Refund

International students admitted to National University with F-1 visas are required to pay their first three classes in advance upon arrival at the University. Tuition for the first class is non-refundable. Tuition refunds for the second and third months will be in accordance with National University refund policies.

### Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions regarding refund policies and procedures for students who have received Federal Student Assistance and are considered withdrawn from school. Based on National University policies, which are made in accordance with federal regulations, a student is considered "withdrawn" if not in attendance for 75 consecutive days. Given National University's model of one course per month, this would generally equate to a three-month break in attendance.

The Federal Return of Title IV Funds (RTIV) policy was effective October 7, 2000, and governs all federal grant and loan programs, including Federal Pell Grant, SEOG, ACG, SMART, Perkins Loan, Stafford/Direct Loans (subsidized and unsubsidized,) and PLUS loans.

This federal regulation assumes that awards of Federal Student Aid funds are earned in proportion to the number of days attended for the period funded. If a student is considered withdrawn from the University, a calculation is then performed to identify the total scheduled financial assistance the student earned and is therefore entitled to receive. If the student receives (or the University receives on the student's behalf) more financial aid than is earned, the unearned funds must be returned to the Department of Education and/or the appropriate lender. If the student receives (or the

# Policies and Procedures

University receives on the student's behalf) less financial aid than the amount earned, the student may be able to receive those additional funds.

The portion of federal grants and loans that a student is entitled to receive is calculated on a percentage basis. The percentage is determined by comparing the total number of days in the specified payment period to the number of days completed before withdrawing from the University.

For example, if a student completes 30 percent of the payment period, the student earns 30 percent of the financial aid he/she was originally scheduled to receive. This means that 70 percent of the scheduled award received at the beginning of the payment period becomes unearned and must be returned.

In general, loan disbursements and grants cover a specific period of time and number of units called the payment period. Once more than 60 percent of the payment period has been completed, all (100 percent) of the financial aid award received for that period is considered earned.

**Important Note:** If a student is considered withdrawn from the University (officially or unofficially) before completing 60 percent of a payment period, the student may have to repay unearned federal monies that were already disbursed at the beginning of the payment period.

The withdrawal date will be determined as either:

- The effective date of withdrawal from the last course attempted, as documented by the University, or
- The last date of attendance at an academically related activity, as documented by the University.

If it is determined that the student received excess funds that must be returned, the University shares the responsibility of returning those funds. The University's portion of the funds to be returned is equal to the lesser of:

- The entire amount of the excess funds, or
- The total in tuition and fee charges multiplied by the percentage of unearned aid received.

If the refund calculation determines that the University is not required to return all of the excess funds, then the student must return the remaining amount. Any loan funds that a student is required to return must be repaid according to the terms of the promissory note. If any grant funds must be returned, the law allows the repayment amount to be reduced by 50 percent. This means that a student who has received too much in grant funds will only be required to return half of the excess amount.

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Student Accounts Office to pay the amount refunded to the Department of Education or the lender within 45 days of the date of the University's notification. In addition, the student will not be eligible for any further federal financial aid until the balance is paid to the Business Office.

## Finance Committee

Students who wish to dispute the interpretation of a University financial policy, or who seek special consideration regarding a financial matter, can appeal their case to the finance committee.

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each case is decided upon its own merits. The decision of

the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

## Course Scheduling

Any course substitutions or changes in a degree program must be consistent with a student's degree objective and fulfill the graduation requirements for the degree. Students should contact an admissions advisor for assistance in requesting such changes. For students receiving financial aid, changes made to their schedules after processing may delay or cancel their aid. Students should speak to a financial aid advisor before withdrawing from a course or requesting a change of schedule or program.

Students can change the class in which they are enrolled prior to the start date of that course. To ensure that the desired course is available, students are encouraged to substitute or add a course at least one (1) week in advance of the start date.

Students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or [scs@nu.edu](mailto:scs@nu.edu). A grade will not be awarded and tuition will not be charged. After midnight (PST) of the ninth (9th) day of the session, a grade may be entered and tuition will be charged according to the refund policy.

## Course Drop and Withdrawal

The term "drop" means a student has dropped a course prior to midnight (PST) of the ninth (9th) day of the session, and no grade or notation appears on the student's record. The term "withdrawal" signifies that a student has withdrawn from a course after midnight (PST) of the ninth (9th) day of the session, and a "W" will appear on the student's record. Students who withdraw after midnight (PST) of the twenty-first (21st) day of the session will receive a grade of "F" or "U," as appropriate for the course. This is a permanent mark with no grade points assigned. Notifying the instructor of one's intent to withdraw is insufficient and will not constitute an official withdrawal. Students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or [scs@nu.edu](mailto:scs@nu.edu). The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

## Grade Reporting

All grades are reported electronically. Students can access their official grades as posted to their record via the student web portal on the University's website. Students who need an official printed copy of a grade report can request one through the website. The report is generated automatically and mailed out on a weekly basis. Grades are not given over the telephone, via e-mail, or by visiting the Office of the Registrar. Although it is requested that instructors submit grades within ten (10) working days, due to the varying requirements of each course, instructors are allowed a reasonable time frame. Grades are only reported for students who are officially enrolled in a class. Students should direct questions regarding the accuracy of a grade to their instructor.

## Student Records

Transcripts and other documents received by the University for the purpose of admission or recording supplemental work become the property of the University and will not be released to or copied for students. Even though California regulatory agencies require that student records be kept for only five (5) years, National University's student records are retained indefinitely.

# Policies and Procedures

## Transcript Request (Issuance)

Students should direct requests for the issuance of National University transcripts to the National Student Clearinghouse at [www.nslc.org](http://www.nslc.org) or they may access the NSLC website through the student web portal. Students must specify if they are requesting a standard academic transcript or a continuing education /extended learning transcript. The transcript fee is \$5.

The Registrar issues transcripts and other official documents only after students have settled all financial obligations to the University. All records and services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on a federal Perkins or NU-Help loan. Transcripts contain only coursework completed at National University. A summary of previous education is entered into the official transcript of record.

## Definition of Student Status (Full-Time, Part-Time/Half-Time)

A student's enrollment status will be determined based upon their course schedule and the number of units carried in accordance with the below chart. Students who do not attend for a quarter (a three-consecutive-month period) are considered to be "Withdrawn" for that time period. Please note, students are not considered "Withdrawn" or discontinued from the university until they either request to enter that status or have a 12 month break from the last

### Enrollment Status

Students enrolled at the University may attend courses any month of the year.

### Undergraduate Students Unit Requirements

Number of Months	Half	Full
1	—	—
2	6.0	—
3	6.0	12.0
4	9.0	18.0
5	9.0	18.0
6	9.0	18.0

### Graduate & Credential Students Unit Requirements

Number of Months	Half	Full
1	4.5	—
2	4.5	9.0
3	4.5	9.0
4	7.0	13.5
5	7.0	13.5
6	7.0	13.5

class, but are considered "Withdrawn" (for verification purposes such as loan deferment or full/half time student certification) for the time period in which there was a break of three months or more.

The number of units used in determining enrollment status differs depending on the career being pursued (undergraduate or graduate).

The units for any individual class with a "Withdrawn" status do not count towards determining full or part-time status. Graduate students, who are working on project, thesis or research class in which a grade of "IP" (In Progress) or "I" (Incomplete) is issued, will receive credit towards enrollment from the official start date through the end date of the class only. Once 90 calendar days have passed after the end date of the class it may no longer be used to determine a full or half time student status.

Students with proper identification can verify enrollment at the reception area of the Office of the Registrar, (858)642-8260 or email [registrar@nu.edu](mailto:registrar@nu.edu). Verifications can also be requested through the mail with an authorized student signature.

determining full-time status. For example, the above definition of "Full-Time Student Status" may not apply to international students who require an F-1 visa.

## Cancellation of Classes or Programs

The University reserves the right to cancel or postpone a class or a program if student enrollment is insufficient. However, every effort will be made to cancel the class or program well in advance of the intended start date allowing students to reschedule or make other arrangements.

## Bar from Attendance

Students may be barred from attending classes for failure to:

- Present official transcripts certifying degree/status from previous institutions
- Comply with admission requirements
- Respond to official University notices
- Settle financial obligations when due

Students who are barred from attendance are generally given advance notice. If a student fails to respond or has a history of failing to respond, action will be taken without further notice and the student will no longer be entitled to services of the University, except for assistance toward reinstatement. The University can drop the student from all current and future classes if appropriate. Under no circumstances may a student who has been barred from attendance attend class or receive a grade.

## Withdrawal from the University

Students who wish to withdraw permanently from National University must take one of the below two actions:

- 1 Fill out the "University Withdrawal Form" which is available at each campus or online at the University's website
- Or
2. They must contact the Financial Aid Office or their Admissions Advisor who will verify student information and submit the request in writing on behalf of the student to the Office of the Registrar.

Students taking one of the two above actions will be immediately withdrawn from the University and all future classes will be deleted from their schedules. Students should be aware that the current term class remains subject to the official drop and withdrawal deadlines as published elsewhere in this catalog. Federal student aid recipients should refer to the "Financial Aid Refund Policy" in this catalog.

## Non-Degree Students

A limited number of applicants are allowed to be admitted as non-degree students. Non-degree student applicants must follow the usual admission procedures, establish academic qualifications to enter the courses desired, and remit the customary tuition and fees. Admission as a non-degree student neither implies nor ensures acceptance as a degree candidate. Non-degree students are permitted to enroll in no more than six (6) courses or 27 quarter units. Students requesting an exception must submit a request via the e-form on the student web portal to the Committee on the Application of Standards.

## Air Force ROTC

National University does not have an AFROTC program. Students may, however, enroll in AFROTC courses at the following

# Policies and Procedures

institutions in conjunction with completing their degree programs at National University.

AFROTC courses are conducted on the campus of :

San Diego State University. Further information on these programs may be obtained from the AFROTC advisor at the Aerospace Studies Department, (619) 594-5545, 5500 Campanile Drive ENS 385 San Diego, CA 92182-7238.

<http://www-rohan.sdsu.edu/dept/afrotc/HTML/index.html>  
and

California State University, Sacramento. Further information on these programs may be obtained from the Aerospace Studies Department, (916) 278-7315, or [Det088@maxwell.af.mil](mailto:Det088@maxwell.af.mil). The detachment website can be found at [www.csus.edu/afrotc](http://www.csus.edu/afrotc).

## Auditing Courses

To audit a course, a person who is not a current student must complete an admission application with an admissions advisor. Approval to audit is given on a space-available basis. Students auditing a course must pay the regular fees and tuition and participate in class activities, but are not required to take examinations. No course credit is awarded to the student.

## Visitors

No one may visit a classroom during class hours without the prior approval of the instructor and the Director of Student Services at the site. Students may not bring children to the classroom or computer lab or leave them at any other University facility while attending class. Violations may result in disciplinary action.

## Smoking Policy

The University prohibits smoking in all National University facilities, vehicles, and outside stairways. In addition, the University prohibits the sale of all tobacco products and tobacco advertising at University facilities and in University publications.

Tobacco smoke is known in the state of California to cause cancer; it poses a significant risk to the smoker. Second-hand smoke can be harmful and annoying to non-smokers.

Individuals who smoke outside a University facility should smoke a minimum of twenty-five (25) feet away from the building and must properly dispose of smoking materials in appropriate designated receptacles.

## Animals on Campus

Animals, other than trained service animals for persons with disabilities, are not permitted in a University facility. Violations may result in disciplinary action.

## Library Borrowing Privileges and Fines

All current National University students, faculty, and staff are eligible to borrow Library materials. The National University Library borrowing privilege is subject to verification of current university enrollment or employment, and is valid for the duration of enrollment or employment.

Books and accompanying CDs circulate for four weeks. A maximum of 10 books and CDs may be checked out at one time. Periodicals, microforms, reference books, reserve books, and Special Collection items do not circulate, but may be photocopied within allowable copyright restrictions.

The late fee for overdue books and CDs is \$0.20 per day, per item with a \$10 maximum late fee. Once the fine reaches \$5.00, students may not check out more books until the fine is paid. Materials not returned to the Library are considered lost. For lost items, the borrower is responsible for \$30.00 replacement cost plus the \$10.00 maximum late fee. If the material is returned, only the \$30.00 replacement fee is refundable. The late fee for overdue PED reserve test kits is \$3.00 per day, per item, with no limit. The late fee for overdue EXC reserve test kits is \$0.20 per hour, per item. Test material not returned to the Library is considered lost. The replacement cost for reserve materials, PED test kits, and EXC test kits is the current replacement value of the lost item.

## Library Video Booking

All media booking requests from faculty members must be placed three working days prior to the date needed. The video booking form is located on the Library web page under Faculty Resources, or in the Library's online catalog. Faculty members cannot pick up videos at the Central Library and take them to another location. Students may view audio-visual materials in the Central Library with advance notice by calling the Library Help Desk at (858) 541-7900.

## Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty, and staff. Lab assistants or other authorized staff is available at each location to ensure availability and operability of computing resources and to ensure that the resources are used appropriately. By using any National University Computer Lab, students agree to comply with the computer and Internet access policy, and additionally agree to follow the following regulations:

- 1) Students must sign in to use the computer lab facilities. They may be asked to show University identification.
- 2) Students may not install software on University computers. Software copyrights are strictly enforced. The Computer Software Policy provides complete details.
- 3) Students may not bring food or drink into the labs.
- 4) Computing resources in the lab are for University-related use purposes only.
- 5) Students should minimize their use of lab printers. They must use copy machines when multiple copies of documents are required. The lab assistant has the right and responsibility to limit computer printing based on local requirements and his/her judgment.
- 6) The computers are equipped with headphones for student's use for multimedia content. Students are asked to adjust the volume on the headsets to a level that will not disturb others.

The lab assistant or other authorized staff member has the right to ask students to leave for non-compliance with any University regulations. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk line at 619-563-2647 for resolution.

Lab hours are posted at each facility and are subject to change to support class scheduling requirements and holidays. It is the lab user's responsibility to become familiar with the schedule. The computer labs close promptly at the scheduled closing times.

# Policies and Procedures

## Ethical Usage

Computing resources must be used in accordance with the high ethical standards of the University community and local, state, and federal laws. Examples of unethical and possible illegal use follow:

- Violations of computing system security
- Unauthorized use of computer accounts, access codes, or computer identification accounts assigned to others
- Intentional use of computer telecommunication facilities in ways that unnecessarily impede the computing activities of others (such as randomly initiating interactive electronic communications or e-mail exchanges, or overuse of interactive network utilities)
- Use of computing facilities for private business purposes unrelated to the purposes or to the mission of the college or college life
- Academic dishonesty (plagiarism, cheating)
- Violation of software license agreements
- Violation of network usage policies and regulations
- Violation of another user's privacy

## Illegal Usage

Computer resources may not be used for illegal purposes. Examples of illegal purposes include but are not limited to:

- Intentional harassment of other users
- Intentional destruction of or damage to equipment, software, or data belonging to the University or other users
- Intentional disruption of unauthorized monitoring of electronic communications
- Unauthorized copying of copyrighted material. The copying of copyrighted materials, such as third-party software, without the express written permission of the owner or the proper license, is prohibited.

## Network Security Terms of Use Policies

In order to promote ethical and facilitative computing, National University's network users are prohibited from any of the following:

- Use of systems and/or networks in attempts to gain unauthorized access to remote systems
- Use of systems and/or networks to connect to other systems, in evasion of the physical limitations of the remote system/local,
- Decryption of system or user passwords
- The copying of system files
- Intentional attempts to "crash" network systems or programs
- Any attempts to secure a higher level of privilege on network systems
- Running of HTTP, E-mail, and FTP servers is strictly prohibited on student machines
- The willful introduction of computer "viruses" or other disruptive/destructive programs into the organization network or into external networks

Failure to adhere to these prohibitions may subject the student to punishable disciplinary action.

## Computer Software and E-mail Policies

The Copyright Law of the United States (Title 17, United States Code) governs the making of copies of copyrighted software. Copyright infringement could subject the violator to civil damages and criminal penalties, including a fine or imprisonment. University policy further prohibits any use or copying not authorized by the purchase agreement or license under which the university acquired the software. A copy of such agreement is available for inspection at the office of the Vice President,

Information Technology. Students may not use the e-mail addresses of other students, faculty, or staff for purposes unrelated to the University. Violations may lead to disciplinary action.

## Family Educational Rights and Privacy Act of 1974 (FERPA)

National University maintains all student records in accordance with the provisions of FERPA as amended. FERPA affords students certain rights with respect to their education records. They are:

- The right to inspect and review the student's education records within forty-five (45) days of the day the University receives a request for access. Students should submit to the registrar, dean, head of the academic department, or other appropriate official, written requests that identify the record(s) they wish to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.
- The right to request an amendment of the student's education records that the student believes is inaccurate or misleading. They should write the University official responsible for the record, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official acts in any of the following capacities: is performing a task that is specified in his or her position description or contract agreement, related to a student's education or to the discipline of a student; providing a service or benefit relating to the student or the student's family (e.g., counseling, job placement, financial aid, etc.); or maintaining the safety and security of the campus. Upon request, the University may disclose education records without a student's consent to officials of another school in which that student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by National University to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202-4605

Directory information at National University is limited to the following public information:

- Name of student

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- Date of birth
- Place of birth
- Major field of study
- Dates of enrollment
- Degrees and dates conferred
- Academic honors and awards received
- Addresses, telephone numbers, and e-mail addresses of alumni will be placed in the Alumni Directory
- Any other personal information voluntarily provided by alumni to be distributed to other alumni

If students do not want the University to release directory information they must submit the FERPA Request for Non Disclosure Form to the Office of the Registrar. This form is found on the University website. For more information, and for particular questions with respect to a student's rights under FERPA, students should contact the Office of the Registrar at 858-642-8260 or e-mail registrar@nu.edu.

## Academic Policies and Procedures

Some degree programs may have additional policies and procedures. Please see the appropriate section of the catalog for more information.

### Grade Appeals

Faculty members are vested with the authority to establish course requirements and standards of performance. It is the responsibility of faculty to articulate and communicate course requirements and standards of performance to students at the beginning of each course and apply all grading criteria uniformly and in a timely manner. Final grades submitted by faculty to the Registrar's Office are presumed to be accurate and final. A student, who has questions about a grade received in a course, should ordinarily seek to resolve the issue by first consulting with the instructor. If the issue has not been resolved after consultation, and the student believes there are grounds for appealing the grade, the student may invoke the grade-appeal procedure outlined below.

Grounds for a Grade Appeal. Students can appeal a grade only when they can document that one or a combination of the following has occurred:

- An error in calculating the grade
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination
- Assignment of a grade based on reasons other than the announced criteria and standards
- Assignment of a grade based on factors other than student achievement, e.g., personal bias
- Inconsistent or inequitably applied standards for evaluation of student academic performance
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in these policies and procedures, the student should proceed under the procedures in this handbook for "Complaints Relating to Discrimination and Sexual Harassment."

#### The Appeal Process

When students believe that they have grounds for appealing a grade issued by an instructor because of an occurrence of one or more of the above mentioned circumstances, the following procedures must be followed:

The student must submit a written appeal to the School Dean within forty-five (45) days of the submission of the grade for the course.

The student must provide clear documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc. The student must also provide evidence of the level of achievement in support of the particular grade that the student believes he/she should have been awarded. If the evidence meets the criteria, the dean forwards the student's written statement to the instructor for a response, which the instructor must provide within fifteen (15) days. The dean then refers all documentation to the grade appeals committee.

#### Grade Appeals Committee

A standing committee within each school in San Diego, the grade appeals committee consists of three faculty members (full-time or associate) appointed by the appropriate school dean. The grade appeals committee considers the documentation and may decide either to change or uphold the grade.

The grade appeals committee will render a final decision within thirty (30) days of receiving the grade appeal information from the dean. This decision is forwarded to the dean who informs the student, the instructor, and the Registrar's Office of the decision in writing.

The decision of the grade appeals committee on these matters is final and cannot be appealed.

### Accelerated Study

#### Maximum Number of Units

Students with a superior academic record and a compelling, demonstrated need may petition the school dean for an accelerated study allowing them to be enrolled in more than 7.5 quarter units in the same term. The granting of an accelerated study is wholly at the dean's discretion. With the exception of certain approved programs, applications for acceleration must be approved a month in advance. To be eligible, students must have:

- 1) Completed 13.5 quarter units at National University prior to the request
- 2) Maintained a 3.5 grade point average for undergraduates or a 3.7 for graduates
- 3) Completed all prior coursework with no outstanding grades of "Incomplete"
- 4) Maintained a current account balance, i.e., the balance should not exceed the current month's tuition. Note: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved company-reimbursement plan on file in the Student Accounts Office
- 5) Demonstrated a compelling, exceptional need

Students who believe that they meet the above requirements should submit their e-form well in advance of the anticipated course start date since processing time is six (6) to eight (8) weeks.

Approval to take more than 18 units in a quarter requires approval from the school dean of the student's program. Students are not approved to accelerate their studies every month or to take more than two classes in one month.

If students meet all of the above conditions, they should take the following steps:

- 1) Fill out an Accelerated Study Request, available as an e-form on

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the student portal, or see an admissions advisor for assistance

- 2) The e-form must include justification of the special circumstances that necessitate an accelerated study

## Additional Considerations

- With regard to summer intensive programs, students who wish to accelerate may take either a summer intensive course with an evening course or two summer intensive courses in the same month, provided that they meet the above criteria.
- Students in the Master of Arts in Counseling Psychology who have a GPA of 3.0 may take a regular evening course simultaneously with PSY 631B, Practicum for MFT Trainees.

## Independent Study

Independent study is a catalog course taught independently to one student. Not all courses in the catalog are approved for independent study. Under certain conditions and circumstances, students may be approved to take a course through independent study. Convenience or the desire to graduate early are not considered valid reasons. Approval is at the discretion of the school dean. Students who believe that they have a justifiable reason for an independent study should submit their request well in advance of the anticipated start date because processing time is six (6) to eight (8) weeks.

To be considered eligible to apply, ALL of the following conditions must be met:

- 1) The course must be approved for independent study
- 2) The student must be evaluated by the Office of the Registrar
- 3) The student must have completed 13.5 quarter units in residence with a grade point average of 3.0 or higher.
- 4) The student must have no grades of "Incomplete" at time of application
- 5) The student must have no more than one other independent study at the current degree level
- 6) The student must have a current account balance

If a required class is cancelled and not available either onsite or online for at least four months, students may request special consideration to waive the above requirements. Students should submit the e-form with their advisor's assistance (see below) and notate this information.

Students taking an independent study course are expected to meet all of the course competencies and are evaluated according to criteria similar to those employed in normal offerings of the course (i.e., written examination and/or a substantive, interpretive research paper).

If students meet all of the above conditions, they should take the following steps:

- 1) See an Admissions Advisor and request that an independent study request, available as an e-Form, be submitted.
- 2) The e-Form must include justification of the special circumstances that necessitate an independent study

If the department chair or school dean approves the independent study, the Office of Academic Services adds the class to the student's schedule. The school will notify the instructor and the student of the

scheduled class dates.

Work on the independent study cannot begin until the student and the instructor have been placed in the scheduled course and notified of the class dates. Students who are not approved for an independent study are notified by the school via e-mail.

If an instructor submits a grade of "Incomplete," the instructor must also notate the date when the grade of "I" is entered. "Incomplete" grades that are not removed before the time limit become permanent grades of "F" or "U" as appropriate for the course. Standard tuition charges apply to independent study classes.

## Guided Study

Guided study is an individualized course that deals with material not covered in any approved catalog course. Students in guided study courses work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and students must meet the eligibility requirements as indicated under the independent study section. Requests should be made well in advance of the desired start of the guided study.

## Change of Academic Program

Students may apply for a change of academic program at any time, provided they are not on probation or disqualified from their current program. Application for such a change does not mean automatic acceptance into the new program, which occurs only when the Office of the Registrar changes the student's program on their official record. Students on probation must submit their request for a change of program to the Committee on the Application of Standards for approval. Students who change academic programs will be subject to the requirements of the new program in effect in the current catalog at the time of the change. Students must be aware that courses taken in the program they are exiting might not apply toward the new program. For financial aid purposes, the University will not include in the calculation of a student's Satisfactory Academic Progress (SAP) standing the credits attempted and grades earned that do not count toward the student's new major. The University will count credit earned as it applies toward the current program. The third (3rd) and any subsequent applications for a change in program must be accompanied by a letter of intent approved by the Committee on the Application of Standards. The letter should explain the reason for the change along with the plan for completion.

## Practicums, Internships, and Residencies

Students may be required to take practical training courses in the form of internships, practicums, or residencies depending on the academic discipline in which they are enrolled. This training may be accomplished at National University facilities or at offsite locations, depending on the specialty. All such courses share commonalities, including:

- Students must register in advance
- University instructors are responsible for developing course requirements and supervising the progress of students
- Regular meetings between students and instructors provide opportunities for guidance and evaluation. These interactions are generally held on a weekly basis.
- Practical training experiences require significantly more time than a regular course
- Students are evaluated on their progress and assigned either a letter grade or a satisfactory/unsatisfactory grade, as determined by the appropriate academic department. The satisfactory grade is not calculated into the student's GPA.
- All practicums, internships, or residencies are granted full credit



toward graduation, do not extend degree requirements, and are mandatory in several degree and credential programs

- Student teaching field experience does not grant graduate credit, but is required for degree conferral as part of a joint master's/credential program
- Standard tuition charges apply
- Students who do not complete practicums, internships, or residencies in the time allotted are issued either a grade of Incomplete (I) or In Progress (IP), depending on the approved grading criteria for the course. Students must complete the "I" or "IP" within the time specified. Students who fail to complete the course by the required completion date receive the grade of "F" or "U", as appropriate for the grading criteria of the class.

Students should consult the academic program requirements for further information. Veterans should contact the Veterans Affairs office at National University to determine how enrollment in such courses may affect benefits.

## Concurrent Enrollment at Other Institutions

After students are admitted to National University, all courses leading to an associate, credential, bachelor's degree, or master's degree must be taken at National University unless written approval to take coursework at another institution is given in advance by the Office of the Registrar. Credit earned at another institution without such prior approval might not apply toward an academic program at National University. To qualify for concurrent enrollment, students must:

- 1) Have completed the admissions process and been officially evaluated.
- 2) Not exceed the maximum number of units (18 quarter units) authorized by the University for each term
- 3) Maintain a 2.0 grade point average in undergraduate studies or a 3.0 grade point average in graduate studies
- 4) Submit a "Request for Concurrent Enrollment" accompanied by a course description to the Office of the Registrar
- 5) Request that an official transcript be sent directly to the Office of the Registrar upon completion of the approved course(s)
- 6) Be in good financial standing
- 7) International students must complete 13.5 units prior to concurrent enrollment approval.
- 8) Submit the concurrent enrollment request no later than two weeks prior to the enrollment date at the other institution.

## Committee on the Application of Standards (CAS)

### Exceptions to Academic Policies

In cases of exceptional circumstance, students can request an exception to a published University academic policy by submitting a request to the Committee on the Application of Standards (CAS). Convenience or ignorance of a published policy does not constitute sufficient justification for a CAS request. Students should make such a request through their admissions advisor or via an e-Form on the student portal. Students must submit a letter of explanation and documentary evidence in support of the request. Each case is decided upon its own merits and the decision of the committee is

final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request. All decisions rendered by the committee are valid for one (1) year from the date the decision was made. Appeals approved by the committee will be considered null and void if a student does not take action within the allotted one (1) year time frame. CAS may require action be taken within a shorter time frame, based on the students unique circumstance and the policy to which an exception has been requested.

If students meet all of the above conditions, they should take the following steps:

- 1) Fill out a Committee on the Application of Standards Request, available as an e-Form on the student portal, or see an admissions advisor for assistance
- 2) The request must include both justification and documentation of the special circumstances that necessitate an exception to a published University policy.

## Institutional Review Board

The National University Institutional Review Board (NU-IRB) was established in accordance with federal regulations governing the use of human subjects in research. The NU-IRB is charged with the responsibility for review and surveillance of all research involving human subjects carried out at National University. Review and surveillance are conducted to assure the protection of the rights and welfare of all research subjects, including volunteers.

Any research conducted by National University faculty, staff, or students that involves human subjects in any way must receive IRB approval *before* the research can be undertaken. Also, any research that utilizes National University faculty, staff, or students as subjects must be approved by the NU-IRB before the research can be undertaken. Research that is based solely on external literature written by others about human subjects does not require approval of the NU-IRB nor does research that is purely theoretical or is exclusively limited to non-human subjects such as engineering, etc. *If the research, however, involves human subjects in any way, such as being recorded in a data pool or being asked to participate in an experiment, to be observed, to respond to a survey or questionnaire or to participate in a focus group, then approval of the NU-IRB is required.*

All individuals who conduct research at National University or under its auspices shall observe the guidelines and policies in the planning, designing, and implementation of research projects involving human subjects. These policies and guidelines are intended to supplement, not supplant, ethical guidelines for research established by professional organizations that represent the various disciplines within the academic and professional communities. Researchers at the University shall strive to maintain the highest ethical standards and shall utilize the guidelines described in the policy as minimum standards in the effort to protect the welfare and rights of their human subjects and contribute knowledge to their disciplines. Finally researchers must remember that the highest wisdom is that which cherishes and protects the dignity of each and every human being. (National University Policy Manual, Policy #8:01:00).

The CITI (Collaborative Institutional Training Initiative) Program provides research ethics instruction in various aspects of the responsible conduct of research (RCR) including human subjects protection, health information privacy and security, laboratory animal welfare, research misconduct, data management, authorship, peer review, conflict of interest, mentoring and collaborative science. National University uses the CITI program to

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stay in compliance with Federal and institutional policies regarding training, as a condition before conducting human subjects, as well as assure that research protocols are planned, and conducted in an ethical manner and consistent with standards established by the NU-IRB.

The Office of the Institutional Review Board will only accept electronic protocol submissions via IRBNet ([www.irbnet.org](http://www.irbnet.org)). All protocols (including revisions and renewals) must be submitted electronically via IRBNet, and all review decision letters will be issued electronically via IRBNet. Principal investigators, faculty sponsors and IRB members will be required to complete human subject research training through the Collaborative Investigator Training Initiative (CITI). The passing rate is a cumulative score of 85%. Each module takes approximately 15 minutes to complete. Please go to [www.citiprogram.org](http://www.citiprogram.org) to register for CITI online training.

An interactive IRB training course is available for all applicants, faculty and IRB Members. You may access ORI 18 – IRB Orientation from the main menu in eCollege using your standard username and password. There is a separate module for applicants, faculty sponsors, and IRB members. User guides, FAQs, and PowerPoint's are also available from this site for download. Students enrolled in thesis/capstone courses will be automatically enrolled or contact your admissions advisor for enrollment.

The Office of the Institutional Review Board can be contacted at (858) 642-8136 or [irb@nu.edu](mailto:irb@nu.edu).

## IRB Orientation (ORI 18)

For students conducting human subject research. This self paced course provides some key information about how to successfully complete the Institutional Review Board process at National University. It is separated into different sections to focus on key groups involved in the approval process: Applicants (Individuals wishing to conduct human subject research (students and faculty)), Faculty Sponsors (Instructors teaching research courses), and IRB Committee (Faculty who are approved IRB members). No tuition, non-credit. For more information contact [irb@nu.edu](mailto:irb@nu.edu) or your admissions advisor.

## Civil Rights Policies and Procedures

### Complaints Relating to Discrimination or Sexual Harassment

National University is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an atmosphere must be free of intimidation, fear, coercion, and reprisal. The University prohibits discrimination or harassment on the basis of race, ethnic or national origin, religion, age, sex, color, physical or mental disability, marital or veteran status under any program or activity offered under its control.

In keeping with this commitment, the University also maintains a strict policy that prohibits sexual harassment, which includes harassment based on gender, pregnancy, childbirth, or related medical condition and inappropriate conduct of a sexual nature. This policy applies regardless of the gender or sexual orientation of the complainant or the alleged harasser.

It is University policy that all persons should enjoy freedom from unlawful discrimination of any kind, as well as from sexual harassment, or retaliation for reporting a complaint. This policy applies to prohibit unlawful discrimination or harassment between

members of the University community, including between students and other students and between students and employees or third parties, if the University has notice regarding or control over the third party. Individuals who engage in prohibited conduct will be subject to disciplinary action.

## Grievance Procedures for Civil Rights Violations

The University encourages prompt reporting of complaints so that a rapid response can be made and appropriate action taken. Note that reporting a complaint need not be limited to someone who was the target of the discrimination or harassment.

The following person is designated to coordinate the University's responsibilities under the law and to insure compliance with the University's policies against discrimination:

Vice President for Student Services  
National University  
11255 North Torrey Pines Road  
La Jolla, CA 92037-1011  
Telephone: (858) 642-8036

Any student who feels that they have been subjected to discrimination by a student or by the University through any of its employees, contractors, entities, policies, procedures, or programs may file a complaint with the Vice President for Student Services.

The University will endeavor to maintain confidentiality to the extent permitted by law. Where the complainant's desire to maintain anonymity constrains the University from attempts at establishing facts and eliminating the potential discrimination, the University will attempt to find the right balance between the complainant's desire for privacy and confidentiality and its responsibility to provide an environment free of discrimination. The University has a duty to investigate even if the student declines to file a complaint or demand action. The University may take more formal action in cases of egregious discrimination that may require complete disclosure of all relevant facts.

## Informal Procedures for Civil Rights Issues

Students who believe that they have been subjected to unlawful discrimination or harassment may use the following informal procedures to resolve their complaint. This process may be used as a prelude to filing a formal complaint or as an alternative and generally is completed within thirty (30) days. It is not necessary that this option be used. Students have the right to file a formal written complaint either initially or if they believe informal resolution is not possible. Students may, at any time, elect to stop these informal procedures.

The Student Relations Coordinator in the Office of Student Affairs will provide any member of the University community an opportunity to discuss specific concerns in a confidential setting. Assistance will be provided to:

- help the complainant understand the definition of discrimination or sexual harassment and determine if the alleged conduct would constitute discrimination or sexual harassment;
- explain the various informal and formal options available to the complainant, including strategies for the complainant to inform the offending party that the behavior is unlawful or unwelcome and should cease, action by an appropriate University official to stop the unlawful or unwelcome conduct and mediation; and
- identify various support services available to the complainant.

The student may seek a resolution of the matter through discussion with the alleged offender or person responsible for the program or

for enforcing the rule or procedure. The University encourages discussion between the parties directly involved in a dispute, especially in the early stages before the parties have assumed official or public positions that may polarize the dispute and make resolution more difficult. Students may seek advice about how best to approach this individual or to obtain other assistance, such as mediation, from their admissions advisor, the Office of Student Affairs, or any other appropriate campus officer.

If no resolution is forthcoming or if direct confrontation is deemed inappropriate, the student may report the incident(s) to the Vice President for Student Services or to the alleged offender's supervisor, if appropriate.

The campus officer who is consulted will keep a written log of discussions, which in all events will be forwarded to the Vice President for Student Services. If the dispute is resolved to the satisfaction of all parties, a memorandum stating resolution of the conflict is sent to the parties and the Vice President for Student Services will monitor the situation to prevent recurrence or retaliation.

## Formal Procedures for Civil Rights Issues

### A. Filing a Written Complaint with the Vice President for Student Services:

- 1) The complainant must complete a complaint form. These forms are available in the Office of Student Affairs. To be processed, the complaint must be filed within 120 days of the alleged unlawful discrimination or harassment or within one-hundred twenty (120) days of the complainant's learning of the discriminatory or harassing action.
- 2) The Vice President for Student Services dates and logs all written complaints and sends the complainant an acknowledgement that the complaint is under review.
- 3) If the complaint does not meet the procedural requirements, the Vice President for Student Services immediately notifies the complainant of the specific deficiencies of the complaint. If the complaint meets the procedural requirements, the Vice President for Student Services forwards a copy of the complaint to the alleged offender or unit against which the complaint is made ("respondent").
- 4) The Vice President for Student Services will arrange appropriate interim measures when warranted to protect the parties.
- 5) The Vice President for Student Services investigates the complaint (or the Vice President's designee, who has been trained in the investigation of such complaints), meeting separately with the student and with others who are either named in the complaint or who may have knowledge of the facts. Generally, the investigation is completed within thirty (30) days from the date the Vice President for Student Services receives the complaint.

On completion of the investigation, the Vice President for Student Services will prepare a report of the witness statements and the evidence and will provide a copy to each party.

### B. A review panel is established as follows:

The complainant and respondent each nominate one student or employee who is unbiased, not involved in the complaint and willing and available to serve as a member of the panel.

The nominated panel members select, by mutual agreement, another member who will serve as chair of the panel, who will conduct the

hearing and rule on procedural matters. If they are unable to agree on a chair, the Vice President for Student Services makes the selection.

### C. Once the review panel is established:

The chair sets the time and place for the hearing at the earliest possible time consistent with the schedules of the parties and the panel. The date of the hearing may be postponed or extended by mutual agreement of the parties with the consent of the chair. The panel makes every reasonable effort to conduct its hearing within fourteen (14) days of the panel's formation.

The failure of any party to appear without justifiable cause will terminate that party's right of appeal. The Vice President for Student Services reviews pertinent evidence and coordinates the hearing process by informing the panel of its role, defining the issues and ensuring that the panel is provided with the complaint, response and other appropriate information. The Vice President for Student Services serves as recorder of the proceedings and advisor to the panel, but does not vote.

The standard of review to be used in all proceedings is fundamental fairness. Strict rules of evidence and procedures are not required so long as the proceedings are conducted in a manner that allows both sides to fairly and fully explain the circumstances. Decisions regarding the admissibility of evidence and the weight to be given to pieces of evidence will be made by the chair. The burden of proof is upon the complainant to prove his or her case by a preponderance of the evidence, which means that the proof need only show that the facts are more likely to be so than not so.

The review panel proceedings will be conducted in a closed hearing. The parties will have a reasonable opportunity for oral presentation and to present written evidence. The hearing is not a legal forum and representation of parties by legal counsel is not permitted. The parties may, however, be accompanied by another member of the University community, who will act as a personal advisor with whom they may consult.

The panel will make every reasonable effort to forward its written findings to the Vice President for Student Services and to the parties within seven (7) days after the close of the hearing.

The findings will be recorded and signed by the parties and the Vice President for Student Services, except when either party disagrees with the findings of the committee and decides to appeal. Reasonable, timely, and effective action will be taken as needed to correct discriminatory effects, prevent recurrence, or remedy the complainant's loss, if any. These actions will be communicated to the complainant.

In the event disciplinary action is recommended, the respondent will be entitled to fair process provided by University rules and regulations. Only when a complaint reaches the formal process and only if it is sustained will it be recorded in the respondent's student or personnel file.

## Appellate Procedures for Civil Rights Issues

A party may file a written appeal within ten (10) days of receipt of the findings with the Provost. The written appeal must state the objections to the decision. Upon receipt of the appeal, the Provost will forward a copy to the other party(ies).

Parties can forward commentary to the Provost within fourteen (14) days of receipt of the appeal.

Within twenty-one (21) days following receipt of an appeal, the Provost will render a final decision.

Changes to these procedures may be made as needed to resolve

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problems. Any request for changes should be directed to the Vice President for Student Services. If the complaint is against the Vice President for Student Services or other officer involved in these procedures, the Provost will designate a University employee to act in their place in these complaint procedures.

If the decision finds that the complainant falsely accused another of discrimination or harassment knowingly or in a malicious manner, the complainant will be subject to appropriate sanctions.

Retaliatory action of any kind by any member of the University community against anyone seeking redress under these procedures, cooperating in the investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

In cases of discrimination or sexual harassment, the complainant may, at any time during the informal or formal procedure at National University, file a complaint with:

Office for Civil Rights  
U.S. Department of Education  
50 Beale Street, Suite 7200  
San Francisco, California 94105

The University will complete its investigation and make findings on a complaint filed at the University, even if a complaint has also been filed with the Office for Civil Rights.

## Student Discipline

Students are expected to conduct themselves in a responsible manner that reflects ethics, honor and good citizenship. They are also expected to abide by the regulations of the University. It is the students' responsibility to maintain academic honesty and integrity and to manifest their commitment to the goals of the University through their conduct and behavior. Any form of academic dishonesty, or inappropriate conduct by students or applicants, may result in penalties ranging from warning to dismissal, as deemed appropriate by the University. Students will be informed in writing of the nature of the charges against them. They will be given a fair opportunity to refute the charges and there will be provisions for appeal of a decision.

## Drug and Alcohol Policy

The "Drug-Free Schools and Communities Act Amendments of 1989" (Public Law 101-226) clearly stated the position which universities are expected to take with regard to drug and alcohol abuse. In support of the purpose of this legislation National University wishes to make known its concern for the health and well-being of all members of the University community—students, staff, and faculty—as well as the health and well-being of the community as a whole.

National University policy prohibits the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees on its property or as part of any of its activities. Such prohibition specifically includes, without limitation:

- Possession or use of any controlled substance, including heroin, barbiturates, cocaine, LSD, hallucinogens, and marijuana.
- The sale of any controlled substance which is in violation of local, state, or federal statutes.
- Giving alcohol to any person under the age of twenty-one (21) or the use of alcohol on campus, unless at a specifically authorized university activity.
- Any other conduct which involves a drug-related violation of local, state, or federal statutes is included in this prohibition.

Violations of this policy will result in disciplinary action or referral for prosecution according to local, state, and federal statutes, or both. Disciplinary actions for violations by students will be determined by a Hearing Committee according to the process outlined in "Hearing Procedures" below.

## Academic Dishonesty

Academic dishonesty includes cheating, plagiarism, and any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means. Below is a list of some forms academic dishonesty may take.

- Using or attempting to use unauthorized materials, information, or study aids in any academic exercise
- Submitting work previously submitted in another course without the consent of the instructor
- Sitting for an examination by surrogate or acting as a surrogate
- Representing the words, ideas, or work of another as one's own in any academic exercise
- Conducting any act that defrauds the academic process

Plagiarism is the presentation of someone else's ideas or work as one's own. As such, plagiarism constitutes fraud or theft. Plagiarism or academic dishonesty in any form is a grave offense and will not be tolerated.

If an instructor determines there is sufficient evidence of academic dishonesty on the part of a student, the instructor may exercise one or more of the following options:

- Require a timed writing sample to be written on the assigned topic to determine the veracity of the suspicion
- Require that the work be rewritten
- Issue a lowered or failing grade for the assignment
- Issue a lowered or failing grade for the course
- Request formal disciplinary action by the Judicial Affairs Officer

If a student's assignment or course grade is lowered on the grounds of academic dishonesty, the instructor must inform the student that academic dishonesty figured into the calculation of the grade. The student may exercise his/her right to appeal the grade by requesting a disciplinary hearing, convened by the Judicial Affairs Officer. The student must submit a written appeal to the Judicial Affairs Officer within forty-five (45) days of the allegation.

It is the instructor's responsibility to report any reasonable suspicion of academic dishonesty to the Judicial Affairs Officer so that such behavior may be monitored and repeat offenders identified. Notification may be made through one's department chair. Upon request for disciplinary action or upon repeated offenses, the Judicial Affairs Officer will initiate hearing proceedings that may result in disciplinary action such as probation, suspension, or expulsion.

## Avoiding Plagiarism

Students must give credit for any information that is not either the result of original research or common knowledge. For example, it would be necessary to give credit to an author who provided an argument about the strategic importance of the Emancipation Proclamation in the American Civil War. Conversely, major historical facts, such as the dates of the American Civil War, are considered common knowledge and do not require that credit be given to a particular author.

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, he/she must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and

also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the *Essential Little Brown Handbook* and for formatting questions refer to manuals such as *The MLA Handbook for the Humanities*, *The Publication Manual of the APA for social sciences and business*, and *The CBE Style Manual for natural and applied sciences*.

## Civility in the Classroom: A Code of Classroom Etiquette

Freedom of speech and expression is valued not only throughout society but also, and particularly, in the academic setting. No more is this so than in the classroom. As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

- When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
- Conflicting opinions among members of a class are respected and responded to in a professional manner.
- No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
- No offensive comments, language, or gestures are part of the classroom environment.
- Cell phones and other electronic devices (notebooks excepted) are placed in the “off” mode during class time.
- Children and pets (guide dogs excepted) are not brought to class.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

## Online Student Code of Conduct

Freedom of speech and expression is valued not only throughout the society but also, and particularly, in the academic setting. Equally valued is the respect given to university computer systems and information technology. To that end, students will adhere to the following online code of conduct:

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University’s computer systems.
- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner.
- Maintain an environment free of harassment, stalking, threats, abuse, insults, or humiliation to the instructor and members of the class. This includes, but is not limited to demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in the General Catalog.

## Reasons for Probation, Suspension, and Dismissal of Students

Students may also be disciplined for any of the following reasons:

- Academic dishonesty
- Forgery, altering University documents, or knowingly providing false information
- Disruption of the educational or administrative process of the University, by acts or expression
- Physical abuse or threat of abuse to students, University employees, or their families
- Verbal abuse or intimidation of students or University employees including shouting, use of profanity, or other displays of hostility
- Theft of University property or the property of a University employee, student, or visitor
- Vandalism or unauthorized destruction of University property or the property of a University employee, student, or visitor
- Sale or knowing possession of illegal drugs or narcotics
- Use of or being under the influence of alcohol on campus
- Possession, use, or threats of use of explosives or deadly weapons on University property
- Sexually explicit, indecent, or obscene behavior on University property or by any means of communication, including the Internet
- Sexual harassment
- Sexual assault
- Soliciting or assisting another in an act that would subject students to a serious University sanction
- Trespassing in an area of the University where the student is not authorized to be, or failure to leave immediately an area when directed by an employee of the University
- Using University equipment or networks to violate copyrights
- Violation of the University’s visitor policy
- Violation of the University’s animal policy
- Violation of the University’s computer regulations
- Violation of any other lawful policy or directive of the University or its employees.
- Any action that would grossly violate the purpose of the University or the rights of those who comprise the University

Disciplinary action may include probation, suspension, or dismissal from the University. Students suspected of committing any violation of University policy are accorded procedures consistent with fair process typically before disciplinary action is imposed. However, in appropriate circumstances, students may be suspended prior to a hearing.

Any violation of University policy (including all forms of academic dishonesty) can result in a student being barred from graduate or professional schools at this or other universities. In addition, violating University policy can make a student ineligible for government commissions or other employment.

When a violation has occurred, an incident report, including the date, time, and circumstances of the alleged act, must be submitted to the Office of Student Affairs. This report includes a description of the actions of all parties involved, names of witnesses available, and documentary evidence that supports the charge. Students wishing to report a violation should file the report through the Director/Associate Director of Student Services, or a full-time/associate faculty member. Upon receipt of the report, the Student Judicial Affairs Officer will determine if a University policy may have been violated by the student. If there is insufficient information to make that determination, the Judicial Affairs Officer will notify the person making the report. If there is sufficient information, the Judicial Affairs Officer will contact the student and initiate an investigation.

If the investigation indicates that a violation of the code of conduct

# Policies and Procedures

has occurred, the Judicial Affairs Officer will contact the student in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate if the student did in fact violate the policy. The Judicial Affairs Officer is responsible for ensuring the student's right to due process by notice and the opportunity to be heard (hearing). If circumstances warrant it, the student may be given the option of waiving a hearing and accepting a lesser penalty. In cases that go to a hearing, disciplinary action is determined by the hearing committee. See Hearing and Appellate Procedures below.

## Hearing Procedures

Hearing committees consist of three (3) members. The Judicial Affairs Officer appoints two (2) members from the University faculty or administrative staff and the student selects one (1) member from the University faculty. If the student fails to provide the name of a faculty member, the Judicial Affairs Officer will select the third (3rd) member. The Judicial Affairs Officer also designates the chairperson to conduct the proceedings and report the committee's decision. Members of hearing committees must be unbiased and must not have had direct involvement in the case prior to the hearing.

Parties to the hearing are notified in writing of the hearing date, time, location and procedures at least seven (7) working days before the hearing.

Hearing procedures include the following:

- A written or electronic record of the proceedings is maintained. The hearing is closed and members of the committee will take reasonable precautions to ensure that the proceedings remain confidential, unless disclosure is required by law. A scribe or technician may be present to record the minutes.
- The proceeding is not governed by formal rules of evidence or by trial-like procedures. The procedures are those used by reasonable persons conducting a serious proceeding. The chairperson rules on all procedural questions.
- The chairperson reads the charges or complaint to the committee.
- Each side presents its case.
- Members of the committee have the right to question any of the parties or witnesses.
- Parties may be advised by legal counsel, but legal counsel may not be present during the hearing.
- The chairperson may terminate a party's right to address the committee if the party becomes abusive or persists in presenting irrelevant evidence or information.
- If either party fails to appear, the hearing will continue as if the absent party were present.
- The failure of any party to appear without justifiable cause will terminate that party's right to appeal.
- After the hearing, the committee deliberates and renders a decision by simple majority based on a preponderance of the evidence. If the committee decides to impose a penalty, it specifies the disciplinary action to be imposed.
- The Judicial Affairs Officer and the committee chairperson send written notification of the committee's decision and of the right to appeal it.

## Appellate Procedures

Students who believe they have been wrongfully or excessively penalized may appeal the hearing decision. Such an appeal must be requested in writing within thirty (30) days of notification of the action and must be directed to the Provost. In order for the Provost to convene an appeals committee, a student must establish that there is sufficient cause for such an appeal. It is the responsibility of the student to submit a clear, coherent, written statement providing the

basis for the appeal, including any supporting documentation. For an appeal to be granted, the student must present:

- a reasonable possibility that the unfavorable decision was clearly wrong, given the hearing committee's interpretation of the evidence or in the disciplinary action imposed.
- new evidence that was not available for presentation at the original hearing and which, if true, creates a reasonable probability of a different decision. In addition, a satisfactory explanation must be provided for the failure to present such evidence at the hearing.

At the discretion of the Provost any disciplinary action previously imposed may be suspended pending disposition of the appeal. The Provost will appoint a panel of three (3) individuals from the University's faculty, administration, or both, and will designate one of them to conduct appeal proceedings. Members of the committee must not have had direct involvement in the case prior to the appellate hearing. A meeting time is arranged within thirty (30) days of receiving of the request for an appeal. All relevant information is then considered by the committee, including the record of the proceedings of the original hearing, written statements of the case and the testimony of any witnesses for each of the opposing parties and any new evidence presented.

The hearing procedures for the appeal will be identical to the procedures for the original hearing (see Hearing Procedures). The appeal committee will make every attempt to render a decision within ten (10) working days from the date of the hearing. The committee may recommend to uphold the previous decision, mitigate sanctions, or dismiss all charges or complaints. The chairperson of the committee will send a written report of the appeal committee's recommendation, including a description of the appeal and the rationale for its recommendation, to the Provost. Within fourteen (14) days of receiving the recommendation, the Provost will send written notification of his/her decision to the student. This decision is final.

All documentation for all hearings will be kept on file.

Disciplinary expulsions are noted on student transcripts. Probation and suspension are also noted on transcripts but only for the duration of the probation or suspension.

Any retaliatory action of any kind by an employee or student of the University against any other employee or student of the University as a result of that person's seeking redress under these procedures, cooperating in an investigation, or other participation in these procedures is prohibited and will be regarded as the basis for disciplinary action.

## Hearing Rights

In disciplinary, administrative, grievance, and appeal hearings, parties have the following rights:

- To be present during the hearing
- To be informed of all the evidence received by the committee
- To present witnesses
- To challenge or rebut evidence or testimony presented by the opposing party
- To submit evidence on behalf of their own position
- To make a summary argument and to respond to the argument of the opposing party to bring another person to the hearing as support or as a spokesperson.

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*The University of Values*



# Academic Information for Undergraduate Degrees

## Admission Procedures

### Admissions Advising

National University offers year-round admission. Persons seeking admission to undergraduate studies at National University are unique in their specific circumstances and needs. Applicants are interviewed by an admissions advisor, who discusses the applicants' specific requirements for admission at the initial interview. All prospective and registered students receive a unique nine-digit student number.

### Faculty Advising

Upon admission to the University, students may contact a faculty advisor to assist them in making appropriate decisions about educational and career-related issues. Faculty advisors, who are listed under each degree program within this catalog, provide students the benefit of experience in professional practice and insight gathered from years of formal study in higher education. Students should direct requests for information about curriculum content, course requirements, proficiency examinations, and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

### Use of Social Security Number

Applicants must include their Social Security Number where indicated on the application for admission forms. The Social Security Number is used to identify student records, including records for financial aid eligibility and the disbursement and repayment of financial aid and other debts payable to the University. The Internal Revenue Service requires the university to file forms that include information such as amount paid for tuition. This information is used by the IRS to help determine whether a student, or a person claiming the student as a dependent, may take a credit or deduction on their federal income taxes.

### E-mail Address

All students should provide, if available, a valid e-mail address where indicated on the application for admission forms. National University regularly uses e-mail to communicate important announcements to its students regarding financial aid, student accounts, advising, student records, and more. As the preferred method of communication, it is important that students provide the University with an e-mail address they use frequently and notify the University if it changes. The University keeps students e-mail addresses on file with other contact information.

### Qualifications

Applicants for admission to an undergraduate degree program must meet the following requirements:

#### Freshman Admission Applicants:

- Must have attended a regionally accredited high school
- High school graduates applying for enrollment at National University must have a high school GPA of 2.0.
- High school applicants who are within six months of completing their high school diploma may be eligible for conditional admission. See conditional admission section below.

#### Transfer applicants:

- Applicants who have completed fewer than 90 quarter (60 semester) units of transferable college credit (remedial-level courses are nontransferable) must have graduated from high school, passed a high school-level G.E.D. test (standard score for each section must be at least 40 with an overall score of 225), or received a Certificate of Proficiency from a State Department of Education to be accepted on a provisional basis.
- Applicants transferring from regionally accredited colleges and universities are admitted as degree students if their cumulative grade point average from all schools is 2.0 (C) or better.
- Applicants with a cumulative grade point average below 2.0 may be admitted on probationary status if the Committee on the Application of Standards (CAS) determines there is sufficient evidence of potential to complete college studies. See Probationary Admission below.
- Students who have documents from a foreign country must request a foreign credential pre-evaluation to determine eligibility through their admissions advisor.

All applicants must present preliminary evidence of prior education at the required interview with an admissions advisor. Unofficial transcripts are acceptable.

All applicants to the University must also:

- a. Complete an application for admission
- b. Execute an enrollment agreement
- c. Pay a nonrefundable application fee of \$60

\* It is strongly recommended that all undergraduate students complete the mathematics and English ACCUPLACER evaluation.

Note: If the University determines that a student does not meet stated admissions requirements, his/her studies will be interrupted. The Committee on the Application of Standards must approve any exceptions to the above admissions requirements before the applicant can be accepted for admission to the University.

### Provisional Acceptance

Undergraduate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts from:

- All colleges and universities the student has previously attended.
- All examinations the student has taken including CLEP, AP, DANTES, and/or Excelsior College Exams
- Military documents
- Official Military DD-295 or Official Military SMART Transcript (Navy or Marine)
- Copy of the DD-214
- AARTS (Army/American Council on Education Registry Transcript) Transcript (Army)
- Coast Guard Institute (Coast Guard)
- Community College of the Air Force transcript
- High school transcripts (required if the student has less than 60 semester units [90 quarter units] of transferable coursework from previous collegiate level institutions or if the student has not attended any higher education institution). G.E.D. or high school proficiency certificates may be submitted by students who have obtained high school equivalency through an alternative route.

If the Office of the Registrar does not receive all required documentation within three months of the date of admission, the students' studies are temporarily interrupted until the Registrar receives all official documents. If the students' studies are temporarily interrupted this can affect financial aid eligibility. The



# Academic Information for Undergraduate Degrees

Registrar will send a courtesy notification every 30 days to students in provisional status advising them of any outstanding documentation needed for their file to be complete. Coursework satisfactorily completed during the provisional acceptance period counts toward graduation if it is consistent with specific degree program requirements.

## Conditional Admission

Applicants who are within six months of completing a high school diploma may apply and be conditionally admitted into a National University undergraduate program. The official admission of such students will occur when they produce, in a sealed envelope, an official transcript that shows conferral of the high school diploma. Baccalaureate courses may not be taken until proof of the student's high school diploma is provided. When the Office of the Registrar receives this official documentation, students will be considered for full admission into a National University program.

## Probationary Admission

Applicants who have a cumulative grade point average below 2.0 and who are ineligible for admission must apply to the Committee on the Application of Standards (CAS). Students should work directly with an admissions advisor to submit all of the following required documentation through the CAS e-form process:

- Transcripts from all institutions the student has attended (unofficial transcripts are acceptable). High school transcripts must be included
- A copy of their mathematics and English ACCUPLACER exam scores
- A letter of intent explaining their purpose and goals for attending the University

If CAS determines that there is sufficient evidence of potential to complete college studies, it will admit the student on probation for a specific number of courses in which the student must meet all conditions of CAS. The number of courses and other requirements set as CAS conditions are individualized according to each student's situation. Students are not eligible to receive financial aid during the probationary admission period. Upon satisfactory completion of all CAS conditions, the student will be officially admitted to the University. If the student does not meet the conditions of CAS during the probationary period, he/she will not be admitted to the University.

## Mathematics and English Evaluation

It is strongly recommended that all entering undergraduate students take the ACCUPLACER mathematics and English evaluation as part of the admissions process. The results of the evaluation are printed immediately and a copy is provided to students.

First-time undergraduate students can take the ACCUPLACER evaluation tests once at no charge. Subsequent examinations can be repeated after 14 days for a \$5 fee. The ACCUPLACER may be repeated a maximum of three (3) times.

## Mathematics Placement

Students may request transfer credit for lower division college-level mathematics courses completed elsewhere with a grade of "C-" or better. Remedial-level courses will not transfer or count for credit. It is recommended that students without transferable mathematics credits complete the pre-collegiate mathematics sequence, MTH 012A and MTH 012B, prior to starting college-level mathematics. Students

may test out of one or both of these classes through successful placement by ACCUPLACER.

MTH 012A and MTH 012B are remedial-level courses and do not grant collegiate credit. Grading for these courses is Satisfactory/Unsatisfactory only.

## English Placement

Students may request transfer credit for lower division college-level English courses completed elsewhere with a grade of "C-" or better. Remedial-level courses will not transfer or count for credit. It is **strongly** recommended that students without transferable English credits take the ACCUPLACER exam to determine whether they should complete the pre-collegiate English course, ENG 013, prior to college-level English.

ENG 013 is a remedial-level course and does not grant collegiate credit. Grading for this course is Satisfactory/Unsatisfactory only.

## Transcript Requests of Other Institutions

Transfer credit earned at other institutions cannot be considered without official transcripts. To expedite the evaluation process, it is recommended that students request transcripts directly from all of their previous institutions or the evaluation process may be delayed.

Official transcripts should be sent by the issuing institution directly to:

Office of the Registrar  
National University  
11355 North Torrey Pines Road  
La Jolla, California, 92037-1011

The Office of the Registrar will not accept hand-carried transcripts or transcripts "issued to student" as official documents unless they are in a sealed envelope from the issuing institution.

Upon request, the University will process on the student's behalf the initial request for all domestic transcripts (excluding GED documents or scores), including payment of associated fees. If a transcript has not arrived within four weeks, the Registrar's Office will submit a second request. Thereafter, it becomes the student's responsibility to ensure that the University receives the document(s).

When the admission process is complete, any further acquisition of transcripts is the sole responsibility of the student.

The University will not process requests for foreign transcripts/documents. Students who have attended institutions in foreign countries or who have a GED or GED documents must acquire official transcripts/documents themselves.

Transcripts from other institutions that have been presented for admission or evaluation become a part of the student's academic file and are not returned or copied for distribution.

## Evaluation

Evaluation is the official determination of the required course of study for a student's degree and is the final step in the admission process. After the Office of the Registrar receives all official transcripts and other documents required for admission, the student's records are evaluated for transferability of credit. The course of study that a student discussed with an advisor at the initial admissions interview is only an estimate of the course requirements

# Academic Information for Undergraduate Degrees

for a degree. The Office of the Registrar makes the official determination regarding the applicability of previous coursework toward meeting the requirements of a particular degree program. Students will be notified by e-mail when they may view their Degree Progress Report (DPR) online through the student portal. As students progress through the program, the DPR will show coursework already completed and courses remaining to be completed. The DPR helps students, advisors, and the University to determine progress toward completion of program requirements and also serves as a graduation check.

Applications for financial aid cannot be processed until evaluation has occurred. Federal regulations require the University to determine the appropriate grade level for funding purposes.

## Readmission Procedures

Students who are in good standing but have a break in enrollment for 12 or more months may be readmitted to the University by submitting an application for readmission. They are required to follow the policies of the catalog in effect at the time of readmission, including the degree requirements for their program. Students must also pay a readmission fee.

## Sources of Credit

### Transfer Credit

National University accepts credits from regionally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA), provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. National University may also accept credits from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the United States Secretary of Education. Transfer of credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members. Credits transferred from collegiate institutions will only be accepted if they apply to the student's degree or certificate program and if they are comparable in nature, content, and level of credit to similar coursework offered by National University. Transfer students must have been in good standing and eligible to return to the last institution in which they were enrolled. By design, remedial college credits do not meet collegiate standards and will not be accepted as transfer credits by National University.

National University makes transfer credit decisions based upon its assessment of the collegiate institution and the circumstances and performance of the student. For students transferring from non-regionally accredited institutions, National University may accept fewer transfer credits, require the student to have earned minimum grades, or accept transfer credit on a provisional basis to be validated by satisfactory coursework in residence. Under no circumstances will National University accept transfer credit for a course in which the student earned a "D+" or lower grade. Any student who would like to request consideration of non-regionally accredited coursework must submit the following via a CAS e-form (available on the Student Portal).

- Institution's catalog for the years the student attended
- Listing of what courses the student would like to use in transfer, including direct course equivalencies whenever possible.

It is recommended that the student work with an admissions advisor for assistance.

### California Community College Transfer to Triumph Program

Students who are transferring from a California Community College may be eligible for the Transfer to Triumph program. To be eligible students must meet the following requirements:

- Be in good academic standing at the time of application to National University
- Have completed their last 30 semester units at a California Community College
- Their last semester of attendance was at a California Community College and is within 24 months of their application date to National University

Further information on the Transfer to Triumph program can be found in the Scholarships section of this catalog.

### Collegiate

The maximum number of lower-division credits acceptable for transfer to an associate degree program is 58.5 quarter units (39 semester units). For a baccalaureate degree program, no more than 103.5 quarter units (69 semester units) are allowed.

The maximum number of upper-division credits acceptable for transfer is 40.5 quarter units (27 semester units). A total of 36 quarter units (24 semester units) may be accepted from the extension division of a regionally accredited university. In either case, only credits accepted by the previous institution toward degree requirements are transferable.

The maximum credit allowed in transfer for vocational/technical courses is 18 quarter units (12 semester units). The maximum credit allowed in transfer for physical education is 9 quarter units (6 semester units).

### Non-collegiate Credit Transfer

The maximum number of credits acceptable for non-collegiate learning is 58.5 quarter units (39 semester units) for an associate degree, with a cumulative total of 67.5 quarter units (45 semester units) for a baccalaureate degree. The credits may be from the following sources:

- A maximum of 67.5 quarter units (45 semester units) may be earned at the lower-division by College-Level Examination Program (CLEP) examinations
- \* A maximum of 45 quarter units (30 semester units) may be earned at the lower division level for Advanced Placement Examinations (AP) or International Baccalaureate Examinations (IB).
- A maximum of 22.5 quarter units (15 semester units) may be earned for:
  - 1) DANTES independent study/credit by examination courses
  - 2) Excelsior College Examinations
  - 3) Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE])
  - 4) Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from a regionally accredited college.
  - 5) Departmental examinations at National University (Credit by Examination)
- A maximum of 45 quarter units (30 semester units) may be allowed for military experience and military schools that have been evaluated by ACE.
- A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school.

# Academic Information for Undergraduate Degrees

Up to 22.5 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework.

## College Level Examination Program (CLEP)

The University awards credit for successful completion of CLEP subject examinations. CLEP examination credit can be applied to meet general education, preparation for the major, or general lower-division elective credit. National University awards credit for CLEP examinations in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines provide a minimum score required as well as a recommendation on the amount of transfer credit that may be applied. In order to receive credit for CLEP examinations, an official CLEP transcript must be received by the Office of the Registrar. CLEP information can be found at the College Board website: [www.collegeboard.com/clep](http://www.collegeboard.com/clep).

Currently the following National University campuses offer the CLEP examinations: San Diego, Costa Mesa, Redding, Sacramento, Twentynine Palms, MCAS Miramar, and San Jose. For further information on testing sites please contact the Testing Center at (858) 541-7951.

*Note: Students who have taken a CLEP general examination prior to 2002*

*may use the credit towards general education requirements, as it applies, up to a maximum of 27 quarter units or 18 semester hours. National does not accept transfer credits for the mathematics general CLEP examination.*

*Note: The College Entrance Examination Board (CEEB) code for National University is 0470.*

The chart below provides the transfer credit allowed for CLEP examinations.

## Defense Activity for Non-Traditional Education Support (DANTES)

DANTES Subject Standardized Tests (DSST) demonstrate college-level learning acquired outside of the college classroom. The tests cover material usually taught in one-semester or one-year post-secondary courses. Credit for successful completion of DSST can be applied toward general education, preparation for the major, or general elective credit. Most tests grant three semester units (4.5 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 22.5 quarter units (15 semester units).

DSST are available to military personnel through the Base Education Services Officer. Further information can be found at <http://getcollegecredit.com>.

CLEP EXAMINATIONS	MINIMUM SCORE	UNITS (Qtr)	TRANSFER CREDIT ALLOWED FOR:
American Government	50	4.5	POL201
American Literature	50	9	2 General Ed Area D
Analyzing & Interpreting Literature	50	9	LIT100 & 1 General Ed Area D
Biology	50	9	BIO100 & 1 General Ed Area A-G
Calculus	50	4.5	MTH220
Chemistry	50	9	CHE101 & 1 General Ed Area A-G
College Algebra	50	4.5	MTH215
College Algebra - Trigonometry	50	4.5	MTH215
College French - Level 1	50	9	2 General Ed Area G
College French -Level 2	62	18	2 General Ed Area G & 2 Area A-G
College German - Level 1	50	9	2 General Ed Area G
College German - Level 2	63	18	2 General Ed Area G & 2 Area A-G
College Mathematics	50	9	1 Area B & 1 elective
College Spanish - Level 1	50	9	2 General Ed Area G
College Spanish - Level 2	66	18	2 General Ed Area G & 2 Area A-G
English Composition with Essay	50	9	ENG100, ENG101 & ENG240
English Composition without Essay	50	9	ENG100, ENG101 & 1 open elective
English Literature	50	9	2 General Ed Area D
Financial Accounting	50	4.5	ACC201
Freshman College Composition	50	9	ENG100, ENG101 & 1 open elective
History of the United States I	50	4.5	HIS220A
History of the United States II	50	4.5	HIS220B
Human Growth and Development	50	4.5	1 General Ed Area E
Humanities	50	9	2 General Ed Area D
Information Systems and Computer Applications	50	4.5	1 General Ed Area A-G
Introductory Business Law	50	4.5	LAW304 waiver (only lower division credit)
Introductory Educational Psychology	50	4.5	1 open elective
Introductory Psychology	50	4.5	PSY100
Introductory Sociology	50	4.5	SOC100
Natural Sciences	50	9	2 General Ed Area A-G
Pre-calculus	50	4.5	1 General Ed Area B
Principles of Accounting	50	9	ACC201 & ACC202
Principles of Macroeconomics	50	4.5	ECO204
Principles of Management	50	4.5	1 open elective
Principles of Marketing	50	4.5	1 open elective
Principles of Microeconomics	50	4.5	ECO203
Social Sciences and History	50	9	2 General Ed Area E
Trigonometry	50	4.5	1 General Ed Area B
Western Civilization I: Ancient Near East to 1648	50	4.5	1 General Ed Area D
Western Civilization II: 1648 to Present	50	4.5	1 General Ed Area D

# Academic Information for Undergraduate Degrees

## Excelsior College Examinations

The Excelsior College Examinations assess college-level competence acquired in non-campus settings in more than 40 arts and sciences, business, education, and nursing subjects. Credit for successful completion of an Excelsior College Examination can be applied toward general education, preparation for the major, or general lower-division elective credit. Most examinations are for three or six semester units (4.5 or 9 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 22.5 quarter units (15 semester units).

Excelsior College Examination information is available through the Testing Center in San Diego. Students should contact the Testing Center at (858) 541-7951 for further information.

## Advanced Placement (AP) Exams

National University awards college credit, as recommended by ACE, for advanced placement exams passed with a score of 3, 4, or 5. An official transcript must be received in order for credit to be awarded. Further information on the AP Exams can be found at [www.collegeboard.com](http://www.collegeboard.com). Credits from the AP Exams will transfer as outlined in the chart below.

## Military Education Credit

To be awarded credit for courses taken at military service schools on an equivalency basis, students must submit proof of discharge (Form DD-214), an "Application for the Evaluation of Educational Experiences during Military Service" (DD-295), AARTS transcript for Army personnel, Coast Guard Institute transcript for Coast Guard service members, Community College of the Air Force transcript, or a Military SMART transcript for those serving in the Navy or Marine Corps.

Students must present appropriate transcripts, certificates, or other official documents before an evaluation can be made.

Credits for military school courses apply directly to undergraduate work as it relates to the level and content of the particular degree program. The maximum amount of transfer credit granted for

military education is 45 quarter units.

## Other Non-Collegiate Credit

National University accepts credit, to the maximum specified above, from coursework recognized by the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE]). Students must present appropriate transcripts, certificates, or other official documents before an evaluation can be made.

Credits for non-collegiate approved courses apply directly to undergraduate work as it relates to the level and content of the particular degree program.

## International Baccalaureate (IB)

National University awards college credit to students who successfully obtain the International Baccalaureate Diploma who have completed Higher Level Examinations. Credit may also be awarded to students who score a 4, 5, 6, or 7 on individual Higher Level Exams. No credit is awarded for IB standard level passes. An official transcript must be received in order to award credit. Further information on the IB programs can be found at [www.ibo.org](http://www.ibo.org). The following chart shows how the credit from IB Examinations will be transferred (see chart on the following page.)

## National University Credit and Challenge by Examination

### Credit by Examination

Currently enrolled students can obtain credit for undergraduate courses through departmental examinations, called Credit by Examination, when their training or work experience seems to provide proficiency in the subject matter of an approved course. Only a limited number of courses are approved for Credit by Examination. Students cannot challenge courses that are in the same area as an advanced course taken at National University or another regionally accredited institution. Students can apply for credit or

ADVANCED PLACEMENT (AP) EXAM	SCORE REQUIRED	UNITS (Qtr)	TRANSFER CREDIT ALLOWED FOR:
Psychology	3, 4, 5	4.5	PSY100
English Literature/Composition	3, 4, 5	9	ENG100, ENG101 & LIT100
Biology	3, 4, 5	12	BIO100 + 1 General Ed Area A-G course
Art History	3, 4, 5	4.5	ART100
Calculus AB	3, 4, 5	4.5	MTH220
Calculus BC	3, 4, 5	4.5	MTH221
Chemistry	3, 4, 5	12	CHE101 + 1 General Ed Area A-G
Computer Science A	3, 4, 5	6	1 General Ed Area A-G
Computer Science AB	3, 4, 5	12	1 General Ed Area A-G + One open elective course
Macroeconomics	3, 4, 5	4.5	ECO204
Microeconomics	3, 4, 5	4.5	ECO203
English Language/Composition	3, 4, 5	9	ENG100, ENG101 & ENG240
European History	3, 4, 5	9	2 General Ed Area E courses
German Language	3, 4, 5	9	2 General Ed Area G Courses
Comp Government and Politics	3, 4, 5	4.5	1 General Ed Area E course
US Government and Politics	3, 4, 5	4.5	POL201
Music Theory	3, 4, 5	9	2 General Ed Area D courses
Physics B	3, 4, 5	12	PHS104, 1 Area A-G & 1 open elective
Physics C	3, 4, 5	9	PHS104 & 1 Area A-G
Spanish Language	3, 4, 5	9	2 Area G
Spanish Literature	3, 4, 5	4.5	1 Area D
Statistics	3, 4, 5	4.5	MTH210
US History	3, 4, 5	9	HIS220A & HIS220B

# Academic Information for Undergraduate Degrees

challenge by exam via the e-forms link on the Student Portal. Students must submit their petitions after they are evaluated at the University. The Office of the Registrar determines eligibility for the exam and whether an exam will be for credit or challenge, depending on the student's degree program requirements. Approval for the exam must be granted by the Office of the Registrar. Students must pay the required \$100 Credit by Examination fee to the Business Office and complete the exam within 120 days of the approval. Should the 120 days pass, students are eligible for one (1) extension per exam. The Office of the Registrar determines eligibility for this exception, including extension length.

All Credit by Examinations must support the objectives of the student's degree program and cannot exceed 13.5 quarter units in an associate degree program or 22.5 quarter units in a baccalaureate degree program, including credits earned toward an associate's degree. Of the 22.5 quarter units permitted in a bachelor's degree, a maximum of 13.5 may consist of credit by examination at the upper-division level. Students can earn no more than 9 quarter units in their major or minor through Credit by Examination. All grades are final; students cannot repeat a Credit by Examination if a previous attempt was unsuccessful.

Credit from Credit by Examination counts toward graduation, but no grade points are assigned or included in calculating grade point averages. The credit cannot be used to meet residency requirements.

## Challenge by Examination

Waivers for certain University courses can only be established by departmental examination. Typically, the courses that require a departmental examination to establish an exemption (waiver) are courses in computer science, mathematics, technical subjects, or those required for licensure or a credential.

Procedures to challenge a course by examination are identical to the credit by examination procedures explained above, but the fee for a

Challenge by Examination is \$50 rather than \$100. No credit is awarded for a waived course.

## Course Waivers

Occasionally, students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to the Committee on the Application of Standards (CAS) to allow the student to waive the particular course. A course waived by CAS exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course such as an elective in order to meet the overall unit requirements for the degree.

## Servicemembers Opportunity College (SOC) Agreement

National University is a member of Servicemembers Opportunity Colleges (SOC) Consortium and participates in the SOCNAV, SOCMAR, SOCCOAST, SOCAD, and SOCGUARD associate and bachelor's degree programs for Army, Navy, Marine Corps, Coast Guard, and National Guard personnel and their adult dependents. The SOC network programs provide active duty personnel with a means to earn an undergraduate degree from National University if they are transferred before completion of the required coursework.

National University issues a SOC Student Agreement to every active-duty service member admitted, provided that the University has received all transcripts and other required documents, such as the DD-295 or SMART Transcript. The student must also satisfactorily complete one 3 quarter unit course in residence. National University extends the Student Agreement process to service members of the military branches noted above and their adult dependents.

Participation in the SOC network begins when a Student Agreement is issued. This agreement guarantees that National University will accept transfer credit from SOC member colleges and will confer the

INTERNATIONAL BACCALAUREATE HIGHER LEVEL (IB HL) EXAMS	SCORE REQUIRED	UNITS (Qtr)	TRANSFER CREDIT ALLOWED FOR:
Language A1	4-7	9	General Ed Area A1 & LIT100
Language A2			
Spanish A2	4-7	9	SPN200 & SPN201
German A2	4-7	9	2 General Ed Area G
French A2	4-7	9	2 General Ed Area G
Japanese A2	4-7	9	2 General Ed Area G
Language B			
Spanish B	4-7	9	SPN200 & SPN201
Business & Management	4-7	9	None
Economics	4-7	9	ECO203 & ECO204
Geography	4-7	9	2 General Ed Area A-G
History	4-7	9	1 General Ed Area E & 1 A-G
Biology	4-7	9	BIO161 & BIO162
Chemistry	4-7	9	CHE141 & CHE142
Design Technology	4-7	9	Open Elective Units
Environmental Systems	4-7	9	2 General Ed Area A-G
Physics	4-7	9	PHS171 & PHS172
Computer Science	4-7	9	Open Elective Units
Computer Science	4-7	9	Open Elective Units
Mathematics	4-7	9	1 General Ed Area B
Film	4-7	9	Open Elective Units
Music	4-7	9	Open Elective Units
Theatre Arts	4-7	9	2 General Ed Area D
Theatre Arts	4-7	9	2 General Ed Area D
Visual Arts	4-7	9	Open Elective Units
Extended Essay	4-7	9	Open Elective Units
Theory of Knowledge	4-7	9	Open Elective Units

# Academic Information for Undergraduate Degrees

undergraduate degree upon successful completion of all academic requirements. A SOC Student Agreement is valid for a period of seven years. If the student requests to change their academic degree plan, a new SOC contract will be created according to the catalog in effect at the time of the request. To be eligible for an associate or bachelor's degree from National University under the terms of the Student Agreement, students must complete at least 18 quarter units in residence at National University. Military students should contact the Office of the Registrar for further information.

## Approval for the Training of Veterans

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34, and 35. The University is also authorized for active duty tuition assistance. National University students are responsible for notifying the Veterans Affairs' Department of any change of status, class schedule changes, or unsatisfactory progress.

## Grades and Grading System

Students who have more than three absences, excused or unexcused, cannot be awarded a satisfactory grade.

### Definition of Grades

A Outstanding Achievement  
Significantly Exceeds Standards

B Commendable Achievement  
Exceeds Standards

C Acceptable Achievement  
Meets Standards

D Marginal Achievement  
Below Standards

F Failing

I Incomplete  
A grade of "I" may only be issued when a student has attended at least two-thirds of the course sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, he/she issues a grade of "I" and notates the conditions for removal of the "Incomplete" in the student's record. Students receive notification via e-mail about the assignment of an "Incomplete," including the conditions for its removal. The information remains in place until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student could make up the work is to attend a major portion of the class the next time it is offered. Students must resolve "Incomplete" grades no later than six months after the official course end date. Students can be required to remove an "Incomplete" in a shorter period of time at the discretion of the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months has elapsed since the course end date, provided the instructor has not specified a shorter end date.

An "I" that is not removed within the stipulated time becomes an "F" or a "U" based on the grading criteria of the course. No grade points are assigned. The "F" is calculated in the grade point average.

U Unsatisfactory  
A permanent grade indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average.

W Withdrawal  
Signifies that a student has withdrawn from a course after midnight of the ninth day of the class session. A "Withdrawal" is not allowed after the twenty-first (21st) day of the session. This is a permanent mark with no grade points assigned.

S Satisfactory  
Credit is granted but no grade points are assigned.

IP In Progress  
A designation representing a project course that allows up to six months or more for completion. No grade points are assigned for the "IP" grade.

The following grades are assigned for selected project/practicum courses identified in the course description section of this catalog:

H Honors  
Signifies Outstanding Achievement. No grade points are assigned.

S Satisfactory  
Signifies Acceptable Achievement. No grade points are assigned.

U Unsatisfactory  
Signifies Unacceptable Achievement. No credit is granted and no grade points are assigned.

### Plus/Minus Grading

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are specified below. Instructors may elect not to use the plus/minus system provided that they clearly state this in the course outline.

### Repetition of Courses

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students may repeat, at the prevailing cost per quarter unit, any course in which an "F," "D," or "C-" grade was received. The original grade remains part of the student's permanent record, but is not considered in computing the grade point average. In order to properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

No course can be repeated more than twice.

No course may be repeated in which a grade of "C" or higher has been earned.

### Computing Grade Point Averages

To compute a student's grade point average, the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. "I," "W," "U," "IP," "H," and "S" designations carry no grade points and are not considered when figuring the grade point average. When a course is repeated, the original grade remains part of the permanent record but is not calculated in the grade point average.

# Academic Information for Undergraduate Degrees

## Grade Points Awarded

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0.0		

## Grade Changes

All grades are final. Students are not allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (Please see the section on Grade Appeals in this catalog.)

## Satisfactory Academic Progress

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a qualitative measure. The qualitative academic progress is assessed by the cumulative grade point average (GPA) achieved at National University.

### Grade Point Average (GPA) Requirements

Undergraduate students must maintain a "C" (2.0) grade point average for coursework taken at National University.

All coursework completed at National University in fulfillment of major requirements must average 2.0 or higher.

All coursework completed for the minor or the concentration must average 2.0 or higher. If the required grade point average is not maintained, the minor or concentration is not awarded. If the degree requires a concentration, then the student must repeat coursework that was completed with a grade of "C-" or below until the required 2.0 GPA is obtained.

### Academic Probation

Students whose cumulative GPA falls below 2.0 for coursework taken at National University are placed on academic probation. They are allowed six courses to improve their cumulative GPA to 2.0. Students placed on academic probation are removed from this status when they have improved their cumulative GPA to 2.0 or better. Academic probation is permanently notated on official transcripts.

### Academic Disqualification

Students on academic probation who fail to raise their cumulative GPA to 2.0 within six classes will be academically disqualified from the University. To be considered for reinstatement, they must complete 12 semester units (18 quarter units) of transferable coursework at a regionally accredited institution with a GPA of no less than 2.3 and then petition the Committee on the Application of Standards. Academic disqualification is permanently notated on official transcripts.

If the faculty determines that a student should be academically dismissed for reasons other than grades, they will refer the matter to the Office of Student Affairs, which will initiate an administrative hearing process. The hearing process to be followed is identical to the one invoked for disciplinary actions, outlined in the Policies and Procedures section of this catalog.

## Interruption of Study Due to Excessive Incomplete Grades

Students who have three concurrent "Incomplete" grades will be prohibited from taking any further courses until all "Incomplete" grades have been removed. They will be allowed to resume their program when final grades have been received for all "Incomplete" grades. In the event that these "Incomplete" grades become permanent grades of "F," the student will be dismissed from the University and will not be eligible for reinstatement.

## Second Degree from National University

A second degree from National University can be granted if all course and residency requirements for the second degree have been met. Completion of an additional minor within the same degree major does not qualify for a second degree. The number of courses for a second degree varies, but at least 45 quarter units must be completed in residence in the new degree program.

## National University Memorial Degree

In the event of a student death prior to completion of degree requirements, the family may request that the board of trustees award posthumously a memorial degree in the field of the student's area and level of study, as long as the student was in good standing at the University. A family member may contact the University Registrar at 858-642-8260.

## Catalog Rights

Any student whose record reflects a break in enrollment for a period of 12 or more consecutive months is not eligible to retain his/her catalog rights. All other students are defined as having continuous enrollment and, as such, remain subject to the requirements of the academic program that were listed in the catalog at the time of their admission. Students who interrupt studies for a period of greater than 12 or more months must re-apply for admission. Re-admitted students are subject to all catalog requirements in existence at the time of re-enrollment.

Students who change their major after having been admitted to the University must follow the major requirements in effect at the time of such change. Students who choose to add or drop a minor are not subject to a catalog change, unless the minor is not offered in the original catalog. If the minor was not offered in the original catalog, the student must meet both major and minor requirements under the catalog in effect at the time of the requested plan change. Students can elect to follow the requirements listed in the current catalog; however, students cannot combine requirements from their previous catalog with those in the current catalog.

Students who have been disqualified and are later approved for reinstatement (after a 12-month absence) are subject to the requirements of the catalog in effect at the time they are reinstated and re-admitted to the University.

## Graduation Requirements for Undergraduate Degrees

### Unit and GPA Requirements

#### Total Number of Units

The minimum number of units required to earn an associate degree is 90 quarter units.

# Academic Information for Undergraduate Degrees

The minimum number of units required to earn a baccalaureate degree is 180 quarter units. Students may be required to complete more than 180 quarter units depending upon their program of study.

## Upper-Division Units

The total number of upper-division units (numbered 300 through 599) required for a baccalaureate degree is 76.5 quarter units.

## Residency Requirements

To qualify for a certificate, students must complete two-thirds of the certificate program at National University.

To qualify for an associate degree, students must complete a minimum of 31.5 quarter units at National University.

To qualify for a baccalaureate degree, students must complete each of the following requirements at National University:

- A minimum of 45 quarter units, at least 36 units of which must be in upper-division courses (numbered 300–599)
- At least half of the upper-division units required for the major
- At least two-thirds of the upper-division units required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

Courses taken through credit by examination and credits students transfer to the University do not apply towards residency requirements.

## GPA Requirements

Students must meet the following GPA requirements for their degree.

- a. Minimum overall cumulative grade point average of 2.0
- b. Minimum cumulative grade point average of a 2.0 within their major coursework (unless otherwise specified)
- c. Minimum cumulative grade point average of 2.0 within their minor or concentration coursework (unless otherwise specified.)

## General Education Requirements

The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper-division level and 4.5 units in diversity enriched coursework. All undergraduate students working toward any associate or baccalaureate degree must meet the University diversity requirement.

## CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial

certifications. Students transferring with full certification are typically required to take one to three upper-division general education courses at National in order to fulfill the unit requirements. Students must provide an official transcript with the certification included or a separate certification form from the community college attended.

National University has general education requirements in the following 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)

### AREA A-G: GENERAL EDUCATION ELECTIVE

(Minimum 4.5 quarter units)

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

## Major, Minor, and Concentration Requirements

### Preparation for the Major

Some majors require a set of introductory and/or skills courses designed to prepare students for upper-division study. Many courses taken for this purpose can also be used to satisfy general education requirements.

### Major

Students must complete a departmental major for any bachelor's degree. Most majors consist of an integrated area of specialized study at the upper-division level and contain at least nine courses, which total at least 40.5 quarter units.

Coursework taken to meet major requirements cannot be used to meet minor or general education requirements. At least half of the required upper-division courses for the major must be completed in residence.

### Minor

Students may take any minor with any baccalaureate degree program. Students must verify, prior to requesting a change of degree plan, that the particular combination being requested has not been duplicated by the major or specifically prohibited by the



# Academic Information for Undergraduate Degrees

baccalaureate program. Students must also meet any entry requirements and prerequisites for the requested minor.

Completion of a minor is not required. A minor consists of a minimum of six upper-division courses that total at least 27 quarter units, unless otherwise specified. Courses in the minor cannot be used to meet the major requirements. Courses in the minor can be used to satisfy preparation for the major and general education requirements as appropriate. At least two-thirds of the units in the minor must be completed in residence.

## Concentration

A Concentration may be required by the degree program or an optional choice for the student. A Concentration is an area of specialization related to the major that allows students to delve deeper into a focused study area. Unless otherwise specified completion of a concentration is not required. Courses in the concentration cannot be used to meet major requirements. Courses in the concentration can be used to satisfy preparation for the major and general education requirements as appropriate. At least two thirds of the units in the concentration must be completed in residence.

## Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must submit the online graduation application located on the student portal within the designated application period for degree posting. Students are advised to submit their application at least three months prior to their anticipated conferral date. A \$100 processing fee is required at the time of application. Requirements for graduation include:

1. Satisfactory completion of student's program of study leading to a degree.
2. Settlement of all financial obligations with the University.

Additional graduation and commencement information can be found on the web at [www.nu.edu](http://www.nu.edu).

\*Note: National University does not backdate degrees. Students applying for graduation will automatically be processed for the next conferral date.

## Graduation with Honors

Graduation with honors is available to students whose academic record indicates superior achievement. Earned honors are noted on diplomas and official University transcripts.

Honors for associate and baccalaureate degrees are determined only by courses taken at National University. Honors are awarded according to the following grade point averages:

Summa Cum Laude	3.90
Magna Cum Laude	3.70
Cum Laude	3.50

Only those students who complete 45 quarter units or more in residence in their program are considered for honors awards.

\*Note: In the calculation of eligibility for honors the cumulative GPA is truncated to two decimal places. For example, if the cumulative GPA of record is a 3.695 this figure is truncated to 3.69 and the honors designation would be Cum Laude.

## Degree Conferral

Degrees are posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July, and October. Diplomas are mailed six to eight weeks following the degree conferral date.

Annual commencement exercises are held in San Diego and Sacramento. Students may elect to attend the commencement ceremony in the location that is most convenient for them. The online Application for Degree allows the student to specify which commencement location he/she would like to attend. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate. Consult the University's website for the dates of commencement.



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*The University of Values*



# Academic Information for Graduate Degrees

## Admission Procedures

### Admissions Advising

National University offers year-round admission. Persons seeking admission to graduate and credential studies at National University are unique in their specific circumstances and needs. Applicants are interviewed by an admissions advisor, who discusses applicants' specific requirements for admission at the initial interview. All prospective and registered students receive a unique nine-digit student number.

### Faculty Advising

Upon admission to the University, students may contact a faculty advisor to assist them in making appropriate decisions about educational and career-related issues. Faculty advisors, who are listed under each degree program within this catalog, provide students the benefit of experience in professional practice and insight gathered from years of formal study in higher education. Students should direct requests for information about curriculum content, course requirements, proficiency examinations, and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

### Use of Social Security Number

Applicants are required to include their Social Security Number where indicated on the application for admission forms. The Social Security Number is used to identify student records, including records for financial aid eligibility and the disbursement and repayment of financial aid and other debts payable to the University. The Internal Revenue Service requires the University to file forms that include information such as amount paid for tuition. This information is used by the IRS to help determine whether a student, or a person claiming the student as a dependent, may take a credit or deduction on their federal income taxes.

### E-mail Address

All students should provide, if available, a valid e-mail address where indicated on the application for admission forms. National University regularly uses e-mail to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records, and more. As the preferred method of communication, it is important that students provide the University with an e-mail address they use frequently and notify the University if it changes. The University keeps students e-mail addresses on file with other contact information.

### Qualifications

Applicants for admission to a graduate or post-baccalaureate program must meet one of the following five requirements:

- 1) Hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90 quarter units.
- 2) Hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved and a satisfactory score on one of the following tests:
  - Minimum score of 550 on the Graduate Management Admission Test (GMAT)
  - Minimum scores of 480 (verbal) and 570 (quantitative) the Graduate Record Examination (GRE)
  - Minimum score of 408-413 on the Miller Analogies Test
  - An approved, standardized program-specific exam

Note: National University's College Board Institutional Code=4557

- 3) Hold a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved and have successfully completed at least 13.5 quarter units of graduate level coursework with grades of "B" or better at a regionally accredited institution.
- 4) Holders of a bachelor's degree or higher from a regionally accredited college or university where an overall grade point average of 2.0 to 2.49 was achieved may be admitted on a probationary status. See Probationary Admission section below for additional information.
- 5) Applicants who are within six months of completing a baccalaureate degree may be eligible to apply to National University under a conditional admission status. Graduate level courses may not be taken until proof of the student's baccalaureate degree is provided. See Conditional Admission section below for additional information.

\* Applicants whose higher education was completed in a foreign country must request a foreign pre-evaluation through an admissions advisor to determine eligibility for a graduate program. Applicants who are seeking any California credential must have their official documents evaluated by an approved agency and an official evaluation report must be received by the Registrar's Office.

All applicants must present preliminary evidence of prior education at the required interview with an admission advisor. Unofficial transcripts are acceptable.

All applicants to the University must also:

- A. Complete an application for admission.
- B. Execute an enrollment agreement.
- C. Pay a non-refundable application fee of \$60.
- D. Complete the program admission process.

All post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Students who do not possess a bachelor's degree from a post-secondary institution where English is the language of instruction are encouraged to take the English ACCUPLACER evaluation as part of the admissions process.

The English ACCUPLACER evaluation for graduate students is advisory only and does not delay the admissions process. The results of the English evaluation are printed immediately and a copy is provided to the student. Based on the student's score, the admissions advisor recommends appropriate English courses.

\* Any exceptions to the above admissions requirements must be considered by the Committee on the Application of Standards.

### Probationary Admission

Students whose undergraduate GPA was 2.0 to 2.49 may be accepted on probationary status. They are ineligible for official admission and will not be processed for degree evaluation or financial aid until they have completed 4.5 quarter units of graduate study with a grade of "B" or better. Students admitted on probationary status are not permitted to schedule more than one course for 4.5 quarter units during the probationary period. However, if the first required course in a student's degree program is taken using satisfactory/unsatisfactory (S/U) grading criteria, the student may schedule the S/U course and one additional course that issues a letter grade. Students are not permitted to enroll in any other coursework until the first letter grade has been posted to their record and their probationary status has been lifted. Students should be aware that this may mean a break in enrollment of one term (month) due to the timeframe for submission of grades by Instructors. Students who

# Academic Information for Graduate Degrees

receive a grade below “B” during the probationary period are not eligible for admission to the University.

## Conditional Admission

Undergraduate students in their final semester before graduation who want to be admitted and enrolled into National University for graduate study may be conditionally admitted into a post-baccalaureate program. The official acceptance of such students will occur when they produce, in a sealed envelope, an official transcript from a regionally accredited institution that shows conferral of the bachelor’s degree with a cumulative GPA of 2.5 or better. Conditionally admitted students are not permitted to take post-baccalaureate or graduate level coursework until bachelor’s verification has been received.

## Provisional Acceptance

Students who have completed a baccalaureate degree and want to be admitted to a post-baccalaureate degree program when official transcripts are not immediately available can be provisionally accepted. Students are responsible for obtaining, from the college or university where they earned their baccalaureate degree, an official transcript in a sealed envelope. When the Office of the Registrar receives official documentation, it considers students for eligibility.

Post-baccalaureate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts. If the Office of the Registrar does not receive the required documentation within three months of the date of admission, the student’s studies are temporarily interrupted until all official documents are received. If the student’s studies are temporarily interrupted this can affect financial aid eligibility. The Office of the Registrar will send a courtesy notification every 30 days to students in provisional status, advising them of what documentation remains outstanding. Students should also view their checklist, which can be found on the student web portal, to determine outstanding documents. Coursework completed satisfactorily during provisional acceptance will count toward graduation if it is consistent with specific degree program requirements.

## Official Transcript and Bachelor’s Degree Verification Requirements

Post-baccalaureate students are required to secure from the college or university where they completed their baccalaureate degree a copy of their transcript in a sealed envelope. The Office of the Registrar will not accept hand-carried transcripts or transcripts “issued to student” as official documents unless in a sealed envelope from the issuing institution.

Official transcripts should be sent by the issuing institution directly to:

Office of the Registrar  
National University  
11355 North Torrey Pines Road  
La Jolla, California, 92037-1013

Transcripts from other institutions that have been presented for admission or evaluation become a part of the student’s academic file and are not returned or copied for distribution.

## Evaluation

Once eligibility for admission to a post-baccalaureate program has been determined students are eligible for official evaluation. Students will be notified by e-mail that they have been evaluated and the student may view their Degree Progress Report (Graduate) online. The course of study that a student discussed with an advisor at the initial admissions interview is only an estimate of the course requirements for a degree. The Degree Progress Report (DPR) is the

official notification of the coursework and other requirements that are required for the program. As students progress through the program, the DPR will show coursework already completed and the coursework remaining. The DPR helps students, advisors, and the University to determine progress toward completion of program requirements and also serves as a graduation check.

Applications for financial aid cannot be processed until evaluation has occurred.

## Readmission Procedures

Students who are in good standing but have a break in enrollment for 12 or more months may be readmitted to the University by submitting an application for readmission. They are required to follow the policies of the catalog in effect at the time of re-admission, including the degree requirements for their program. Students must also pay a re-admission fee.

## Sources of Credit

### Course Waivers and Unit Transfer Limits

Students who believe that they have taken coursework at a regionally accredited institution that is applicable to their current program may submit an e-form waiver either through the student portal or with the assistance of an admissions advisor. An official course description for each course must be attached to the e-form request. Course descriptions can usually be obtained directly from the issuing institution, copied from an institution’s catalog, or found online through an institution’s course catalog. The Office of the Registrar must receive official transcripts from the transferring institution before a course waiver request may be submitted. If a course description is not sufficient for determining transferability, students may be required to submit a course syllabus.

Students can transfer a maximum of 13.5 quarter units at the graduate level provided that the units have not been used to satisfy the requirements of an awarded degree. Regardless of the number of units transferred to the graduate program, students must meet residency requirements of their particular program in order to be eligible for graduation. Students should refer to their particular degree program to determine the maximum amount of transfer credit that can be applied. All courses considered for graduate transfer credit must have been taken in a graduate level degree program or notated as graduate level on the issuing institution’s transcript.

To be considered for a course waiver, the transferring course must have been completed with a grade of “B” (3.0) or better. No courses can be accepted in transfer as a waiver or credit where the grade earned was a “B-” or below.

If the transfer only qualifies for a waiver, the student does not have to complete the course but credit is not awarded. The Degree Progress Report will show that course requirement has been met but that zero (0) units have been awarded. This may require additional graduate-level coursework to be taken in order to satisfy the graduate unit requirements for the student’s degree.

### Prerequisite Waivers

Some graduate degree programs require students to complete undergraduate-level prerequisites. If a student has completed equivalent coursework at a regionally accredited institution then he/she must submit an e form course waiver request. The Registrar’s Office will then review the course content and make a determination on the waiver request. No graduate transfer credit will be awarded if the course was taken as part of an undergraduate level degree or classified as an undergraduate class by the institution attended.

# Academic Information for Graduate Degrees

## Special Consideration Waivers Based on Non-Graduate Level Coursework

Students who have a course waiver approved based on a course taken through extended learning or continuing education will typically not be awarded any units. If the issuing institution recognizes the credits as meeting graduate level academic standards, notates on the transcript that the course is granted graduate level academic credit, and confirms in an official letter from their Office of the Registrar that the course would be accepted to meet a requirement in their own graduate programs, National University may consider approving and awarding credit.

When a student has acquired mastery of a subject through a concentration of undergraduate courses or through considerable experience or training, the lead faculty member may recommend that a course be waived. The lead faculty will determine the required documentation that needs to be submitted in support of the waiver. The lead faculty will then make a recommendation, which must be submitted through an e-form to the Committee on the Application of Standards.

## Time Limit

Coursework that is more than seven years old cannot be transferred into post-baccalaureate credential or degree programs. Similarly, coursework completed at National University more than seven years ago cannot be applied to post-baccalaureate credential or degree programs for re-enrolling students. Coursework that is more than seven years old must be repeated, or, with the approval of the school dean, a more recent, suitable course may be substituted.

## Challenge by Examination

Students in the School of Education have the option to take a Challenge by Examination for EDT 608 and EDT 655. In order to test out of these courses, students must follow the same procedures as outlined in Academic Information for Undergraduate Degrees under the heading "Challenge by Examination." The fee for each challenge exam is \$50 and no credit is awarded. Contact a credential advisor or a local representative for more information.

Credit by Examination is not allowed at the graduate level.

## Grades and Grading System

Students who have more than three absences, excused or unexcused, cannot be given a satisfactory grade.

A Outstanding Achievement

B Commendable Achievement

C Marginal Achievement

D Unsatisfactory Achievement

F Failing

I Incomplete

A grade of "I" may only be issued when a student has attended at least two-thirds of the course sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (preferably in writing) to the instructor prior to the final day of the course. If an instructor decides that an "Incomplete" is warranted, he/she issues a grade of "I" and notates the conditions for removal of the "Incomplete" in the student's record. Students receive notification via e-mail about the assignment of an "Incomplete," including the conditions for its

removal. The information remains in place until the "Incomplete" is removed or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student could make up the work is to attend a major portion of the class the next time it is offered. Students must resolve "Incomplete" grades no later than six months after the official course end date. Students can be required to remove an "Incomplete" in a shorter period of time at the discretion of the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months has elapsed since the course end date, provided the instructor has not specified a shorter end date.

An "I" that is not removed within the stipulated time becomes an "F" or a "U" based on the grading criteria of the course. No grade points are assigned. The "F" is calculated in the grade point average.

U Unsatisfactory

A permanent grade given indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the grade point average.

W Withdrawal

Signifies that a student has withdrawn from a course after midnight of the ninth day of the session. A "Withdrawal" is not allowed after the twenty-first (21st) day of the session. This is a permanent mark with no grade points assigned.

S Satisfactory

Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practicum, residencies, and field experience courses.

IP In Progress

A designation representing a project/thesis/research/practicum/internship/field study course that allows up to 12 months for completion. No grade points are assigned for the "IP" grade.

The following grades are assigned for selected project/practicum courses identified in the course description section of this catalog:

H Honors

Signifies outstanding work. No grade points are assigned.

S Satisfactory

Signifies acceptable work. No grade points are assigned.

U Unsatisfactory

Signifies unacceptable work. No credit is awarded and no grade points are assigned.

## Plus/Minus Grading

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the grade point average are specified below. Instructors may elect not to use the plus/minus system provided that they clearly state this in the course outline.

## Repetition of Courses

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students may repeat, at the prevailing cost per quarter unit, any course in which an "F," "D," "C," or "B-" grade was received. The original grade earned remains part of the student's permanent record, but is not considered in computing the grade point average. In order to properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

No course can be repeated more than twice.

# Academic Information for Graduate Degrees

A course in which a grade of “B” or higher has been earned may not be repeated.

## Grade Changes

All grades are final. Students are not allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. (Please see the section on Grade Appeals in this catalog.)

## Computing Grade Point Averages

To compute a student’s grade point average (GPA), the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. “H,” “I,” “IP,” “S,” “U,” and “W” carry no grade points and are not considered in computing the grade point average. When a course is repeated, the original grade is excluded from the GPA calculation but remains part of the permanent record.

## Grade Points Awarded

A = 4.0	A- = 3.7	
B+ = 3.3	B = 3.0	B- = 2.7
C+ = 2.3	C = 2.0	C- = 1.7
D+ = 1.3	D = 1.0	D- = 0.7
F = 0.0		

## Satisfactory Academic Progress

Graduate students must maintain a cumulative grade point average (GPA) of 3.0 for all graduate work. The cumulative GPA is calculated by taking into account all graduate-level course work that has not been applied to a completed degree. Once a degree has been completed, a cumulative GPA is assigned for the course work in that degree, and the cumulative GPA calculator is reset for any future course work. If a graduate student has two or more degree and/or credential plans that are not yet completed, all the course work in those plans is used to calculate the cumulative GPA.

Students who receive a “D” or “F” grade in a required course must repeat the course. The “D” or “F” grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade is excluded from the GPA calculation but remains as part of the student’s official academic record. In order to properly document the repeated course, students must notify the Office of the Registrar that the course has been repeated.

\*Note: Academic probation, disqualification, dismissal, and/or reinstatement are permanently noted on student’s transcripts.

## Academic Probation

Students whose cumulative GPA falls below a 3.0 for coursework completed at National University are placed on academic probation. Students are allowed three courses to improve their cumulative grade point average to the required 3.0. The University strongly recommends that any coursework in which a letter grade of “C” or below was earned should be repeated while on probation. In this situation, if the courses are not repeated, the student may fail to raise the cumulative GPA to the required 3.0 and will be subject to disqualification.

## Removal from Probation

Students placed on probation will be removed from probation once they have improved their grade point average to a cumulative GPA of 3.0 or better.

Satisfactory grades received while on probation count toward

fulfillment of degree requirements.

## Disqualification

Students on academic probation who fail to raise their GPA to 3.0 or better during their probationary period will be disqualified from their academic program. Disqualified students cannot attend National University for the next three months (terms) following the month in which the student was disqualified. After a three-month leave from the University, students can apply for reinstatement.

Note: International students on an F-1 student visa must apply for reinstatement within 15 days of the date of disqualification due to immigration regulations regarding student visas.

## Reinstatement

Students who have been disqualified and want to be considered for reinstatement must petition the Committee on the Application of Standards (CAS). The petition must explain the reason for the disqualification and the steps the student has taken to remedy the issues. Students must include supporting documentation. Students, approved by CAS, who are readmitted to the University will be placed on a “Conditional” status. CAS will indicate the conditions and time frame requirements of the reinstatement. Students who meet the conditions of CAS and achieve the required 3.0 cumulative GPA will be placed on permanent probation. Students who fail to meet the CAS conditions will be dismissed from the University.

## Interruption of Study Due to Excessive Incomplete Grades

Students who have three concurrent “Incomplete” grades will be prohibited from taking any further courses until all “Incomplete” grades have been removed. They will be allowed to resume their program when final grades have been received for all “Incomplete” grades. In the event that these “Incomplete” grades become permanent grades of “F,” the student will be dismissed from the University and will not be eligible for reinstatement.

## Academic Dismissal

Post-baccalaureate students who were disqualified from, and reinstated to, their academic program on a status of permanent probation must maintain a cumulative GPA of 3.0 or better. A cumulative GPA that falls below a 3.0 will result in academic dismissal and the student is not eligible for reinstatement.

If the faculty determines that a student should be academically dismissed for reasons other than grades, they will refer the matter to the Office of Student Affairs, which will initiate a hearing process. The hearing process to be followed is identical with the one invoked for disciplinary actions.

## Second Degree from National University

Students can obtain a second master’s degree from National University if they have met all course and residence requirements for the second degree. Completion of an additional area of specialization within the same degree does not qualify for a second degree. The number of courses required for a second degree varies, but at least 40.5 quarter units must be completed in residence in the new degree program. Units earned toward the first master’s degree cannot be applied toward the second.

Note: An M.A. in Human Behavior cannot be earned after an M.A. in Counseling Psychology degree has been earned.

## Catalog Rights

Any student whose record reflects a break in enrollment for a period

# Academic Information for Graduate Degrees

of 12 or more consecutive months is not eligible to retain his/her catalog rights. All other students are defined as having continuous enrollment and, as such, remain subject to the requirements of the academic program that were listed in the catalog at the time of their admission. Students who interrupt studies for a period of 12 or more months must re-apply for admission. Re-admitted students are subject to all catalog requirements in existence at the time of re-enrollment.

Students who request to change their academic program after admission must follow the catalog requirements in effect on the date they request the change.

Students can elect to change to the current catalog. However, they must meet all prerequisites and requirements for their academic program that are in effect in the current catalog. They cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and are approved through CAS for reinstatement after an absence of 12 months are subject to the requirements of the catalog in effect at the time they are re-admitted to the University.

## Additional Residency Requirements for Credential and Certificate Programs

Students in certificate programs must complete two-thirds of the required coursework at National University.

Credential candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Courses taken online are considered to be in-residence. All credential programs must be completed with a GPA of 3.0 ("D" and "F" grades are not accepted).

The credential residency requirement does not apply to candidates for the following programs:

- Level II Special Education
- California Reading Certificate
- Early Childhood Special Education Certificate
- Professional (Tier II) Administrative Services Credential
- An additional credential if one is previously held

## Graduation Requirements for Graduate Degrees

Each master's degree has been structured to delineate the program prerequisites, core requirements, area (s) of specialization, and electives that constitute the requirements for the degree. Each degree has a designated field of study (core) that consists of at least six courses, which total at least 27 quarter units. Not all degrees have areas of specialization.

## Unit and GPA Requirements

### Residency

Graduate degrees require the completion of a minimum of 45 quarter units. Students must earn a minimum of 40.5 quarter units at National University and must complete half of the core requirements and three-fourths of the area of specialization in residence.

### Field of Study and Area of Specialization GPA Requirements

Students must meet the following GPA requirements for their degree.

- a. Minimum overall cumulative grade point average of 3.0
- b. Minimum cumulative grade point average of a 3.0 within their core requirements
- c. Minimum cumulative grade point average of 3.0 within their area of specialization (if one is required or selected)

## Application for Graduation

Graduation is not automatic upon the completion of degree requirements. Students must submit the online graduation application located on the student portal within the designated application period for degree posting. Students are advised to submit their application at least three months prior to their anticipated conferral date. A \$100 processing fee is required at the time of application. Requirements for graduation include:

1. Satisfactory completion of student's program of study leading to a degree.
2. Settlement of all financial obligations with the University.

Additional graduation and commencement information can be found on the web at [www.nu.edu](http://www.nu.edu).

\*Note: National University does not backdate degrees. Students applying for graduation will automatically be processed for the next conferral date.

## Graduation with Honors

Graduate students whose grade point average is a 3.85 or better will graduate "With Distinction." Prerequisites completed at the undergraduate level are not included in the calculation of the grade point average for graduate honors.

\*Note: In the calculation of eligibility for Honors the official cumulative GPA is truncated to two decimal places. Students must have a cumulative GPA of 3.850 or higher to be eligible for the Honors designation.

Earned honors are noted on diplomas and official University transcripts. Only students who complete 40.5 quarter units or more of their programs in residence are considered for honor awards.

## Degree Conferral

Degrees are posted to transcripts after the close of each academic quarter, specifically on the third Sunday in January, April, July, and October. Diplomas are mailed six to eight weeks following the degree conferral date.

Annual commencement exercises are held in San Diego and Sacramento. Students may elect to attend the commencement ceremony in the location that is most convenient for them. The online Application for Degree allows the student to specify which commencement location he/she would like to attend. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate. Consult the University's website for the dates of commencement.



# General Education

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*The University of Values*



# General Education

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The general education program promotes the intellectual growth of all students in National University's undergraduate degree programs. The general education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a thorough general education program that is writing-intensive and addresses the cultural diversity of contemporary society.

Students in the general education program are advised to focus on writing and speech communication first. Students are then counseled to explore mathematical and other formal systems to develop abstract reasoning abilities and are required to take a course in informational literacy and report writing. Finally, all students are required to have a significant exposure to the natural sciences, the humanities and fine arts, and the social and behavioral sciences and modern language. Many of these courses include an examination of the human condition in a multicultural society.

The general education curriculum emphasizes communications, mathematics and sciences, humanities and social/behavioral sciences. Thus, the curriculum provides coherence to undergraduate education, affording the student the opportunity to:

- Demonstrate critical thinking, reading and writing skills appropriate to upper-division college work.
- Demonstrate critical awareness of the major approaches, methods, assumptions, and applications of different academic disciplines.
- Employ college-level scientific and quantitative reasoning skills to appraise information and to solve problems.
- Develop basic proficiency in another language.
- Demonstrate awareness of past and present human and cultural diversity.
- Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

The general education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving. This emphasis promotes self-directed research in many academic areas that have traditionally been kept separate.

## Diversity Requirement

The diversity component serves the general education program goal of increasing respect for, and awareness of, diverse peoples and cultures. A plus[+] after any course on the list of approved general education courses signifies a diversity-enriched course. Students must complete at least one diversity-enriched course in the general education program.

## CSU General Education Certifications and IGETC

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students transferring with full certifications are typically required to take one to three upper-division general education courses at National in order to fulfill the unit requirements. Students must provide an official transcript with the

certification included or a separate certification form from the community college attended.

## 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. All undergraduate students working toward any associate or bachelor's degree must meet the University's 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)

### 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 the requirement by taking ENG 334A)

## CATEGORY 2 – Speech and Communications

(4.5 quarter units required)

- COM 100 Introduction to Mass Communication  
COM 103 Oral Communication

## AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

- MTH 204 Mathematics for Science  
(Prerequisite: MTH 012A and MTH 012B)  
MTH 209A Fundamentals of Mathematics I  
(Prerequisite: Placement Evaluation)  
MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)  
MTH 215 College Algebra  
(Accelerated Course)  
(Prerequisite: Placement Evaluation)  
MTH 216A College Algebra I (3 quarter units)  
(Prerequisite: Placement Evaluation)  
MTH 216B College Algebra II (3 quarter units)  
(Prerequisite: MTH 216A)  
MTH 220 Calculus I  
(Prerequisite: MTH 215)  
MTH 301 Fundamentals of Mathematics II  
(Prerequisite: MTH 209A)  
CSC 208 Calculus for Comp Science I  
(Prerequisite: MTH 215)  
MNS 205 Introduction to Quantitative Methods for Business  
(Prerequisite: Placement Evaluation)  
NSG 322 Intro to Biomedical Stats

## AREA C: INFORMATION LITERACY

(4.5 quarter units required)

- ILR 260 Information Literacy  
(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  
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: LIT 100)  
MUS 100 Fundamentals of Music  
MUS 327 World Music (+)  
(Prerequisites: ENG 100/101)  
PGM 101 Philosophy of Coaching  
PHL 337 Ethics  
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 Microeconomics  
ECO 204 Principles of Macroeconomics

- HIS 220A United States History I [+]  
(Prerequisites: ENG 100/101)  
HIS 220B United States History II [+]  
(Prerequisites: ENG 100/101)  
HIS 300 Roots of Western Civilization  
(Prerequisites: ENG 100/101)  
HIS 350 Cultural Diversity [+]  
(Prerequisites: ENG 100/101)  
PGM 100 History of Sport  
PGM 200 Personal Dev & Human Relation (\*may only be taken by students in the Associate of Arts Concentration in Professional Golf Management)  
POL 100 Introduction to Politics  
(Prerequisites: ENG 100/101)  
POL 201 American 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)

- BIO 100 Survey of Bioscience  
BIO 100A Survey of Bioscience Lab(1.5 quarter units)  
(Prerequisite: BIO 100 or 161 for science majors)  
BIO 161 General Biology 1  
(Recommended: BIO 101, 101A or CHE 141, 142, 101A)  
BIO 162 General Biology 2  
(Prerequisite: BIO 161)  
BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)  
BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)  
BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)  
BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
(Prerequisite: BIO 202)  
BIO 203 Introductory Microbiology  
(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)  
BIO 203A Introductory Microbiology Lab I (1.5 quarter units)  
(Prerequisite: BIO 203)  
CHE 101 Introductory Chemistry  
(Recommended: prior completion of MTH 204 or MTH 215 or MTH 216 A/B)  
CHE 101A Introductory Chemistry Lab (1.5 quarter units)  
(Prerequisite: CHE 101 or CHE 141 for science majors)  
CHE 141 General Chemistry 1  
(Prerequisite: MTH 215 or equivalent)  
CHE 142 General Chemistry 2  
(Prerequisite: CHE 141)  
EES 103 Fundamentals of Geology  
EES 103A Fundamentals of Geology Lab (1.5 quarter units)  
(Prerequisite: EES 103)  
PHS 104 Introductory Physics  
(Prerequisite: Two years of high school algebra and MTH 204 or MTH 215 or MTH 216A/B)  
PHS 104A Introductory Physics Lab (1.5 quarter units)  
(Prerequisite: PHS 104 or PHS 171 for science majors)  
PHS 171 General Physics 1  
(Prerequisite: MTH 215 or MTH 216A & MTH 216B)  
PHS 172 General Physics 2  
(Prerequisite: PHS 171)

# General Education

PGM 202 Sustainable Golf & Turf Mgmt. (6 quarter units; includes lab) (\*may only be taken by students in the Associate of Arts Concentration in Professional Golf Management)

## AREA G: MODERN LANGUAGE

(Minimum 9 quarter units required)

In addition to the coursework listed below, students may satisfy this area by passing a competency test in a second language. Second-language competency testing is arranged through the National University Testing Center (testingservices@nu.edu). It may not be possible to accommodate requests for competency testing in languages not taught at National University. 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)

CHN 100 Beginning Chinese I  
(Co-requisite: CHN 100A)

CHN 101 Beginning Chinese II  
(Prerequisites: CHN 100/100A)  
(Co-requisite: CHN 101A)

CHN 200 Intermediate Chinese I  
(Prerequisites: CHN 101/101A)  
(Co-requisite CHN 200A)

CHN 201 Intermediate Chinese II  
(Prerequisites: CHN 200/200A)  
(Co-requisite: CHN 201A)

CHN 300 Advanced Intermediate Chinese I  
(Prerequisites: CHN 201/201A)  
(Co-requisite CHN 300A)

CHN 301 Advanced Intermediate Chinese II  
(Prerequisites: CHN 300/300A)  
(Co-requisite: CHN 301A)

PRS 100 Beginning Persian I  
(Co-requisite: PRS 100A)

PRS 101 Beginning Persian II  
(Prerequisites: PRS 100/100A)  
(Co-requisite: PRS 101A)

PRS 200 Intermediate Persian I  
(Prerequisites: PRS 101/101A)  
(Co-requisite: PRS 200A)

PRS 201 Intermediate Persian II  
(Prerequisites PRS 200/200A)  
(Co-requisite: PRS 201A)

PRS 300 Advanced Persian I  
(Prerequisites: PRS 201/201A)  
(Co-requisite: PRS 300A)

PRS 301 Advanced Persian II  
(Prerequisites: PRS 300/300A)  
(Co-requisite: PRS 301A)

SPN 100 Beginning Spanish I

SPN 101 Beginning Spanish II  
(Prerequisites: SPN 100)

SPN 200 Intermediate Spanish I  
(Prerequisites: SPN 101)

LUS 100 Introductory Luiseno 1  
(Co-requisite: LUS 100A)

LUS 101 Introductory Luiseno 2  
(Prerequisites: LUS 100/100A)  
(Co-requisite: LUS 101A)

LUS 200 Intermediate Luiseno 1  
(Prerequisites: LUS 101/101A)  
(Co-requisite: LUS 200A)

LUS 201 Intermediate Luiseno 2  
(Prerequisites: LUS 200/200A)  
(Co-requisite: LUS 201A)

LUS 300 Advanced Luiseno 1  
(Prerequisites: LUS 201/201A)  
(Co-requisite: LUS 300A)

LUS 301 Advanced Luiseno 2  
(Prerequisites: LUS 300/300A)  
(Co-requisite: LUS 301A)

Students also may satisfy Area G requirement with 9 quarter units of computer languages:

CSC 242 Intro to Programming Concepts  
(Prerequisite CSC 200, CSC 208)

CSC 252 Programming in C++  
(Prerequisite CSC 242)

CSC 262 Programming in Java  
(Prerequisite: MTH 215)

## AREA A-G GENERAL EDUCATION

(Minimum 4.5 quarter units)

If a student has not met the upper-division unit requirement in the completion of the above general education areas, an upper-division course from the following list must be taken. (Upper-division courses applicable to General Education are numbered 300-399). If a student has already met the upper-division unit requirement in the completion of the above general education areas, any course below or 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)

BRO 210 History of Television  
(Prerequisites: COM 100 or COM 103, 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 Roots of Western Civilization  
(Prerequisites: ENG 100/101)

HIS 350 Cultural Diversity [+]  
(Prerequisites: ENG 100/101)

HUM 362 Persian Culture  
(Prerequisites: ENG 100/101)

LIT 311 British Literature I  
(Prerequisite: LIT 100)

LIT 312	British Literature II <i>(Prerequisite: LIT 100)</i>
LIT 321	American Literature I <i>(Prerequisite: LIT 100)</i>
LIT 322	American Literature II <i>(Prerequisite: LIT 100)</i>
MUS 326	Survey of American Music History [+]
PHL 320	Comparative Religion [+] <i>(Prerequisites: ENG 100/101)</i>
PHL 332	Religion of Islam <i>(Prerequisites: ENG 100/101)</i>
PHL 375	Environmental Ethics <i>(Prerequisites: ENG 100/101)</i>
PSY 300	Social Psychology of Sport
PSY 301	Child Development <i>(Prerequisites: ENG 100/101)</i>
SCI 300	Geography [+]
EES 301	Earth and Planetary Science
EES 322	Oceanography
EES 335	Environmental Science
SOC 325	Popular Culture <i>(Prerequisites: ENG 100/101)</i>
SOC 327	Arab Culture <i>(Prerequisites: ENG 100/101)</i>
SOC 336	American Film and Society [+] <i>(Prerequisites: ENG 100/101)</i>
SOC 344	Marriage, Sex, and the Family <i>(Prerequisites: ENG 100/101)</i>
SOC 352	Modern Chinese Culture <i>(Prerequisites: ENG 100/101)</i>
PHS 102	Survey of Physical Science



# College of Letters and Sciences

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Ph.D., Germanic Languages  
University of California at Los Angeles

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*The University of Values*



# Degree Programs Offered

## Undergraduate Degrees

### Associate of Arts <sup>Ⓜ</sup>

*with Concentrations in:*

- Business Administration <sup>Ⓜ</sup>
- Criminal Justice Administration <sup>Ⓜ</sup>
- Professional Golf Management <sup>Ⓜ</sup>
- Public Administration <sup>Ⓜ</sup>
- Video Game Production <sup>Ⓜ</sup>

### Associate of Science in Health Science and Pre-Nursing

### Bachelor of Arts

*with Majors in:*

- Arabic Studies <sup>Ⓜ</sup>
- Biological Science with a California Preliminary Single Subject Credential
- Chinese Studies
- Comparative Literature <sup>Ⓜ</sup>
- English <sup>Ⓜ</sup>
- English with Single-Subject Matter Preparation
- English with a Preliminary Single Subject Credential (California) <sup>Ⓜ</sup>
- General Studies
- Global Studies <sup>Ⓜ</sup>
- History <sup>Ⓜ</sup>
- Interdisciplinary Studies <sup>Ⓜ</sup>
- Interdisciplinary Studies with a California Preliminary Multiple Subjects Teaching Cred. <sup>Ⓜ</sup>
- Mathematics with a Preliminary Single Subject Credential (California)
- Persian Studies
- Political Science <sup>Ⓜ</sup>
- Pre-Law Studies <sup>Ⓜ</sup>
- Psychology <sup>Ⓜ</sup>
- Sociology <sup>Ⓜ</sup>
- Spanish
- Sport Psychology

### Bachelor of Public Administration <sup>Ⓜ</sup>

### Bachelor of Science

*with Majors in:*

- Criminal Justice Administration <sup>Ⓜ</sup>
- Domestic Security Management <sup>Ⓜ</sup>
- Environmental Science and Policy
- Mathematics <sup>Ⓜ</sup>

*with Concentrations in:*

- Mathematics and Applications
- Single-Subject Teaching

*with Concentrations in:*

- Earth Science
- Life Science
- Organizational Behavior <sup>Ⓜ</sup>
- Paralegal Studies

### Foreign Credential Bridge Program

### Minors

- Alternative Dispute Resolution
- Arabic Culture and History
- Arabic Studies
- Business Law
- Chinese Culture and History
- Chinese Studies
- Criminal Justice Administration
- English
- Global Studies

- History
- Mathematics
- Natural Sciences
- Persian Culture and History
- Persian Studies
- Political Science
- Pre-Law Studies
- Sociology

## Graduate Degrees

### Master of Arts

*with Fields of Study in:*

- Counseling Psychology
- English <sup>Ⓜ</sup>
- History <sup>Ⓜ</sup>
- Human Behavior <sup>Ⓜ</sup>
- Social Transformation and Community Development

### Master of Criminal Justice

### Master of Fine Arts

*with a Field of Study in:*

- Creative Writing <sup>Ⓜ</sup>

### Master of Forensic Sciences <sup>Ⓜ</sup>

*with Areas of Specialization in:*

- Criminalistics
- Investigation

### Master of Public Administration <sup>Ⓜ</sup>

*with Areas of Specialization in:*

- Alternative Dispute Resolution
- Human Resource Management <sup>Ⓜ</sup>
- Organizational Leadership <sup>Ⓜ</sup>
- Public Finance <sup>Ⓜ</sup>

## Certificate Programs

### Undergraduate:

- Alternative Dispute Resolution
- Arabic Language and Culture
- Chinese Language and Culture
- Criminal Justice Administration
- Persian Language and Culture
- Professional Golf Management
- Advanced Professional Golf Management

### Graduate:

- Alternative Dispute Resolution
- Bereavement Studies
- Forensic and Crime Scene Investigations
- Patient Advocacy

## General Education Curriculum

The University's general education program links undergraduate work in writing, oral communication, critical thinking, mathematics and other skill areas with programs at the upper division level.

A number of courses address issues of cultural diversity, while the traditional goal of promoting intellectual breadth along with skill-based fundamentals has been enhanced and made more flexible.

The purpose of National University's general education program is to meet the educational objectives of adult learners who seek to strengthen their professional work and advance their creative and analytical abilities.

## Special Programs

### Center for Cultural and Ethnic Studies

The Center for Cultural and Ethnic Studies hosts forums, workshops and cultural events with the goal of promoting diversity and intellectual curiosity at the university. These events are intended to encourage awareness of contemporary artistic, intellectual, cultural, gender and ethnic issues in daily life. In order to give these concerns intellectual context, the Center events focus specific attention on questions of race, class, and gender, historical representation, cultural images and globalization. In practice, the Center serves as a bridge between the University and other communities. Events provide a common platform for the exchange of research and ideas by National University faculty and scholars at other institutions, artists and community activists. The work of the Center for Cultural and Ethnic Studies is to bring cultural, intellectual and artistic events of the highest caliber to the University.

Events arranged by the Center are co-sponsored and supported by numerous organizations, including the California Council for the Humanities, San Diego Public Library, African and African-American Studies Research Project at UCSD, Naval Training Center Foundation, San Diego Historical Society, Sacramento Public Library, Sacramento Philharmonic, St. Paul's Cathedral in Sacramento, and many others.

In addition to sponsoring events and encouraging discussion of contemporary intellectual and cultural issues at National University campuses throughout California, the Center for Cultural and Ethnic Studies also houses the Community Oral History Project. The mission of the Community Oral History Project at National University is to create a pedagogical tool that makes history come alive for students and show them how community history is an integral part of U.S. and world history. Students and faculty collect and process oral history interviews with persons who had been eyewitnesses to or participants in events of historical significance for deposit in the oral history collection at National University and the San Diego Historical Society. The ultimate purpose of the project is to encourage oral history scholarship at National University and in the community.

### Writing Across the Curriculum

Writing Across the Curriculum is a University-wide program that enriches all schools and areas of learning through the development of writing skills and critical thinking. The College of Letters and Sciences has developed this program to ensure that the writing needs of all disciplines are met and that the quality of writing and related skills distinguish the National University graduate. In conjunction with faculty of the other schools, the faculty of Arts and Sciences serve the entire University community by improving the skills so essential to student well being. They do this by creating writing-intensive courses, directing the Writing Centers, editing the WAC (WHACK) newsletter and the Gnu Student Journal.

<sup>Ⓜ</sup> denotes program also offered or partially offered online. *Note: Not all online programs or courses are offered in entirety via Internet.*

*Note: Not all courses or programs listed in this catalog are available at every campus.*

Various undergraduate minors are available in some degree programs.



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## MISSION STATEMENT

The College of Letters and Sciences (COLS) prepares students for meaningful careers and lifelong learning by developing an education that fosters the key qualities of broad-mindedness, self-assurance and competency in oral and written communication, the ability to both understand and undertake academic research, the necessary intellectual skill and zeal to identify and pursue one's chosen area of study, and a commitment to world-citizenship.

The College of Letters and Sciences champions the philosophy of a strong liberal arts education. COLS comprises the liberal arts core of National University and is made up of a community of teaching scholars who are dynamically involved with the University at large, educating the majority of its undergraduates, cultivating and administering the general education curriculum, sponsoring innovative research centers and institutes, and offering numerous graduate degree programs.

## HONOR SOCIETY

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

## UNDERGRADUATE DEGREES

### ■ ASSOCIATE OF ARTS

(600)

*Faculty Advisors: Paz Jensen • (858) 642-8471 • pjensen@nu.edu  
Vicki Martineau • vmartine@nu.edu • (559) 256-4942  
and Anne Choi • (714) 429-5408 • achoi@nu.edu*

The Associate of Arts (AA) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

#### 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. Of the 90 units required, 70.5 must fall into the areas of general education listed below. The other units can be comprised of either elective courses or students may choose to take a concentration in one of the below areas.

Students are urged to meet English and mathematics requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on undergraduate admission procedures for specific information regarding application and placement evaluation.

#### Program Learning Outcomes

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

- Demonstrate critical thinking, reading and writing skills appropriate to upper-division college work.
- Demonstrate critical awareness of the major approaches,

methods, assumptions, and applications of different academic disciplines.

- Employ college-level scientific and quantitative reasoning skills to appraise information and to solve problems.
- Develop basic proficiency in another language.
- Demonstrate awareness of past and present human and cultural diversity.
- Access, evaluate and use information gathered through a variety of resources and technologies in developing research projects and presentations.

### General Education Program Requirements

*Faculty Advisors: Paz Jensen • (858) 642-8471 • pjensen@nu.edu  
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The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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 the Associate of Arts 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)

#### AREA A-G: GENERAL EDUCATION

(Minimum 4.5 quarter units)

Remedial 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.

**The following Concentrations are available for students in the Associate of Arts degree:**

### ▲ Concentration in Business Administration

(188)

*Faculty Advisor: Gary Zucca • (209) 475-1441 • gzucca@nu.edu*

This concentration is designed for students enrolled in the Associate of Arts degree to provide a broad base of introductory business-related disciplines. Students completing this degree and concentration are prepared for entry-level positions in business and/or articulation into a bachelor's degree program in business.

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## Requirements for the Concentration

(8 courses; 36 quarter units)

MNS 205	Introduction to Quantitative Methods for Business*
ECO 203	Principles of Microeconomics*
ECO 204	Principles of Macroeconomics*
ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals (Prerequisite: ACC 201)
FIN 310	Business Finance (Prerequisite: ACC 201)
LAW 304	Legal Aspects of Business I
MGT 309C	Principles of Management and Organizations

\* May be used to satisfy General Education Requirements

## ▲ Concentration in Criminal Justice

### Administration

(187)

Faculty Advisor: James Larson • (858) 642-8418 • [jl Larson@nu.edu](mailto:jl Larson@nu.edu)

The Concentration in Criminal Justice Administration is designed to prepare students for many entry level positions in the Criminal Justice System. Many positions within the Criminal Justice System do not require a Bachelor of Science degree for entry-level positions. Examples are correctional officer, police officer, juvenile hall counselor or jailer. The Concentration in Criminal Justice will provide the basic skills necessary for better paying security positions, and will suffice for hire as a bail enforcement agent or private investigator apprentice. In addition students wishing to pursue a Bachelors degree in Criminal Justice will be able to transfer credits earned in CJA 340, 351, 352, and 356 as well as the general education coursework to partially fulfill the requirements for the B.S. Degree in Criminal Justice Administration.

### Program Learning Outcomes

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

- Explain the historical background of policing in England and the U.S.
- Describe the historical context of American corrections.
- Identify the basics of criminal procedure and criminal law.
- Describe the basic concepts of criminal law.
- Describe the basic concepts of criminal evidence.

### Preparation for the Concentration Requirements

(6 courses; 24 quarter units)

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)
COM 103	Oral Communication
MTH 210	Probability and Statistics (Prerequisite: Placement evaluation)
ILR 260	Information Literacy (Prerequisites: ENG 100/101)

### Requirements for the Concentration

(5 courses; 22.5 quarter units)

CJA 229	Introduction to Policing
CJA 340	Corrections
CJA 351	Court Systems and the Judicial Process
CJA 352	Criminal Law and Procedure
CJA 356	Criminal Evidence

## ▲ Concentration in Professional Golf Management

(186)

Faculty Advisor: Charles Powell • (619) 268-1581 • [cpowell@nu.edu](mailto:cpowell@nu.edu)

The Associate of Arts Concentration in Professional Golf Management will prepare students for careers in Professional Golf Course Management and provide learners with a fundamental understanding of the knowledge and skills required for introductory positions in the golf industry. The coursework focuses upon managerial competencies, playing proficiency, and an understanding of the importance of the concepts of wellness and peak performance.

This concentration provides:

- A broad-based core of administrative competencies coupled with essential sports management fundamentals oriented to the field of golf;
- An introductory understanding of the processes that enable specific administrative functions in the recreation and golf industry;
- A foundation in applied academic rudiments required to include critical thinking, writing, and communication skills required in today's recreational golf industry;
- Knowledge and skill building in the areas of instruction and player development; and
- Professional management skills and exposure to the golf industry.

### Program Learning Outcomes

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

- Identify fundamental business support activities, theoretical and practical, related to golf management;
- Recognize ethical issues as they apply to cross-functional management activities in the golf industry;
- Identify current and emerging trends in the golf industry in marketing, branding, finance and the evolving customer base;
- Recognize the importance of diversity and multiculturalism in the global golf industry;
- Demonstrate undergraduate-level written communication skills;
- Demonstrate oral communications and presentation skills;
- Apply analytical and critical thinking skills in understanding the complex network of challenges and opportunities associated with the burgeoning recreational golfing market; and
- Prepare students for apprentice-level golf professional positions.

Students in this program must meet the general education requirements as listed in the university catalog. This will consist of a minimum of 70.5 quarter units. Of the 70.5 units, students will be required to complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. The courses below that are starred may be used to fulfill both a general education requirement and a preparation for the concentration requirement.

### Preparation for the Concentration

(6 courses; 28.5 quarter units)

PGM 101	Philosophy of Coaching *
PGM 100	History of Sport*
PSY 100	Introduction to Psychology * (Prerequisite: ENG100/101)
PGM 200	Personal Dev & Human Relation *
PGM 202	Sustainable Golf & Turf Mgmt (6 quarter units; includes lab) *
PSY 300	Social Psychology of Sport *

\* Course may be used to satisfy a General Education requirement

## Requirements

(5 courses; 22.5 quarter units)

PGM 102	Facility Operations
PGM 103	Acct and Business Practices
PGM 203	Instruction & Player Dev. II
PGM 213	Merchandising & Invent Mgmt
PGM 220	Adv Sem. Instr. Player Develop

## ▲ Concentration in Public Administration

(190)

Faculty Advisor: Maryam Davodi-Far • (858) 642-8653

• mdavodi-far@nu.edu

The Concentration in Public Administration is designed to prepare students for many entry level positions in public administration. This degree provides a working knowledge in public administration theories and policy development and basic accounting necessary to perform in the field of public administration.

### Program Learning Outcomes

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

- Describe and synthesize the theories of public administration.
- Explain the operations and procedures of public management.
- Identify the basics of accounting and budgeting in government.
- Demonstrate an understanding of the roles of public administrators in contemporary public organizations.
- Describe the major theoretical and philosophical approaches to research in public policy and administration.

### Preparation for the Concentration requirements:

(6 courses; 24 quarter units)

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)
COM 103	Oral Communication
MTH 210	Probability and Statistics (Prerequisite: Placement evaluation)
ILR 260	Information Literacy (Prerequisites: ENG 100/101)

### Requirements for the Concentration:

(5 courses; 22.5 quarter units)

PAD 100	Public Policy & Adm Basics
PAD 115	Leadership Skills in Public Sector
PAD 205	Research Methods in Public Adm
ECO 203	Principles of Microeconomics
ACC 201	Financial Accounting Fundamentals

## ▲ Concentration in Videogame Production

(189)

Faculty Advisor: John Banks (858) 309-3445 jbanks@nu.edu

The concentration in Video Game Production provides students with a foundation in the software and design process used in 2-dimensional and 3-dimensional and digital video media production. Students are introduced to the latest professional software used in graphic and interactive design, digital video editing, and 3-D modeling. This concentration provides transition courses for students interested in pursuing a Bachelors degree in Digital Entertainment and Interactive Arts (MUL).

## Program Learning Outcomes

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

- Apply the principles of graphic design in the production of digital media projects.
- Use media authoring software to create interactive content with graphics, animation, sound and video.
- Identify current trends and key technologies in the media industry.
- Summarize the videogame production process.

### Concentration Requirements

(4 courses, 18 quarter units)

MUL 205	Principles of Graphic Design
MUL 255	Interactive Game Design
MUL 265	Digital Audio and Video
MUL 275	3-D Modeling for Video Games

## ■ ASSOCIATE OF SCIENCE IN HEALTH SCIENCE AND PRE-NURSING (A.S. - HS)

(602-125)

Faculty Advisor: Huda Makhluaf • (858) 642-8488 • hmakhluaf@nu.edu

The Associate of Science in Health Science and Pre-Nursing degree is designed to give students a solid foundation for continuing intellectual growth and further professional studies leading to a career in nursing or other health science-related fields.

### Program Learning Outcomes

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

- Communicate effectively with others using oral, visual, and written methods.
- Analyze the social, physiological, and psychological aspects of human behavior at a basic level.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.
- Discuss the complexities of the human species on the continuum from the level of organism to the level of organized social being.
- Explore career options in the field of healthcare utilizing survey-level knowledge in a variety of relevant content areas.

### Degree Requirements

To receive the A.S. – HS degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University. Of the 90 units required, 42 must fall into the areas of general education listed below. Students must complete 4.5 quarter units in diversity enriched coursework. A plus (+) indicates a diversity enriched offering. All undergraduate students working toward the Associate of Science in Health Science and Pre-Nursing must meet the University diversity requirement. The other 48 units can be comprised of elective courses and/or specific major program preparatory courses.

Students are urged to meet English requirements as early as possible in their college studies to avoid serious difficulties in other coursework. Refer to the section on undergraduate admission procedures for specific information regarding application and placement evaluation.

### Requirements for the Degree

#### AREA A: ENGLISH COMMUNICATION

##### Category 1 Writing

(6 quarter units)

# College of Letters and Sciences

- ENG 100 Effective College English I (3 quarter units)  
(Prerequisite: Placement Exam)
- ENG 101 Effective College English II (3 quarter units)  
(Prerequisite: ENG 100)

## Category 2 Speech and Communication (4.5 quarter units)

- COM 103 Oral Communication

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

- ILR 260 Information Literacy  
(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 SCIENCES (18 quarter units)

- BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
- BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)
- BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO 201 & 201A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
- BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
(Prerequisite: BIO 202)
- BIO 203 Introductory Microbiology  
(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
- BIO 203A Introductory Microbiology Lab (1.5 quarter units)  
(Prerequisite: BIO 203)

(Strongly recommended: complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.)

## Electives

Students must complete at least 4.5 quarter units at the upper-division level within the elective section. In addition to introductory science courses BIO 100, 100A, CHE 101, and 101A, students are encouraged to take courses in mathematics, particularly a course involving statistical analysis such as MTH 210 or NSG 322.

## ■ BACHELOR OF ARTS (610)

### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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)

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

Remedial 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.

## ◆ MAJOR IN ARABIC STUDIES (610-448)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • rsarraf@nu.edu

The Bachelor of Arts in Arabic Studies degree consists of intensive proficiency-oriented coursework in Arabic language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography, and politics of the Arab world. The program prepares students for a variety of career paths in government, military, business, and education.

### Degree Requirements

To receive the Bachelor of Arts in Arabic Studies degree, 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 the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission procedures 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 Arabic Studies major, either by testing or equivalent transfer coursework.

### Program Learning Outcomes

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

- Demonstrate proficiency in listening, speaking, reading and writing in Modern Standard Arabic.
- Distinguish between Modern Standard Arabic and colloquial regional Arabic.
- Read representative modern texts in Arabic.
- Translate and interpret to and from Arabic.
- Distinguish major aspects of Arabic culture and civilization.
- Demonstrate familiarity with Islam and its influence on the history of the Arab world.

## Preparation for the Major

(9 courses; 28.5 quarter units)

ARB 100	Beginning Arabic I* (Co-requisite: ARB 100A)
ARB 100A	Beginning Arabic I Lab (1.5 quarter units) (Co-requisite: ARB 100)
ARB 101	Beginning Arabic II* (Prerequisite: ARB 100/100A) (Co-requisite: ARB 101A)
ARB 101A	Beginning Arabic II Lab (1.5 quarter units) (Prerequisite: ARB 100/100A) (Co-requisite: ARB 101)
ARB 200	Intermediate Arabic I* (Prerequisite: ARB 101/101A) (Co-requisite: ARB 200A)
ARB 200A	Intermediate Arabic I Lab (1.5 quarter units) (Prerequisite: ARB 101/ 101A) (Co-requisite: ARB 200)
ARB 201	Intermediate Arabic II* (Prerequisite: ARB 200/200A) (Co-requisite: ARB 201A)
ARB 201A	Intermediate Arabic II Lab (1.5 quarter units) (Prerequisite: ARB 200/200A) (Co-requisite: ARB 201)
LIT 100	Introduction to Literature* (Prerequisites: ENG 100/101)

\* May be used to satisfy general education requirements.

## Requirements for the Major

(11 courses; 43.5 quarter units)

ARB 300	Advanced Arabic I (Prerequisite: ARB 201/201A) (Co-requisite: ARB 300A)
ARB 300A	Advanced Arabic I Lab (1.5 quarter units) (Prerequisite: ARB 200/201A) (Co-requisite: ARB 300)
ARB 301	Advanced Arabic II (Prerequisite: ARB 300/300A) (Co-requisite: ARB 301A)
ARB 301A	Advanced Arabic II Lab (1.5 quarter units) (Prerequisite: ARB 300/300A) (Co-requisite: ARB 301)
ARB 400	Advanced Arabic Conversation (Prerequisite: ARB 301/301A)
SOC 327	Arab Culture (Prerequisites: ENG 100/101)
HIS 339	The Middle East, 600–1600 C.E. (Prerequisites: ENG 100/101)
HIS 342	History of Modern Middle East (Prerequisites: ENG 100/101)
PHL 332	Religion of Islam (Prerequisites: ENG 100/101)
POL 410	Middle Eastern Politics (Prerequisites: ENG 100/101)
LIT 315	Arabic Lit in Translation (Prerequisite: LIT 100)

## Upper-Division Electives

(8 courses; 36 quarter units)

Choose eight upper-division degree related electives from available offerings. The following are strongly recommended:

GLS 430	The Global Economy (Prerequisite: ENG 240)
HIS 431	The Ancient World (Prerequisites: ENG 100/101 and HIS 233)

HIS 434	Modern World, 1500 to the Present (Prerequisites: ENG 100/101 and HIS 234)
LIT 463	20th Century World Literature (Prerequisite: LIT 100)
PHL 320	Comparative Religion (Prerequisites: ENG 100/101)
POL 340	Comparative Politics (Prerequisites: ENG 100/101)
SOC 328	Intercultural Thinking and Creativity (Prerequisites: ENG 100/101)
ARB 350	Fundamentals of Arabic Translation (Prerequisites: ARB 301/301A)

## ◆ MAJOR IN BIOLOGICAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-252)

Faculty Advisor: For Science: Michael Maxwell • (858) 642-8413 • [mmaxwell@nu.edu](mailto:mmaxwell@nu.edu)

For Credential: Lynne Anderson • (858) 642-8330 • [landerso@nu.edu](mailto:landerso@nu.edu)

The Bachelor of Arts with a Major in Biological Science with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher at the middle and secondary school levels. The program stresses foundation in biological science and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

### Biological Science Program Outcomes

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

- Describe cell structure and physiological functioning of microbes and macroscopic organisms, including plants and animals;
- Identify major human organ systems, and the roles of their constituent organs;
- Explain structure and function of DNA and other important molecules (e.g., proteins), including patterns of chromosomal inheritance;
- Discuss biodiversity and evolutionary history of Earth's organisms;
- Describe ecological interactions at the levels of the population, community, and ecosystem;
- Discuss fundamental concepts of natural and physical science, including methods of scientific inquiry, ethics, and environmental processes.

### Teacher Education Program Outcomes

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

- Demonstrate knowledge of 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;

# College of Letters and Sciences

- 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 with a Major in Biological Science 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.

## Preparation for the Major

(12 courses, 42 quarter units)

MTH 210	Probability and Statistics*
EES 103	Fundamentals of Geology*
EES 103A	Fundamentals of Geology Lab* (1.5 quarter units) (Prerequisite: EES 103)
CHE 141	General Chemistry 1* (Prerequisite: MTH 215 or equivalent)
CHE 142	General Chemistry 2* (Prerequisite: CHE 141)
CHE 101A	Introductory Chemistry Lab* (1.5 quarter units) (Prerequisite: CHE 141 or 101)
BIO 161	General Biology 1*
BIO 162	General Biology 2* (Prerequisite: BIO 161)
BIO 100A	Survey Bioscience Lab* (1.5 quarter units) (Prerequisite: BIO 100 or BIO 161)
PHS 171	General Physics 1* (Prerequisite: MTH 215 or MTH 216A/B)
PHS 172	General Physics 2* (Prerequisite: PHS 171)
PHS 104A	General Physics 1 Lab* (1.5 quarter units) (Prerequisite: PHS 104 or PHS 171)

\* May satisfy a general education requirement

## Requirements for the Major

(19 courses; 79.5 quarter units)

## Biological Science Requirements

(12 courses, 48 quarter units)

EES 301	Earth & Planetary Science
BIO 310	Evolution (Recommended: prior completion of BIO 161, 162 and 100A or BIO 100 and 100A or equivalent)
BIO 330	Ecology
EES 335	Environmental Science
BIO 380	Human Biology for Teachers** (Prerequisite: BIO 161, BIO 162, BIO 100A)
SCI 400	History of Science (Prerequisite: One 4.5 quarter unit science course from the Natural Sciences)
BIO 405	Cell & Molecular Biology (Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
BIO 405A	Cell & Molecular Biology Lab (1.5 quarter units) (Prerequisite: BIO 405)
BIO 408	Genetics & Hereditary (Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
BIO 411	Biodiversity (Recommended: prior completion of BIO 161, 162 & 100A, or CHE 100 & 100A, or equivalent)

BIO 412	General Zoology (Recommended: prior completion of BIO 161, 162 & 100A, SCI 141, 142 & 101A, or equivalent)
BIO 412A	General Zoology Lab (1.5 quarter units) (Prerequisite: BIO 412)

\*\* May be waived for equivalent coursework (e.g., BIO 201 and BIO 202) but the student must contact the Lead Faculty and submit the appropriate forms to initiate the waiver.

## Education Theory and Methodology Requirements

(7 courses, 31.5 quarter units)

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 305	Teaching as a Profession (15 hours field experience required)
TED 300	Fundamentals of Education (Prerequisite: TED 305 or 320)
TED 310	Development and Learning (Prerequisite: TED 305 or 320)
TED 330B	Reading and Language Arts (Prerequisite: TED 305 or 320)
TED 420	Diversity in Schooling (Prerequisite: TED 305 or 320)
TED 430	Special Needs Students (Prerequisite: TED 305 or 320)
TED 455	Methods of Teaching Science (Prerequisite: TED 305 or 320)

## Student Teaching Requirements

(4 courses, 18 quarter units)

(Prerequisites: All major coursework must be completed satisfactorily including the GPA requirement for TED courses; TPA 1 must be passed and TPA 2 should be submitted before beginning student teaching)

Students must pass CSET prior to beginning student teaching. TED 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

## Credentialing Requirements

(2 courses, 9 quarter units)

HEDX 1201X	Health Education for Teachers
EDX 1201X	Computer Tech in Classroom

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. (See Credential Program Requirements)

## ◆ MAJOR IN CHINESE STUDIES

(610-118)

Faculty Advisor: Michael M. Day • (858) 642-8327 • mday@nu.edu

The Bachelor of Arts in Chinese Studies degree consists of intensive proficiency-oriented coursework in Chinese language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography, and politics of China. The program prepares students for a variety of career paths in government, military, business, and education.



## Program Learning Outcomes

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

- An advanced proficiency in listening, speaking, reading, and writing of Modern Standard Chinese (Mandarin).
- The ability to read representative modern texts in Chinese.
- An adequate knowledge of the language to translate and interpret Chinese.
- A working knowledge of Chinese grammar, morphology, and vocabulary.
- An understanding of major aspects of Chinese culture and civilization from pre-historic times to the present.
- A comprehensive familiarity with the history of China.
- A basic familiarity with China's position in and influence on world politics and economy.

## Degree Requirements

To receive the Bachelor of Arts in Chinese Studies degree, 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 procedures 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 Chinese Studies major or by testing or equivalent coursework in transfer. Further questions should be addressed to the faculty advisor.

### Preparation for the Major

(8 courses and, 24 quarter units)

- CHN 100 Beginning Chinese I\*  
(Co-requisite: CHN 100A)
- CHN 100A Beginning Chinese I Lab (1.5 quarter units)  
(Co-requisite: CHN 100)
- CHN 101 Beginning Chinese II\*  
(Prerequisites: CHN 100, CHN 100A)  
(Co-requisite: CHN 100)
- CHN 101A Beginning Chinese II Lab (1.5 quarter units)  
(Prerequisites: CHN 100, CHN 100A)  
(Co-requisite: CHN 101)
- CHN 200 Intermediate Chinese I\*  
(Prerequisites: CHN 101, CHN 101A)  
(Co-requisite: CHN 200A)
- CHN 200A Intermediate Chinese I Lab (1.5 quarter units)  
(Prerequisites: CHN 101, CHN 101A)  
(Co-requisite: CHN 200)
- CHN 201 Intermediate Chinese II\*  
(Prerequisites: CHN 200, CHN 200A)  
(Co-requisite: CHN 201A)
- CHN 201A Intermediate Chinese II Lab (1.5 quarter units)  
(Prerequisites: CHN 200, CHN 200A)  
(Co-requisite: CHN 201)

\* May be used to satisfy general education requirements.

### Requirements for the Major

(13 courses; 52.5 quarter units)

- CHN 300 Advanced Intermediate Chinese I  
(Prerequisites: CHN 201, CHN 201A)  
(Co-requisite: CHN 300A)
- CHN 300A Adv Intermediate Chinese I Lab (1.5 quarter units)  
(Prerequisites: CHN 201, CHN 201A)  
(Co-requisite: CHN 300)
- CHN 301 Advanced Intermediate Chinese II

(Prerequisites: CHN 300, CHN 300A)

(Co-requisite: CHN 301A)

- CHN 301A Adv Intern Chinese II Lab (1.5 quarter units)  
(Prerequisites: CHN 300, CHN 300A)  
(Co-requisite: CHN 301)
- CHN 400 Advanced Chinese Conversation  
(Prerequisites: CHN 301, 301A)
- CHN 450 Selected Readings in Modern Chinese  
(Prerequisites: CHN 301, 301A)
- HIS 346 Chinese History and Culture I  
(Prerequisites: ENG 100/101)
- HIS 355 Chinese History and Culture II  
(Prerequisites: ENG 100/101)
- PHL 326 Chinese Thought  
(Prerequisites: ENG 100/101)
- POL 418 Modern Economy & Govt of China  
(Prerequisites: ENG 100/101)
- SOC 352 Modern Chinese Culture  
(Prerequisites: ENG 100/101)
- LIT 310 Chinese Lit in Translation  
(Prerequisite: LIT 100)
- SOC 338 Chinese Film and Television  
(Prerequisites: ENG 100/101)

### Upper-Division Electives

(8 courses; 36 quarter units)

Choose eight upper-division degree related electives from available offerings. The following are strongly recommended:

- GLS 430 The Global Economy  
(Prerequisite: ENG 240)
- HIS 431 The Ancient World  
(Prerequisites: ENG 100/101 and HIS 233)
- HIS 434 Modern World, 1500 to the Present  
(Prerequisites: ENG 100/101 and HIS 234)
- LIT 463 20th Century World Literature  
(Prerequisite: LIT 100)
- HIS 348 Asian Studies  
(Prerequisites: ENG 100/101)
- POL 340 Comparative Politics  
(Prerequisites: ENG 100/101)
- SOC 328 Intercultural Thinking and Creativity  
(Prerequisites: ENG 100/101)

## ◆ MAJOR IN COMPARATIVE LITERATURE ☞ (610-119)

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

The Bachelor of Arts in Comparative Literature degree 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: 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 different 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 readings in their original language.

### Program Learning Outcomes

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

- Have reading knowledge of one additional "research" language.

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- Have competence in the history of one literature.
- Demonstrate knowledge in comparative analysis of literary works spanning several traditions.
- Have specialized (period focused) knowledge of two literatures.
- Be familiar with a broad range of literary, critical and cultural theories.
- Be able to understand and contribute to issues and debates in the field of comparative and world literature.
- Evaluate the historical and literary developments of multiple national literatures.
- 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 procedures 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.

## Preparation for the Major

(4 courses; 18 quarter units)

LIT 100	Introduction to Literature* (Prerequisites: ENG 100/101)
SPN 100	Beginning Spanish I*
SPN 101	Beginning Spanish II* (Prerequisite: SPN 100)
SPN 200	Intermediate Spanish I * (Prerequisite: SPN101)

\* May be used to satisfy general education requirements.

## Requirements for the Major

(10 courses; 45 quarter units)

LIT 300	Comparative Methodologies (Prerequisite: LIT 100)
SPN 310	Literary Readings in Spanish (Prerequisite: LIT 100, SPN301/301A or equivalent competency)
LIT 361	Literature of the Ancient World (Prerequisite: LIT 100)
LIT 362	Literature of the Middle Period (Prerequisite: LIT 100)
LIT 363	The Early Modern World (Prerequisite: LIT 100)
LIT 461	18th Century World Literature (Prerequisite: LIT 100)
LIT 462	19th Century World Literature (Prerequisite: LIT 100)
LIT 463	20th Century World Literature (Prerequisite: LIT 100)
LIT 480	Literatures of the Americas (Prerequisites: LIT 100, LIT 300)
LIT 499	Comparative Lit Capstone (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 English (ENG) and Literature (LIT) subject areas. The following courses are recommended:

ENG 350	Fundamentals of Linguistics (Prerequisites: ENG 100/101)
ENG 352	Origins of English (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 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)

## ◆ MAJOR IN ENGLISH

(610-111)

Faculty Advisor: John Miller • (714) 429-5146 • [jmiller@nu.edu](mailto:jmiller@nu.edu)

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important.

*Note: Students interested in teaching English or Language Arts in middle or secondary schools should consider enrolling in the Single Subject Matter Preparation Program (610-114) or the major in English with Single Subject Credential (610-114-200).*

## Program Learning Outcomes

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

- Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze and interpret literary works within their historical and cultural contexts.
- Analyze and interpret works of literature in the context of the conventions and histories of their genres.
- Analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Understand and identify major critical approaches to the

- interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

## Degree Requirements

To receive the Bachelor of Arts in English degree, 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Preparation for the Major

(1 course; 4.5 quarter units)

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

\*May be used to satisfy general education requirements.

## Requirements for the Major

(12 courses; 54 quarter units)

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 360 Literary Theory  
(Prerequisite: LIT 100)

LIT 463 20th Century World Literature  
(Prerequisite: LIT 100)

LIT 498 English Capstone Course  
(Prerequisites: completion of at least eight upper-division LIT courses)

Choose any three additional upper-division Literature (LIT) courses from available offerings.

and

Choose one of the following courses:

ART 315 Film as Art  
(Prerequisites: ENG 100/101)

ENG 350 Fundamentals of Linguistics  
(Prerequisites: ENG 100/101)

ENG 352 Origins of English  
(Prerequisites: ENG 100/101)

ENG 365 Creative Writing  
(Prerequisites: ENG 100/101)

ENG 375 Nature Writing  
(Prerequisites: ENG 100/101)

## Upper-Division Electives

(4 courses; 18 quarter units)

Students can use any upper-division courses in the College of Letters and Sciences to fulfill the Upper-Division Elective requirement.

## ◆ MAJOR IN ENGLISH WITH SINGLE-SUBJECT MATTER PREPARATION

(610-114)

Faculty Advisor: John Miller • (714) 429-5146 • [jmiller@nu.edu](mailto:jmiller@nu.edu)

The major in English with Single Subject Matter Preparation is designed to prepare students for careers teaching middle or secondary school English or language arts. The program is approved by the California Commission on Teacher Credentialing; students who complete this program, including the required portfolio, will not be required to take the California Subject Examination for Teachers (CSET) in English to receive their teaching credential. To fulfill the Single Subject Matter Preparation standards mandated by the state of California, the program requires additional study in certain areas beyond what is required by the regular major in English. In order to receive the equivalency letter, students must also submit a portfolio of work produced in program courses; the requirements of the portfolio are covered in ENG 300.

## Program Learning Outcomes

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

- Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze and interpret literary works within their historical and cultural contexts.
- Analyze and interpret works of literature in the context of the conventions and histories of their genres.
- Analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Understand and identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate the ability to analyze popular media texts and their effects on consumers.
- Demonstrate awareness of the issues and challenges confronting middle and secondary school English teachers in the public schools.
- Demonstrate an understanding of language structures, language acquisition, linguistic diversity and the development of literacy.
- Demonstrate the ability to produce creative writing using recognized processes of revision.

## Degree Requirements

To receive a Bachelor of Arts in English with Single-Subject Matter Preparation 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.

## Preparation for the Major

(4 courses; 18 quarter units)

COM 103 Oral Communication\*

ILR 260 Information Literacy \*  
(Prerequisites: ENG 100/101)

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

THR 200 Theater Arts\*

\*May be used to satisfy general education requirements.

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## Requirements for the Major

(15 courses; 67.5 quarter units)

COM 360	Representation in Media (Prerequisites: ENG 100/101)
ENG 300	English Practicum & Portfolio (This course should be taken as early in the student's program as possible; it requires a 31.5 hour observation in the public schools.)
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 360	Literary Theory (Prerequisite: LIT 100)
LIT 463	20th Century World Literature (Prerequisite: LIT 100)
LIT 498	English Capstone Course (Prerequisites: completion of at least eight upper-division LIT courses)

and

Choose any three additional upper-division Literature (LIT) courses from available offerings.

## Upper-Division Elective

(1 course; 4.5 quarter units)

Students can use any upper-division course in the College of Letters and Sciences to fulfill the Upper-Division Elective requirement.

*Important Note: Students enrolled in the Single Subject Matter Preparation program who take any of the Requirements for the Major online may be required to complete one or more of the examinations in those courses at a National University campus computer lab or other approved location. Students with questions about this requirement should contact the program Faculty Advisor.*

## The Portfolio Requirement

In order to receive the Single Subject Matter Preparation equivalency letter, all students must submit a portfolio of work completed in program classes. (Note: the portfolio is not a graduation requirement.) The specific requirements of this portfolio are discussed in ENG 300. The portfolio itself is submitted upon completion of the program. Students who have completed required program coursework at other colleges or universities will need to submit work from those courses or eligible substitutions. Students or prospective students with questions about this requirement should contact the program Faculty Advisor.

## ◆ MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-114-200)

Faculty Advisor: For English B.A.: John Miller • (714) 429-5146 • [jmiller@nu.edu](mailto:jmiller@nu.edu)

For Credential: Mary Anne Weegar • (858) 642-8360 • [mweegar@nu.edu](mailto:mweegar@nu.edu)

The Bachelor of Arts 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. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

## Program Learning Outcomes

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

- Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze and interpret literary works within their historical and cultural contexts
- Analyze and interpret works of literature in the context of the conventions and histories of their genres.
- Analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Understand and identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.

## Degree Requirements

To receive a Bachelor of Arts 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.

## Preparation for the Major

(1 course; 4.5 quarter units)

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

\*May also be used to satisfy General Education requirements.

## Requirements for the Major

(25 courses; 112.5 quarter units)

## English Requirements

(11 courses; 49.5 quarter units)

- ENG 350 Fundamentals of Linguistics  
(Prerequisite: ENG 101)
- or
- 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 360 Literary Theory  
(Prerequisite: LIT 100)
- LIT 463 20th Century World Literature  
(Prerequisite: LIT 100)
- LIT 498 English Capstone Project  
(Prerequisite: completion of at least eight upper-division LIT classes)

and

Any two additional upper division Literature (LIT) courses from available offerings.

## Education Orientation, Theory and Methodology Requirements

(8 courses; 36 quarter units)

- Students must complete TED 305 prior to TPA 1
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

- TED 305 Teaching as a Profession
- TED 300 Fundamentals of Education  
(Prerequisite: TED 305 or TED 320)
- TED 430 Special Needs Student  
(Prerequisites: TED 305 or TED 320)
- TED 410 Survey of Multicultural Lit.  
(Prerequisite: TED 305 or TED 320)
- TED 310 Development and Learning  
(Prerequisite: TED 305 or TED 320)
- TED 420 Diversity in Schooling  
(Prerequisite: TED 305 or TED 320)
- TED 330B Reading and Language Arts  
(Prerequisite: TED 305 or TED 320)
- TED 450 Methods of Teaching English  
(Prerequisite: TED 305 or TED 320)

## Student Teaching Requirements

(4 courses; 18 quarter units)

(Prerequisites: Completion of all other Requirements for the Major with satisfactory GPA and fulfillment of Single Subject Matter Preparation (SSMP) requirement by passage of the CSET or completion of an approved SSMP program. TPA 1 must be passed and TPA should be submitted prior to student teaching. TED 456A, B, C, and D are field experience courses. Grades awarded are Honors, Satisfactory, or Unsatisfactory and are not

factored into the cumulative GP)

- TED 465A Student Teaching I  
(Prerequisite: completion of all upper division course requirements)
- TED 465B Student Teaching II  
(Prerequisite: completion of all upper division course requirements)
- TED 465C Student Teaching III  
(Prerequisite: completion of all upper division course requirements)
- TED 465D Student Teaching IV  
(Prerequisite: completion of all upper division course requirements)

## Additional Courses for Satisfying SB2042 and CTC for California Teaching Credential

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. The classes are considered graduate level. The grades earned must be a "B" or better. These courses will not transfer to any graduate level program (at National University or elsewhere).

- EDX 1201X Computer-based Technology in the Classroom
- HEDX 1201X Health Education for Teachers

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

## ◆ MAJOR IN GENERAL STUDIES

(610-443)

Faculty Advisor: Carl Boggs • (310) 662-2147 • cboggs@nu.edu

The Bachelor of Arts in General Studies (BAGS) is designed to meet the needs of a growing number of students who have completed considerable study in diverse subject areas, both academic and applied. This program allows students to organize their varied explorations into a coherent degree program. The BAGS is unique among academic curricula, for it liberates students from the burden of repeating coursework in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (e.g., business, nursing, computer science, military science) and arts and sciences to an extent not currently available in other degree programs. This is particularly important for adults who often interrupt their studies for prolonged periods and return with a different academic focus and career goal. The general studies degree allows nontraditional learners to continue moving forward without retracing a considerable portion of their study.

## Program Learning Outcomes

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

- Demonstrate competencies for independent, creative, and original research on scholarly discourses within a specific range of disciplines.
- Demonstrate the ability to employ sources of citations within scholarly texts, including entries to References or Works Cited pages.
- Demonstrate a commitment to, and understanding of, educational growth and change in the context of scholarly research and writing over the span of postsecondary course work.
- Be able to elaborate, analyze, and interpret the role of education in the matter of occupational or professional choices.

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- Demonstrate a high level of proficiency in the various dimensions of academic writing – research, organization, conceptualization, and exposition.

## Degree Requirements

To receive a Bachelor of Arts in General Studies degree, students must complete at least 180 quarter units as articulated below, 90 of which must be completed in the Arts and Sciences, 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 needed to fulfill unit requirements for the degree.

In addition to the above general education requirements, two concentrations are required. A concentration for the General Studies degree program is defined as 22.5 quarter units in a given discipline. A General Studies concentration differs from a major in the reduced number of credits that are required. The first concentration requirement is fulfilled by acquiring 22.5 quarter units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science, and nine of the quarter units must be completed at the upper-division level. For example: If a student was pursuing a literature concentration, they would need five courses with a Literature prefix. The second concentration requirement is fulfilled by completing 22.5 quarter units in either a single Applied Studies or Arts and Science discipline, with at least nine of the quarter units completed at the upper-division level. If a student selects the second concentration in the Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix such as MGT if the management discipline was selected. However students do have the option of selecting a second concentration in Arts and Sciences rather than Applied Studies. If a second concentration in Arts and Sciences is selected, then students have the option of choosing five courses from various disciplines within the Arts and Sciences area. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Concentration Requirement

(10 courses; 45 quarter units)

Each student in the BAGS program is required to complete two concentration requirements of 22.5 units each. Each of the concentration requirements must include at least nine-quarter units of upper-division work. Students can choose from a variety of subject areas to satisfy the Arts and Sciences concentration requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of subject areas that can be used to fulfill a concentration requirement:

### Arts and Sciences

(5 courses; 22.5 quarter units)

Literature  
Environmental Studies  
Fine and Performing Arts (including Art and Music)  
History  
Social Sciences (including Sociology and Political Science)  
Psychology  
Spanish  
Arabic  
Persian  
Chinese  
Natural Sciences  
Communication  
Global Studies  
Human Behavior  
Philosophy

## Applied Study

(5 courses; 22.5 quarter units)

Students can also use courses from the listed areas to satisfy the concentration requirement in Applied Study. These courses could be used on their own or in combination with related courses at other institutions.

Law  
Management  
Economics  
Accounting  
Information Technology Management  
Criminal Justice Administration  
Marketing  
Public Administration  
Leadership  
Finance

## Portfolio Requirement

(1 course; 4.5 quarter units)

BGS 499 Portfolio Project

All students must complete a final portfolio project under the supervision of a faculty member. During this portfolio project, students map out the mosaic of their academic accomplishments and find the internal coherence of their intellectual explorations. To fulfill the portfolio requirement, students need to save and maintain a file of all papers for their classes, which will be revised and included in the portfolio.

## Upper-Division Electives

(5 courses; 22.5 quarter units)

To fulfill their unit requirements, students can choose electives from any 300-, 400-, or 500-level courses for which they meet prerequisites.

## ◆ MAJOR IN GLOBAL STUDIES

(610-107)

Faculty Advisor: Daniel Thorburn • (209) 475-1443 • [dthorbur@nu.edu](mailto:dthorbur@nu.edu)

Offered only online, the Bachelor of Arts in Global Studies degree program provides a flexible integration of skills and competencies that prepares students for a variety of international careers as well as graduate studies in business, technology, education, social science, government, media and law. In short, the program provides students with the ability to think and act “globally.”

The global environment in which economics, culture and technology converge is diverse, changing, complex and interdependent. By combining a variety of disciplines, this program provides a framework in which to understand and effectively negotiate global realities, whether they are economic, political, cultural, or ecological. The program encourages students to apply cultural understanding and explore and develop potential markets for their ideas and talent. Students in this program learn to use global communications and information technologies to conduct research in a variety of electronic databases. Global Studies majors become knowledgeable in the cultures and practices of the world’s communities. Graduates understand the roles that ecology, gender, race, class, religion, and ethnicity play in cultural environments and apply their understanding to everyday interactions among diverse cultures. Graduates also produce a portfolio that enables them to integrate the skills they have acquired and apply them to the solution of a real-world problem. This portfolio, which graduates post on a website of their own design, includes individual projects and a final, full-length project.

## Program Learning Outcomes

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

- Design and carry out an original research project on a select global issue.
- Explain the varied experiences of different social groups interacting with the global economy over the past several hundred years.
- View a global problem such as poverty, hunger, the spread of disease, or environmental degradation from several disciplinary perspectives.
- Evaluate available scholarship on globalization for its veracity and reliability.
- Describe the relationships between economic and cultural change in various regions of the globe.
- Describe the relationships between economic change and processes of nation-state formation over the last several hundred years.
- Synthesize theoretical perspectives and empirical data into a coherent argument on a selected problem associated with globalization.

## Degree Requirements

To obtain a Bachelor of Arts in Global Studies, students must complete at least 180 quarter units as listed below, 45 of which must be completed through 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. Students should refer to the section on undergraduate admission procedures 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 Global Studies 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. If a student opts to take the elective course GLS 440, Study Abroad, additional fees, waivers, passports, visas, immunizations and other requirements may need to be fulfilled depending on the destination. It is the student's responsibility to find out about these additional requirements and to meet them.

## Preparation for the Major

(1 course; 4.5 quarter units)

HIS 234 World Civilizations II \*  
(Prerequisites: ENG 100/101)

\* May be used to satisfy a general education requirement.

## Requirements for the Major

(10 courses; 45 quarter units)

COM 385 Tale, Text and Hypertext  
(Prerequisites: ENG 100/101)

GLS 410 Gender and Global Society  
(Prerequisite: ENG 240)

GLS 420 Ecological Revolutions  
(Prerequisite: ENG 240)

GLS 430 The Global Economy  
(Prerequisite: ENG 240)

HIS 320 Culture of Global Capitalism  
(Prerequisites: ENG 100/101)

LIT 463 20th Century World Literature  
(Prerequisite: LIT 100)

PHL 320 Comparative Religion  
(Prerequisites: ENG 100/101)

SCI 300 Geography

SOC 328 Intercultural Thinking and Creativity  
(Prerequisites: ENG 100/101)

GLS 499 Seminar and Portfolio Project  
(To be taken as final course in the major)

Portfolio requirement for GLS 499: Students must complete a final portfolio project under the supervision of a faculty member. Students need to keep all graded work from all previous courses for possible inclusion in the portfolio.

## Upper-Division Electives

(6 courses; 27 quarter units)

To fulfill upper-division unit requirement, students may select from the courses listed below:

ART 329 World Art  
(Prerequisites: ENG 100/101)

GLS 310 Global Communications  
(Prerequisite: ENG 240)

GLS 330 Film in a Global Context  
(Prerequisite: ENG 240)

GLS 440 Study Abroad  
(Prerequisite: HIS 320)

HIS 325 Modern World Migration  
(Prerequisites: ENG 100/101)

HIS 434 Modern World, 1500 to the Present  
(Prerequisites: ENG 100/101 and HIS 234)

LIT 345 Mythology  
(Prerequisite: LIT 100)

MUS 327 World Music  
(Prerequisites: ENG 100/101)

PHL 375 Environmental Ethics  
(Prerequisites: ENG 100/101)

POL 350 International Relations  
(Prerequisites: ENG 100/101)

POL 320 Politics of Social Movements  
(Prerequisites: ENG 100/101)

PSY 441 Global Psychology  
(Prerequisite: PSY 100)

EES 335 Environmental Science

## ◆ MAJOR IN HISTORY

(610-117)

Faculty Advisor: Doug Slawson • (858) 642-8390 • dslawson@nu.edu

The Bachelor of Arts in History is a broad-based program that has specific goals including: (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 fulfilling careers. Graduates with a degree in history often become educators themselves and teach in elementary schools, secondary schools, or in postsecondary institutions. Beyond teaching, historians also work as researchers in museums and local historical

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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 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 nonprofit foundations. Positions that attract history majors will likely require some of the following qualifications beyond the Bachelor of Arts in History: experience, extensive knowledge of a particular time period or region, and specialized writing and research skills.

## Program Learning Outcomes

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

- Demonstrate knowledge of World History sufficient to teach in secondary education
- Demonstrate knowledge of U.S. history sufficient to teach in secondary education
- Demonstrate ability to analyze a variety of primary sources
- Demonstrate ability to analyze secondary sources for their argument and use of supporting evidence, including how the argument may be influenced by the incompleteness of evidence or by biases that are part of surviving evidence.
- Demonstrate an understanding of historiography (how current concerns, new theories, new evidence, etc., shape the history of historical interpretation of issues).
- Demonstrate ability to formulate a historical research project and support the thesis with appropriate primary and secondary source materials.

## Degree Requirements

To receive a Bachelor of Arts with a Major in History, 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, additional general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission procedures 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 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	United States History I * (+) (Prerequisites: ENG 100/101)
HIS 220B	United States History II * (+) (Prerequisites: ENG 100/101)
HIS 233	World Civilizations I * (Prerequisites: ENG 100/101)
HIS 234	World Civilizations II * (Prerequisites: ENG 100/101)

\* May be used to satisfy general education requirements.

## Required for the Major

(10 courses; 45 quarter units)

HIS 431	The Ancient World (Prerequisites: ENG 100/101 and HIS 233)
HIS 432	The Classical World (Prerequisites: ENG 100/101 and HIS 233)
HIS 433	The Post-Classical World (Prerequisites: ENG 100/101 and HIS 233)
HIS 434	Modern World, 1500 to the Present (Prerequisites: ENG 100/101 and HIS 234)
HIS 400	Historical Theories and Methods (Prerequisite: ENG 240)
HIS 360	American Colonial Experience (Prerequisites: ENG 100/101 and HIS 220A)
HIS 361	Making and Sundering of Union (Prerequisites: ENG 100/101 and HIS 220A)
HIS 362	U.S. Between Wars, 1865-1917 (Prerequisites: ENG 100/101 and HIS 220B)
HIS 363	U.S. since World War I (Prerequisites: ENG 100/101 and HIS 220B)
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. Three elective courses must be in the History program (HIS). To ensure adequate preparation 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 of Global Capitalism (Prerequisites: ENG 100/101)
HIS 350	Cultural Diversity (+) (Prerequisites: ENG 100/101)
HIS 410	California History (Prerequisites: ENG 100/101)
PHL 320	Comparative Religion (Prerequisites: ENG 100/101)
POL 540	The American Political System
SCI 300	Geography

## Recommended

GLS 410	Gender and Global Society (Prerequisite: ENG 240)
GLS 420	Ecological Revolutions (Prerequisite: ENG 240)
GLS 430	The Global Economy (Prerequisite: ENG 240)
HIS 300	Roots of Western Civilization (Prerequisites: ENG 100/101)
HIS 325	Modern World Migration (Prerequisites: ENG 100/101)
HIS 339	The Middle East, 600–1600 C.E. (Prerequisites: ENG 100/101)
HIS 341	History through Theater (Prerequisites: ENG 100/101)
HIS 342	History of Modern Middle East (Prerequisites: ENG 100/101)
HIS 345	Latin American Studies



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	<i>(Prerequisites: ENG 100/101)</i>
HIS 346	Chinese History and Culture I <i>(Prerequisites: ENG 100/101)</i>
HIS 348	Asian Studies <i>(Prerequisites: ENG 100/101)</i>
HIS 349	African Studies <i>(Prerequisites: ENG 100/101)</i>
HIS 355	Chinese History and Culture II <i>(Prerequisites: ENG 100/101)</i>
HIS 370	History of the American Southwest <i>(Prerequisites: ENG 100/101)</i>
HIS 490	Guided Study
MUS 326	Survey of American Music History
SOC 325	Popular Culture <i>(Prerequisites: ENG 100/101)</i>
SOC 328	Intercultural Thinking and Creativity <i>(Prerequisites: ENG 100/101)</i>
SOC 336	American Film and Society <i>(Prerequisites: ENG 100/101)</i>

## ◆ MAJOR IN INTERDISCIPLINARY STUDIES (610-102)

Faculty Advisor: Jacqueline Caesar • (858) 642-8350 • [jcaesar@nu.edu](mailto:jcaesar@nu.edu)

The Bachelor of Arts in Interdisciplinary Studies (BAIS) provides a broad, rigorous education that introduces students to essential knowledge, and connections across the disciplines and application of knowledge to life beyond the University. This degree gives students an enriched and provocative curriculum that prepares them for professional work in a changing cultural and economic environment.

### Program Learning Outcomes

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

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

### Degree Requirements

To receive a Bachelor of Arts degree with a major in interdisciplinary studies, 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. If students intend to complete a teacher credentialing program, these courses will help prepare for the MSAT and Basic Skills requirement tests. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Preparation for the Major

(3 courses; 13.5 quarter units)

ENG 365	Creative Writing* <i>(Prerequisites: ENG 100/101)</i>
or	
ENG 350	Fundamentals of Linguistics <i>(Prerequisites: ENG 100/101)</i>
HIS 220A	United States History I (+)* <i>(Prerequisites: ENG 100/101)</i>

or	
HIS 220B	United States History II (+)* <i>(Prerequisites: ENG 100/101)</i>
LIT 100	Introduction to Literature* <i>(Prerequisites: ENG 100/101)</i>

\*May be used to satisfy general education requirements.

### Requirements for the Major

(13 courses; 58.5 quarter units)

COM 380	Democracy in the Information Age <i>(Prerequisites: ENG 100/101)</i>
SOC 336	American Film and Society <i>(Prerequisites: ENG 100/101)</i>
or	
HIS 350	Cultural Diversity <i>(Prerequisites: ENG 100/101)</i>
BIS 301	Introduction to Interdisciplinary Studies
BIS 401	Interdisciplinary Practice: Integrating Knowledge with Technology <i>(Prerequisite: BIS 301 and four additional courses from the major)</i>

4.5 quarter units in literature (LIT) are required. The following are recommended:

LIT 321	American Literature I <i>(Prerequisite: LIT 100)</i>
LIT 322	American Literature II <i>(Prerequisite: LIT 100)</i>
LIT 338	Shakespeare <i>(Prerequisite: LIT 100)</i>
LIT 345	Mythology <i>(Prerequisite: LIT 100)</i>
LIT 446	Studies in Poetry <i>(Prerequisite: LIT 100)</i>
LIT 450	Studies in the Novel <i>(Prerequisite: LIT 100)</i>
LIT 460	Gender and Literature <i>(Prerequisite: LIT 100)</i>

4.5 quarter units in social sciences (HIS, POL, SOC) are required. The following are recommended:

HIS 320	Culture of Global Capitalism <i>(Prerequisites: ENG 100/101)</i>
HIS 341	History Through Theater <i>(Prerequisites: ENG 100/101)</i>
HIS 410	California History <i>(Prerequisites: ENG 100/101)</i>
SOC 325	Popular Culture <i>(Prerequisites: ENG 100/101)</i>
SOC 344	Marriage, Sex and the Family <i>(Prerequisites: ENG 100/101)</i>
SOC 430	Culture, Technology & Society <i>(Prerequisites: ENG 100/101)</i>
SOC 445	Contemporary Social Problems <i>(Prerequisites: ENG 100/101)</i>
SOC 540	Power and Social Change <i>(Prerequisites: ENG 100/101)</i>

4.5 quarter units in behavioral sciences (HUB, PSY) are required. The following are recommended:

HUB 420	Human Communication <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
HUB 440	Organizational Development <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY 426	History of Psychology

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PSY 427	Biological Psychology (Prerequisites: ENG 100/101 and PSY 100)
PSY 428	Developmental Psychology (Prerequisites: ENG 100/101 and PSY 100)
PSY 429	Introduction to Personality Theory (Prerequisites: ENG 100/101 and PSY 100)
PSY 432	Social Psychology (Prerequisites: ENG 100/101 and PSY 100)
PSY 433	Cognitive Psychology (Prerequisites: ENG 100/101 and PSY 100)

Students should choose no fewer than 4.5 quarter units in natural science and 4.5 quarter units in mathematics. A third 4.5 quarter unit course (either SCI, BIO, EES, or MTH) must also be selected. Some of the mathematics courses may have more than one prerequisite. The following are recommended:

SCI 300	Geography
BIO 330	Ecology
BIO 411	Biodiversity (Recommended: Prior completion of BIO 100/100A, or BIO 161, 162 and 100A or equivalent)
BIO 450	Natural History of California
MTH 301	Fundamentals of Mathematics II (Prerequisite: MTH 209A)
MTH 317	Mathematical Modeling (Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
MTH 410	Technology in Math Education (Prerequisite: MTH 215 or MTH 216A/B or MTH 301)
MTH 411	Number Theory (Prerequisite: MTH 215 or MTH 216A/B or MTH 209A or placement evaluation)
MTH 412	History of Mathematics (Prerequisite: MTH 215 or MTH 216A/B or MTH 301)
MTH 417	Foundations of Geometry (Prerequisites: MTH 215 or MTH 216A/B and MTH 311)
MTH 418	Statistical Analysis (Prerequisites: MTH 210 and MTH 220)

Nine quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR, GLS) are required. The following are recommended:

ART 315	Film as Art (Prerequisites: ENG 100/101)
ART 323	Modern Art (Prerequisites: ENG 100/101)
ART 329	World Art (Prerequisites: ENG 100/101)
GLS 410	Gender and Global Society (Prerequisites: ENG 240)
HIS 345	Latin American Studies (Prerequisites: ENG 100/101)
HIS 348	Asian Studies (Prerequisites: ENG 100/101)
HIS 349	African Studies (Prerequisites: ENG 100/101)
HIS 370	History of the American Southwest (Prerequisites: ENG 100/101)
MUS 326	Survey of American Music History
MUS 327	World Music (Prerequisites: ENG 100/101)
PHL 320	Comparative Religion (Prerequisites: ENG 100/101)
PHL 339	Study of a Major Philosopher (Prerequisites: ENG 100/101)
PHL 375	Environmental Ethics (Prerequisites: ENG 100/101)
PHL 337	Ethics (Prerequisites: ENG 100/101)

SOC 328	Intercultural Thinking and Creativity (Prerequisites: ENG 100/101)
SOC 500	Cultural Pluralism in the USA (Prerequisites: ENG 100/101)

Capstone course

BIS 499 Interdisciplinary Studies Project

## Upper-Division Electives (2 courses; 9 quarter units)

Students can select any 300-, 400-, or 500-level courses in arts and sciences to complete the total of 76.5 upper-division units for the degree.

Students will need a Task Stream account for portfolio work. Please refer to your Faculty Advisor for more information (including fees.)

## ◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECTS TEACHING CREDENTIAL

(610-102-203)

Faculty Advisor: Mary Anne Weegar • (858) 642-8360 • [mweegar@nu.edu](mailto:mweegar@nu.edu)  
Jacqueline Caesar • (858) 642-8350 • [jcaesar@nu.edu](mailto:jcaesar@nu.edu)

The Bachelor of Arts 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 applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking 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. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

## Program Learning Outcomes

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

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

### Preparation for the Major

(3 courses; 13.5 quarter units required)

LIT 100	Introduction to Literature (Prerequisites: ENG 100/101)
HIS 410	California History (Prerequisites: ENG 100/101)
MTH 209A	Fundamentals of Mathematics I (Prerequisite: Placement evaluation)

### Requirements for the Major

(22 courses; 99 quarter units)

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. Students should take the CBEST prior to enrolling in any of the blended major classes. Passage of Basic Skills (CBEST) requirement is required for entry into student teaching. All major coursework must be completed and the CSET passed prior to student teaching.

### Interdisciplinary Major Requirements

(18 courses; 81 quarter units)

- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

BIS 301	Introduction to Interdisciplinary Studies
COM 380	Democracy in the Information Age (Prerequisites: ENG 100/101)
ENG 350	Fundamentals of Linguistics (Prerequisites: ENG 100/101)
MTH 301	Fundamentals of Mathematics II (Prerequisite: MTH 209A)
BIS 401	Interdisciplinary Practice: Integrating Knowledge with Technology (Prerequisite: BIS 301 and four additional courses from the major)

Choose one from the following:

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

Choose one from the following:

SCI 300	Geography
EES 301	Earth & Planetary Science
BIO 330	Ecology
EES 335	Environmental Science
BIO 411	Biodiversity (Recommended: Prior completion of BIO 100/100A, or BIO 161, 162 and 100A or equivalent)
BIO 450	Natural History of California

## Education Orientation, Theory, and Methodology Requirements

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisite: Admission to the Teacher Education program, TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or 320)
TED 410	Survey of Multicultural Lit (Prerequisites: TED 305 or 320)
TED 310	Development and Learning
TED 350	Math and Science Methods (Prerequisites: TED 305 or 320) (Prerequisite: TED 305 or 320)
TED 355	Hist/Social Science Methods (Prerequisite: TED 305 or 320)
TED 380	Arts/PE/Health Methods (Prerequisite: TED 305 or 320)
TED 330A	Elementary Lang. Arts Methods (Prerequisite: TED 305 or 320)
TED 440	Leadership and Assessment (Prerequisite: TED 305 or 320)

Capstone Course

BIS 499	Interdisciplinary Studies Project
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## Student Teaching Requirements

(4 courses; 18 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 465 A, B, C, and D are field experience or seminar courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465B	Student Teaching II (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465C	Student Teaching III (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465D	Student Teaching IV (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

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## ◆ MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-105-205)

Faculty Advisor: For Mathematics B.A.: Igor Subbotin • (310) 662-2150 • [isubboti@nu.edu](mailto:isubboti@nu.edu)

For Credential: Zhonghe Wu • (310) 662-2134 • [zww@nu.edu](mailto:zww@nu.edu)

The Bachelor of Art in Mathematics with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

### Program Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
- Develop fundamental knowledge in geometry
- Model real world problems with a variety of algebraic and transcendental functions in order to translate between the tabular, symbolic, and graphical representation of functions
- Use advanced statistics and probability concepts and methods to analyze and study different real-world problems
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.
- Demonstrate professional standards and ethics.

### Degree Requirements

To receive a Bachelor of Art in Mathematics 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. Students should refer to the section on undergraduate admission procedures for specific information on

admission and evaluation.

### Preparation for the Major

(6 courses; 27 quarter units)

MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)

MTH 215 College Algebra  
(Prerequisite: Placement Evaluation)

or

MTH 216A College Algebra I (3 quarter units)  
(Prerequisite: Placement Evaluation)

and

MTH 216B College Algebra II (3 quarter units)  
(Prerequisite: Placement Evaluation)

MTH 220 Calculus I  
(Prerequisites: MTH 215, or 216 A/B, or Placement Evaluation)

or

CSC 208 Calculus for Comp Science I  
(Prerequisite: MTH 215)

MTH 221 Calculus II  
(Prerequisite: MTH 220)

MTH 222 Calculus III  
(Prerequisite: MTH 221)

MTH 223 Calculus IV  
(Prerequisite: MTH 222)

### Requirements for the Major

(21 courses; 94.5 quarter units)

Passage of Basic Skills requirement and completion of TED 305 is required before taking any other TED courses required for the major.

### Mathematics Requirements

(9 courses; 40.5 quarter units)

MTH 311 Topics from Geometry  
(Prerequisites: MTH 215/MTH 216B or placement evaluation)

MTH 325 Discrete Mathematics  
(Prerequisites: MTH 215/MTH 216 B, or placement evaluation)

or

CSC 331 Discrete Structures and Logic  
(Prerequisite: CSC 252, CSC 310)

MTH 411 Number Theory  
(Prerequisites: MTH 215 or 216 B or 209A or placement evaluation)

MTH 435 Linear Algebra  
(Prerequisites: MTH 325 and MTH 220)

MTH 416 Algebraic Structures  
(Prerequisites: MTH 325 and MTH 435)

MTH 417 Foundations of Geometry  
(Prerequisites: MTH 215/216B and MTH 311)

MTH 418 Statistical Analysis  
(Prerequisites: MTH 210 and MTH 223)

MTH 412 History of Mathematics  
(Prerequisites: MTH 215/MTH 216B, or MTH 301)

MTH 410 Technology in Math Education  
(Prerequisites: MTH 215/ MTH 216 B or MTH 301)

### Education Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA)

requirements as described in the Credentials section of this Catalog (see Index).

- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisites: TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or TED 320)
TED 310	Development and Learning (Prerequisites: TED 305 or TED 320)
TED 420	Diversity in Schooling (Prerequisites: TED 305 or TED 320)
TED 330B	Reading and Language Arts (Prerequisites: TED 305 or TED 320)
TED 461	Mathematics Teaching Methods (Prerequisite: TED 305 or 320)

## Student Teaching Requirements

(4 courses; 18 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 465 A, B, C, and D are field experience courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Completion of all upper-division course requirements, including all TED coursework.)
TED 465B	Student Teaching II (Completion of all upper-division course requirements, including all TED coursework.)
TED 465C	Student Teaching III (Completion of all upper-division course requirements, including all TED coursework.)
TED 465D	Student Teaching IV (Completion of all upper-division course requirements, including all TED coursework.)

## Credentialing Requirement

Additional courses for satisfying SB 2042 and CTC for California Teaching Credential

(1 course; 4.5 quarter units)

\*Students must have senior standing to enroll in this class. The grade earned must be a "B" or better. This course will not transfer to any graduate level program (at National University or elsewhere).

HEDX 1201X	Health Education for Teachers
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Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

## ◆ MAJOR IN PERSIAN STUDIES

(610-488)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • rsarraf@nu.edu

The Bachelor of Arts with a Major in Persian Studies consists of

intensive proficiency-oriented coursework in Persian language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography, and politics of the Persian speaking countries. The program prepares students for a variety of career paths in government, military, business, and education.

## Requirements for the Degree

To receive the Bachelor of Arts Degree with a Major in Persian Studies, 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 the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. If the foreign language requirement is not completed in General Education, the equivalent must be completed as preparation for the Persian Studies major, or by testing or by coursework equivalent preparation.

## Program Learning Outcomes

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

- Demonstrate proficiency in Persian listening, speaking, reading and writing.
- Distinguish between both formal/written and informal/spoken Persian.
- Translate and interpret to and from Persian.
- Distinguish major aspects of Persian culture and civilization.
- Develop a basic familiarity with Islam and its influence on the history of Iran.
- Demonstrate familiarity with modern issues in regards to Iran.

## Preparation for the Major

(9 courses; 28.5 quarter units)

PRS 100	Beginning Persian I * (Co-requisite: PRS 100A)
PRS100A	Beginning Persian I Lab (1.5 quarter units) (Co-requisite: PRS 100)
PRS 101	Beginning Persian II * (Prerequisites: PRS 100/100A) (Co-requisite: PRS 101A)
PRS 101A	Beginning Persian II Lab (1.5 quarter units) (Prerequisites: PRS 100/100A) (Co-requisite: PRS 101)
PRS 200	Intermediate Persian I * (Prerequisites: PRS101/101A) (Co-requisite: PRS200A)
PRS 200A	Intermediate Persian I Lab (1.5 quarter units) (Prerequisites: PRS 101/101A) (Co-requisite: PRS 200)
PRS 201	Intermediate Persian II * (Prerequisites: PRS 200/200A) (Co-requisite: PRS201A)
PRS 201A	Intermediate Persian II Lab (1.5 quarter units) (Prerequisites: PRS 200/200A) (Co-requisite: PRS 201)
LIT 100	Introduction to Literature * (Prerequisites: ENG 100/101)

\* May be used to meet General Education requirements

## Requirements for the Major

(11 courses; 43.5 quarter units)

PRS 300	Advanced Persian I (Prerequisites: PRS 201/201A) (Co-requisite: PRS 300A)
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PRS 300A	Advanced Persian I Lab (1.5 quarter units) (Prerequisites: PRS 201/201A) (Co-requisite: PRS 300)
PRS 301	Advanced Persian II (Prerequisites: PRS 300/300A) (Co-requisite: PRS 301A)
PRS 301A	Advanced Persian II Lab (1.5 quarter units) (Prerequisites: PRS 300/300A) (Co-requisite: PRS 301)
PRS 400	Advanced Persian Conversation (Prerequisites: PRS 301/301A)
HUM 362	Persian Culture (Prerequisites: ENG 100/101)
HIS 339	The Middle East, 600–1600 C.E. (Prerequisites: ENG 100/101)
HIS 342	History of Modern Middle East (Prerequisites: ENG 100/101)
PHL 332	Religion of Islam (Prerequisites: ENG 100/101)
POL 410	Middle Eastern Politics (Prerequisites: ENG 100/101)
LIT 320	Contemporary Persian Literature in Translation (Prerequisite: LIT 100)

## Upper-Division Electives

(7 courses; 31.5 quarter units)

Choose seven courses from the following lists.

GLS 430	The Global Economy (Prerequisite: ENG 240)
HIS 431	The Ancient World (Prerequisites: ENG 100/101 and HIS 233)
HIS 434	Modern World, 1500 to the Present (Prerequisites: ENG 100/101 and HIS 234)
LIT 463	20th Century World Literature (Prerequisite: LIT 100)
PHL 320	Comparative Religion (Prerequisites: ENG 100/101)
POL 340	Comparative Politics (Prerequisites: ENG 100/101)
SOC 328	Intercultural Thinking and Creativity (Prerequisites: ENG 100/101)
PRS 350	Fundamentals of Persian Translation (Prerequisites: PRS 301/301A)
SOC 423	Iranian Cinema (Prerequisites: ENG 100/101)
POL 415	Petroleum and the Persian Gulf

## ◆ MAJOR IN POLITICAL SCIENCE

(610-447)

Faculty Advisor: Shak Hanish • (858) 642-8494 • 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, and international organizations; nonprofit associations and organizations; campaign management, electoral politics, and polling; journalism; , and research and teaching.

## Program Learning Outcomes

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

- Demonstrate a mastery of major theories, concepts, and methods of political science.
- Apply key political science perspectives and theories to real-world situations.
- Apply the methods used by political scientists to undertake research and answer questions about politics and government.
- Demonstrate undergraduate-level written communication skills.
- Demonstrate undergraduate-level oral communication and presentation skills.

## 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Preparation for the Major

(3 courses; 13.5 quarter units)

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

\*May be used to meet a general education requirement.

## 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 400	European Politics (Prerequisites: ENG 100/101)
POL 410	Middle Eastern Politics (Prerequisites: ENG 100/101)
POL 540	The American Political System
POL 499	Capstone Seminar in Politics (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)

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GLS 410	Gender and Global Society (Prerequisites: ENG 240)
GLS 430	The Global Economy (Prerequisites: ENG 240)
HIS 320	Culture of Global Capitalism (Prerequisites: ENG 100/101)
HIS 350	Cultural Diversity (Prerequisites: ENG 100/101)
HUM 501	Global Civic Culture (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, ENG 100/101)
SOC 445	Contemporary Social Problems (Prerequisites: ENG 100/101)
SOC 540	Power and Social Change (Prerequisites: ENG 100/101)

## ◆ MAJOR IN PRE-LAW STUDIES

(610-422)

Faculty Advisor: Jack B. Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

The Bachelor of Arts in Pre-Law Studies program provides students with the well rounded education needed for admission to law schools. Emphasis is placed on the verbal, critical thinking, and analytical skills that are considered vital for success as a law student and as a member of the legal profession. This major also allows students interested in a career in business or government to gain an understanding of the complex legal issues they will face in their professions.

### Program Learning Outcomes

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

- Apply critical legal thinking in analyzing judicial decisions
- Describe, analyze, and anticipate legal issues in a business environment
- Review and analyze contemporary legal issues in the state, federal, and administrative law forums.
- Analyze issues by application of relevant rules of law, ethical standards, and social mores
- Develop a clear and concise legal argument supporting a position on a given legal topic
- Demonstrate written, oral communication, and presentation skills.
- Describe and analyze need for effective planning in preparation for the negotiation process

### Degree Requirements

To earn a Bachelor of Arts with a Major in Pre-Law Studies, students must complete at least 180 quarter units as described below. 76.5 quarter units must be completed at the upper-division level and 45 must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Prerequisites for the Major

(5 courses; 19.5 quarter units)

ENG 100	Effective College English I (3 quarter units) *
ENG 101	Effective College English II (3 quarter units)* (Prerequisite: ENG 100)
SOC 100	Principles of Sociology (+)* (Prerequisites: ENG 100/101)
or	
PSY 100	Introduction to Psychology*
POL 201	American Politics* (Prerequisites: ENG 100/101)
or	
PHL 100	Introduction to Philosophy* (Prerequisites: ENG 100/101)
LAW 200	Introduction to Law and Legal Writing

### Requirements for the Major

(9 courses; 40.5 units)

LAW 400	Current Legal Issues
LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II (Prerequisite: LAW 304)
LAW 310	Litigation
LAW 402	The Art of Negotiation
or	
ADR 405	Negotiation Fundamentals
LAW 405	Analytical Reasoning
LAW 408	Legal Writing, Research, and Oral Argument
Capstone:	
LAW 420	Advocacy
or	
LAW 470	Pre-Law Senior Project (Prerequisites: LAW 310, LAW 400, and LAW 408)
ADR 400	Alternative Dispute Resolution

### Upper-Division Electives

(7 courses; 31.5 units)

Choose seven upper-division degree related electives. The courses noted with an "\*" below are strongly recommended.

LAW 430	Constitutional Law*
LAW 440	Comparative International Law
LAW 445	Administrative Law for Business
LAW 455	Public Contracting
LAW 460	Law School Portfolio Project*
ADR 410	Facilitation Fundamentals*
ADR 415	Mediation Fundamentals*
ADR 420	Communication and Conflict*
ADR 425	Cultural Issues in Conflict Management*
ADR 430	Ethics and Neutrality*
CJA 464	Constitutional Law for Criminal Justice
SOC 445	Contemporary Social Problems (Prerequisites: ENG 100/101)
PHL 337	Ethics* (Prerequisites: ENG 100/101)
ENG 432	Report and Research Paper Writing (Prerequisites: ENG 100/101)

## ◆ MAJOR IN PSYCHOLOGY

(610-104)

Faculty Advisor: Brenda Shook • (916) 855-4108 • [bshook@nu.edu](mailto:bshook@nu.edu)

The Bachelor of Arts in Psychology program offers a comprehensive introduction to the contemporary discipline of psychology. Graduates of this program are well prepared to seek employment in personnel,

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vocational counseling, criminal justice, journalism, or entry-level counseling in the context of a county-funded agency or hospital. They are also prepared to seek admission to graduate programs at the master's or doctoral level.

## Program Learning Outcomes

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

- The ability to articulate major theories, concepts, and historical trends in psychology.
- The ability to explain behavior, cognition, and emotion from multiple schools of thought and multicultural perspectives.
- The ability to identify a problem, examine available evidence, analyze assumptions, and apply research methods to solve a problem. This includes the ability to interpret numbers and apply basic statistical procedures.
- The ability to communicate in different literary formats e.g., narrative, exposition, critical analysis, and to use APA format.
- The ability to perform information searches and to organize and evaluate the soundness of information.
- The ability to use current technologies in both research and communication theories and systems.
- Understand and demonstrate appropriate sensitivity to the psychology of diverse populations and and their implications for psychological theory, research and mental health treatment

## Degree Requirements

To receive a Bachelor of Arts in Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. 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 should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Preparation for the Major

(2 courses; 9 quarter units)

- MTH 210 Probability and Statistics\*  
(Prerequisite: Placement Evaluation)
- PSY 100 Introduction to Psychology\*

\*May be used to satisfy general education requirements.

## Requirements for the Major

(10 courses; 45 quarter units)

- PSY426 History of Psychology  
(Prerequisites: ENG 100/101 and PSY 100)
- PSY 427 Biological Psychology  
(Prerequisites: ENG 100/101 and PSY 100)
- PSY 428 Developmental Psychology  
(Prerequisites: ENG 100/101 and PSY 100)  
(PSY301 may not be substituted for this course)
- PSY 429 Introduction to Personality Theory  
(Prerequisites: ENG 100/101 and PSY 100)
- PSY 430 Introduction to Psychopathology  
(Prerequisites: ENG 100/101 and PSY 100)
- PSY 432 Social Psychology  
(Prerequisites: ENG 100/101 and PSY 100)
- PSY 433 Cognitive Psychology  
(Prerequisites: ENG 100/101 and PSY 100)
- HUB 441 Research Design and Analysis  
(Prerequisites: ENG100/101, PSY100 and MTH210)
- CHD 440 Drugs, Values and Society
- PSY 480 Senior Project (two-month course)  
(Prerequisites: All other core courses)

or

- PSY 491 Guided Studies for Honors Students (two-month course)  
(Prerequisite: Completion of core courses with a GPA of 3.75 or higher and approval of the Department Chair.)

## Upper-Division Electives

(6 courses; 27 quarter units)

Students not pursuing a minor must choose six Upper-Division Electives from courses with the following prefixes: HUB, PSY, SOC, HRM, and CJA. Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSY 301 as an Upper-Division Elective.

The following course is strongly recommended:

- PSY 441 Global Psychology  
(Prerequisite: PSY 100)

## ◆ MAJOR IN SOCIOLOGY

(610-445)

Faculty Advisor: Margaret Greer • (916) 855-4151 • mgreer@nu.edu

The Bachelor of Arts in Sociology program engages students in the study of social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to global warfare; from organized crime to religious cults; from the divisions of social class, race, and gender to the shared beliefs of a common culture; and from the sociology of work to the sociology of beauty. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, health/HIV AIDS, how families differ and flourish, or problems of peace, war, and terrorism. Because sociology addresses the most challenging issues of our time, it is a rapidly expanding field whose potential is increasingly tapped by those who craft policies and create programs. Sociologists understand social inequality, patterns of behavior, forces for social change and resistance, and how social systems work.

The program's stimulating curriculum in social theory, research methods, and key sociological concepts provides a solid base for students to learn to think abstractly, formulate problems, ask appropriate questions, search for answers, analyze situations and data, organize material, write well, and make oral presentations. Sociological training helps students bring breadth and depth of understanding to the global workplace and graduates frequently enter a variety of jobs in business, the health professions, criminal justice, social services, and government. Sociology provides training for professions such as law enforcement, education, medicine, social work, and counseling. Furthermore, sociology offers valuable preparation for careers in journalism, politics and policy analysis, public relations, business, or public administration, and program evaluation—fields that involve investigative skills and working with diverse groups.

## Program Learning Outcomes

Many occupations today require a college educated individual who can write and speak well, solve problems, learn new information quickly, and work well with others on a team. This means that graduates use their education in a wide variety of fields, and their future career may relate more to their personal career interests, work



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values, and transferable skills than any specific academic major. The program in Sociology seeks to provide students with a comprehensive background for graduate level study and for careers in social service, probation/parole, mental health, and related areas.

Sociology provides important background knowledge as well as:

- Identify and distinguish between research methods used by sociologists to ask and answer questions about human societies.
- Understand the roles of individuals and groups in the social construction of reality.
- Recognize major sociological theories and apply them to real-world situations.
- Identify the roles of gender, race, ethnicity and social class in social change at the micro social and macro social levels.
- Demonstrate undergraduate-level written communication skills
- Apply analytical and critical thinking skills.

## Degree Requirements

To be awarded a Bachelor of Arts in Sociology, 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. All courses required in the major and required Upper-Division Electives for the degree must be completed with a C- or better. Students are required to complete a capstone project as part of the degree program. It is strongly suggested that students save all graded work. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

## Prerequisites for the Major

(2 courses; 9 quarter units)

- SOC 100 Principles of Sociology\* (+)  
(Prerequisites: ENG 100/101)
- MTH 210 Probability and Statistics\*  
(Prerequisite: Placement Evaluation)

\* May be used to satisfy general education requirements.

## Requirements for the Major

(9 courses 40.5 quarter units)

- SOC 344 Marriage, Sex and Family  
(Prerequisites: ENG 100/101)
- SOC 443 Sociology of Deviance  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 385 Methods of Social Inquiry  
(Prerequisites: SOC 100, ENG 100/101)
- SOC 455 Organizational Sociology  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 365 Classical Social Theory  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 500 Cultural Pluralism in the USA  
(Prerequisites: ENG 100/101)
- SOC 375 Contemporary Social Theory  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 540 Power and Social Change  
(Prerequisites: ENG 100/101)
- SOC 499 Sociology Senior Project  
(Prerequisite: SOC 100 and ENG 240 or equivalent)

The Capstone Seminar is taken toward the end of the program after completion of the 40.5 units of required courses for the major, and after completion of six or more electives.

## Required Upper-Division Electives\*

(7 courses; 31.5 quarter units)

Students must complete a minimum of seven courses (31.5 quarter units) of electives from the list below. \*Students wishing to complete a minor in any field may substitute the minor-required courses to fulfill the elective requirements in Sociology. Suggested areas of minor are: Criminal Justice, , Global Studies and History.

- SOC 449 Sociology of Law  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 460 The Individual and Society  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 331 Sociology of Health and Illness  
(Prerequisites: SOC 100 and ENG 100/101)
- SOC 325 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)
- SOC 430 Culture, Technology & Society  
(Prerequisites: ENG 100/101)
- SOC 445 Contemporary Social Problems  
(Prerequisites: ENG 100/101)
- SOC 490 Guided Study
- CJA 448 Violence and Society
- GLS 410 Gender and Global Society  
(Prerequisite: ENG 240)
- GLS 430 The Global Economy  
(Prerequisite: ENG 240)
- HIS 350 Cultural Diversity  
(Prerequisites: ENG 100/101)
- HUM 501 Global Civic Culture  
(Prerequisites: ENG 100/101)
- MTH 412 History of Mathematics  
(Prerequisites: MTH 215, MTH 216A/B, or MTH 301)
- MUL 325 Psychology of Video Games  
(Prerequisite: PSY 100)
- PHL 320 Comparative Religion  
(Prerequisites: ENG 100/101)
- PHL 375 Environmental Ethics  
(Prerequisites: ENG 100/101)
- POL 320 Politics of Social Movements  
(Prerequisites: ENG 100/101)
- SCI 300 Geography

## ◆ MAJOR IN SPANISH

(610-489)

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

The Bachelor of Arts with a Major in Spanish consists of intensive proficiency-oriented coursework in Spanish language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography, and politics of the region. The program prepares students for a variety of career paths in government, military, business, and education.

## Requirements for the Degree

To receive the Bachelor of Arts Degree with a Major in Spanish, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, and 76.5 of which must be completed at the upper-division level. The following courses are degree requirements. In the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

## Program Learning Outcomes

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

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- Develop oral, written and reading proficiency in Spanish
- Read and interpret representative texts and cultural productions in Spanish.
- Develop analytical and critical skills that build from textual, cultural and linguistic analysis to the exploration of society.
- Translate and interpret to and from Spanish.
- Differentiate the major aspects of Latin American and Hispanic culture and civilization from pre-Columbian times to the present.
- Demonstrate familiarity with the history and culture of the Spanish speaking world.
- A comprehensive familiarity with the history and culture of the region.

## Preparation for the Major in Spanish

(5 courses and, 22.5 quarter units)

SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II (Prerequisites: SPN 100)
SPN 200	Intermediate Spanish I (Prerequisites: SPN 101)
SPN 201	Intermediate Spanish II (Prerequisites: SPN 200)
LIT 100	Introduction to Literature (Prerequisites: ENG 100/101)

## Requirements for the Major in Spanish

(11 courses; 43.5 quarter units)

SPN 300	Advanced Spanish I (Co-requisite: SPN 300A) (Prerequisites: SPN 201)
SPN 300A	Advanced Spanish I Lab (1.5 quarter units) (Co-requisite: SPN 300) (Prerequisites: SPN 201)
SPN 301	Advanced Spanish II (Co-requisite: SPN 301A) (Prerequisites: SPN 300/300A)
SPN 301A	Advanced Spanish II Lab (1.5 quarter units) (Co-requisite: SPN 301) (Prerequisites: SPN 300/300A)
SPN 310	Literary Readings in Spanish (Prerequisites: LIT 100 and SPN 301/301A)
SPN 330	Intro to Lat Am Cultures (Prerequisites: SPN 301/301A)
SPN 350	Film and Culture (Prerequisites: SPN 301/301A)
SPN 420	Literature and Culture I (Prerequisites: SPN 310/330)
SPN 430	Literature and Culture II (Prerequisite: SPN 420)
SPN 450	Identity and Multiculturalism (Prerequisites: SPN 310/330)
SPN 499	Spanish Capstone (Prerequisite: SPN 430)

## Upper-Division Electives

(7 courses; 31.5 quarter units)

The following are strongly recommended:

HIS 345	Latin American Studies (Prerequisites: ENG 100/101)
GLS 430	The Global Economy (Prerequisite: ENG 240)
GLS 440	Study Abroad (Prerequisite: HIS 320)
HUM 501	Global Civic Culture (Prerequisites: ENG 100/101)
HIS 434	The Modern World, 1500 to the Present

LIT 360	Literary Theory (Prerequisite: LIT 100)
LIT 460	Gender and Literature (Prerequisite: LIT 100)
LIT 463	20th Century World Literature (Prerequisite: LIT 100)
LIT 480	Literature of the Americas (Prerequisites: LIT 100/300)
PHL 320	Comparative Religion (Prerequisites: ENG 100/101)
POL 340	Comparative Politics (Prerequisites: ENG 100/101)
SOC 328	Intercultural Thinking and Creativity (Prerequisites: ENG 100/101)
SPN 490	Guided Studies in Spanish (1.5 to 4.5 quarter units) (Prerequisites: SPN 420/430)

## ◆ MAJOR IN SPORT PSYCHOLOGY

(610-251)

Faculty Advisor: Charles Powell • cpowell@nu.edu • (858) 642-1581

The Bachelor of Arts in Sport Psychology program offers a comprehensive introduction to the contemporary discipline of sport psychology. Graduates of this program are well prepared to seek employment in entry-level coaching positions and admission to graduate psychology programs at the master's or doctoral level.

### Program Learning Outcomes

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

- Discuss current trends in psychological research in group dynamics and sport psychology as it relates to team sports.
- Analyze how psychological factors influence performance in sports, and techniques to increase performance and reduce anxiety.
- Analyze how psychological tendencies and physiology work together to improve or reduce athletic efficiency.
- Conduct a basic data analysis and statistical calculations to analyze psychological data.
- Discuss the history of sport psychology and analyze its role in the development of contemporary psychological theories and systems.
- Discuss the basic principles of biomechanics and kinesiology as they relate to athletics.
- Describe the ways in which issues of diversity and multiculturalism influence group interactions and performance.
- Apply psychological theory to coaching situations.

### Requirements

To receive a Bachelor of Arts in Sport Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. 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 should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Preparation for the Major

(2 courses; 9 quarter units):

MTH 210	Probability and Statistics* (Prerequisite: Placement Evaluation)
PSY 100	Introduction to Psychology* (Prerequisites: ENG 100/101)

\*May be used to satisfy general education requirements.

## Requirements for the Major (12 courses; 54 quarter units)

PSY448	History of Sport & Psychology <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY449	Group Dynamics in Sport <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY300	Social Psychology of Sport <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
HUB 441	Research Design and Analysis <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY440	Sport Psychology for Coaches <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY443	Culture and Sports Psychology <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
BIO 385	Biomechanics of Sport <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY446	Positive Psychology <i>(Prerequisites: ENG 100/101 and PSY 100)</i>

Students in the BA in Sport Psychology are required to choose an emphasis and complete all courses specified in the emphasis as part of the Requirements for the Major. Each emphasis requires a Senior Project.

### Emphasis in Applied Sport Psychology

Designed for students wishing to prepare for entry into professional coaching, this specialization focuses upon the application of psychological principles to athletics. The specialization includes a senior project and practicum designed to give students practical experiences in the field of sport psychology.

PSY444	Wellness and Peak Performance <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY445	Applied Sport Psychology <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY442	Seminar in Applied Psychology <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PSY485	Sport Psychology Sr. Project (two month course) <i>(Prerequisites: ENG 100/101, PSY 100, and at least 10 courses completed in the major)</i>

### Emphasis in Professional Golf Management

This emphasis is designed to prepare students for entry into the field of professional golf management and coaching. These courses are designed to include practical experiences in coaching, instruction, and player development as well as introduce students to contemporary issues in golf management.

PGM444	Instruction/Player Develop. <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PGM447	Prof. Golf Management Seminar <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PGM445	Player Development II Seminar <i>(Prerequisites: ENG 100/101 and PSY 100)</i>
PGM448	Senior Project in PGM (two month course) <i>(Prerequisites: ENG 100/101, PSY 100, and at least 10 courses completed in the major)</i>

### Upper Division Electives

(4 courses; 18 quarter units)

Choose four upper division electives from available offerings within the College of Letters Sciences.

## ■ BACHELOR OF PUBLIC ADMINISTRATION (640)

Faculty Advisor: Maryam Davodi-Far • (858) 642-8653 • [mdavodi-far@nu.edu](mailto:mdavodi-far@nu.edu)

The Bachelor of Public Administration (BPA) is designed to meet the educational and professional needs of individuals in the public sector who are interested in professional or career advancement. It also prepares individuals for challenging and dynamic careers in government at the local, state, and federal levels. Individuals completing the program are prepared for mid-level positions, teaching, or training assignments, or research in the government and nonprofit organizations.

### BPA/MPA Transition Program

Students who are currently enrolled in the Bachelor of Public Administration program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BPA/MPA transition program by taking two MPA classes as electives during the BPA program. To be eligible, students must apply for and begin the MPA program within six months of completing their BPA program. Students may choose up to two of the graduate-level public administration courses (with the exception of PAD 631 and PAD 644). For students in the BPA/MPA transition program, the University will waive up to two graduate-level public administration courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MPA. Students must complete graduate level coursework taken as part of the BPA degree with a grade of "B" or better.

### Program Learning Outcomes

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

- Describe and synthesize the theories of public administration.
- Describe and analyze the operations and procedures of public management and nonprofits.
- Develop skills in managing a public sector or nonprofit organization.
- Describe and develop skills in applying the theories and practices in program and resource management
- Describe and develop skills in applying the theories and practices of accounting and budgeting in government and nonprofits.
- Describe and evaluate the role of community groups in local government.
- Describe and analyze ethical situations.
- Develop an experimental design, including a testable research hypothesis to address a current problem in public administration.
- Complete a research project in the area of public administration: Collect data, conduct a literature review, analyze data, write and explain findings, and present results orally and/or in writing.

### Degree Requirements

To receive a Bachelor of Public Administration, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission procedures for specific information regarding application and evaluation.

### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 45 units at the upper-division level and 4.5 units in diversity enriched

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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)

## 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.

## Preparation for the Major

(3 courses; 13.5 quarter units)

ACC 201	Financial Accounting Fundamentals
ECO 203	Principles of Microeconomics*
MNS 205	Introduction to Quantitative Methods for Business* (Prerequisite: Placement evaluation)

\*May be used to satisfy general education requirements.

## Requirements for the Major

(12 courses; 54 quarter units)

PAD 400	Introduction to Public Administration
PAD 401	Public Policy Development
PAD 402	Public Administration and Urban Environments
PAD 403	Government and Community Relations
PAD 404	Public Administration and the Nonprofit Sector
ACC 434	Government and Nonprofit Accounting (Prerequisite: ACC 201)
MGT 400	Ethics in Law, Business and Management
ODV 420	Introduction to Organizational Behavior
MGT 422	Team Building, Interpersonal Dynamics, and Empowerment
LED 420	Adaptive Leadership in Change
MNS 407	Management Science (Prerequisite: MNS 205)
PAD 405	Senior Research Project (Prerequisite: completion of 36 quarter units of BPA major courses)

## Upper-Division Electives

(4 courses; 18 quarter units)

following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.

## ■ BACHELOR OF SCIENCE

(620)

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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.

## General Education Program Requirements

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)

## 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.

## ◆ MAJOR IN CRIMINAL JUSTICE ADMINISTRATION

(620-405)

Faculty Advisor: James Larson • (858) 642-8418 • [jl Larson@nu.edu](mailto:jl Larson@nu.edu)

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

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

provide a broader perspective in human behavior.

## Transition Programs

There are three transition programs available to students in the Criminal Justice program:

### BS in Criminal Justice Administration/Master of Criminal Justice (MCJ) Program

### BS in Criminal Justice Administration/Master of Forensic Science (MFS) Program

### BS in Criminal Justice Administration/Master of Public Administration (MPA) Program

The transition program allow students who are enrolled in the BS in Criminal Justice Administration with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MCJ, MFS, or MPA program as electives for the bachelor's degree. The two graduate courses are restricted to those that do not require a prerequisite. Students must complete all transition program coursework with a grade of B or better. Students pursuing the BSCJ/MPA program can take any two courses (with the exception of PAD 631 and PAD 644). Students pursuing the BSCJ/MCJ or BSCJ/MFS can choose any two classes which do not require prerequisites. The number of courses required to earn an MCJ, MFS or MPA degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level course work taken as part of the criminal justice administration program cannot be applied to the Master of Criminal Justice, Master of Forensic Science program or the Master of Public Administration program, nor will it transfer as graduate level credit to any other university because it becomes part of the undergraduate degree program.

## Program Learning Outcomes

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

- Describe and synthesize the contributions of the various forensic science disciplines to the current state-of-the-art of detecting and solving crimes.
- Develop an experimental design, including a testable research hypothesis to address a current problem in criminal justice.
- Provide a written description of the causes and patterns of juvenile delinquency.
- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines, and present findings orally and in writing.
- Analyze and evaluate the role of criminal sanctions in rehabilitating offenders.
- Complete a research project in the area of criminal justice: Collect data, conduct a literature review, analyze data, write and explain findings, and present results.
- Discuss the basic principles for leading and motivating others. Evaluate different organizational management styles, discuss how effective decision making can produce change within an organization and discuss emerging trends in local law enforcement leadership and management.
- Identify the basics of criminal procedure and criminal law. Describe the daily operation of the criminal courts, discuss and analyze the problems facing the criminal courts and evaluate reforms currently debated as cures for the perceived ills of the criminal justice system.

## Degree Requirements

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National

University. 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. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

## Preparation for the Major

(1 course; 4.5 quarter units)

CJA 229 Introduction to Policing\*\*

\*\* Students who are currently in law enforcement should contact the Lead Faculty for any potential course waiver

## Requirements for the Major

(9 courses; 40.5 quarter units)

CJA 449 Research Methods  
 CJA 431 Criminology  
 CJA 437 The Juvenile Offender  
 CJA 446 Criminal Justice Management and Leadership  
 CJA 460 Principles of Investigation  
 CJA 351 Court Systems and the Judicial Process  
 CJA 352 Criminal Law and Procedure  
 CJA 340 Corrections  
 CJA 470 Supervised Criminal Justice Senior Project\*  
 (Prerequisite: CJA 449)

\* A two-month course that meets once per week. Accelerated study is not permitted with CJA 470.

## Upper-Division Electives

(7 courses; 31.5 quarter units)

## Recommended Courses

CJA 400 Gangs in America  
 CJA 401 Criminal Intelligence  
 CJA 434 Survey of Forensic Sciences  
 CJA 443 Current Issues in Law Enforcement  
 CJA 441 Organized and White Collar Crime  
 CJA 448 Violence in Society  
 CJA 356 Criminal Evidence  
 CJA 457 Minorities, Crime and Social Justice  
 CJA 464 Constitutional Law for Criminal Justice  
 CJA 465 Practicum in Criminal Justice (1.5-9 quarter units)  
 CJA 467 International and Domestic Terrorism  
 HUB 420 Human Communication  
 (Prerequisites: ENG 100/101, PSY100)  
 HRM 409B Survey in Human Resources Management and Organizational Development  
 HRM 432 Recruiting, Selection, Promotion, and Retention  
 ODV 420 Introduction to Organizational Behavior  
 HUB 410 Psychology for Managers  
 (Prerequisites: ENG 100/101, PSY100)  
 PSY 437 Theories of Psychotherapy  
 (Prerequisites: ENG 100/101, PSY 100)  
 SOC 445 Contemporary Social Problems  
 (Prerequisites: ENG 100/101)

## ◆ MAJOR IN DOMESTIC SECURITY MANAGEMENT

(620-417)

Faculty Advisor: Chandrika Kelso • (858) 642- 8433 • ckelso@nu.edu

The Bachelor of Science in Domestic Security Management (BS-DSM) program provides graduates with a foundation in the politics and cultures of terrorist, and best security practices to cope with a pending emergency, operations during an emergency, and recovery from an emergency. The program focuses on the management aspects of disasters and emergencies. More importantly, the program focuses

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on developing well rounded decision makers with a strong background in leadership and ethics. Students will conduct research on various government and private sector entities and report on suggested improvements in preparing for an emergency. The program prepares graduates to work with a variety of emergency preparedness capacities such as land borders, seaports and airports, threat assessment, disaster management, and crisis response planning and management. The goal of the program is to develop both the critical acumen and theoretical outcomes before, during, and after emergencies. Graduates will develop the ability to write emergency plans, implement and manage emergency plans, and assist policy makers on recovery issues.

The BS-DSM program is designed for students who aspire to work in the private security industry or city, state or federal levels. It is also appropriate for military personnel of all ranks, mid-level managers, and managers seeking promotion within the private sector to various levels of government.

The BS-DSM program is composed of ten core courses and six electives offered in an accelerated one-month onsite format. As an introduction, students are offered a broad overview of security management, current issues in domestic security, and the culture and politics of terrorists. The remaining six courses expose the student to direct management strategies for emergencies including leadership and ethics. Together these courses provide a theoretical and practical foundation for managing emergencies.

## Program Learning Outcomes

At the completion of the BS-DSM program, students will possess the knowledge and skills needed to actively participate in writing pre-emergency plans, assist with the decision making process during and after an emergency, and write after-action reports using the skills learned in the capstone course.

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

- Demonstrate undergraduate level written communications skills.
- Demonstrate undergraduate level oral communications skills.
- Apply analytical and critical thinking skills.
- Conduct independent research and apply relevant criticism in sustained analysis and interpretations of security management thinking.
- Engage in informed critical discussion, both oral and written, pertaining to domestic security management.
- Engage in informed critical discussion, both oral and written, of past breeches of security within the United States.
- Evaluate, both oral and written, emergency disaster pre-plans, recovery plans, and after-action reports.
- Apply analytical skills in approaching ethical dilemmas faced in government and private industry.
- Identify the ethical implications of technology's convergence on management.
- Describe, both oral and written, the political and religious implications of the terrorist climate.

## Degree Requirements

To earn a Bachelor of Science with a major in domestic security management, students must complete at least 180 quarter units as described below. 76.5 quarter units must be completed at the upper-division level and 45 must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Requirements for the Major

(10 courses; 45 quarter units)

DSM 401	Domestic Security Management
CJA 446	Criminal Justice Management and Leadership
CJA 467	International and Domestic Terrorism
DSM 420	Information Security
DSM 430	Border-Transportation Security
DSM 440	Crisis Management
DSM 444	Disaster Management
DSM 470	Legal Issues of Security
DSM 475	Interviewing and Interrogation
DSM 490	Supervised Senior Project* (Prerequisite: Students must have satisfied at least 27 quarter units of coursework in the major prior to beginning this course.)

## The Supervised Senior Project

The Supervised Senior Project is designed to be a comprehensive project. Therefore, students should schedule DSM 490 toward the end of their degree program. The minimum requirements are the completion of at least 27 quarter units of the major requirements in the DSM program.

To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students dedicate themselves to the completion of this project without academic distraction.

\*Students who do not complete the Supervised Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake DSM 490. No grade of "I" (Incomplete) can be given for this course.

## Upper-Division Electives

(6 courses; 27 quarter units)

Students can select any six of the courses listed below to complete this requirement

CJA 434	Survey of Forensic Sciences
CJA 356	Criminal Evidence
CJA 400	Gangs in America
CJA 457	Minorities, Crime and Social Justice
CJA 340	Corrections
COM 380	Democracy in Information Age (Prerequisites: ENG 100/101)
MGT 422	Team Building, Interpersonal Dynamics and Empowerment
MGT 309C	Principles of Management and Organization
HUB 420	Human Communications (Prerequisites: ENG 100/101, PSY 100)
CJA 460	Principles of Investigation

## ◆ MAJOR IN ENVIRONMENTAL SCIENCE AND POLICY

(620-123)

Faculty Advisor: Dzung T. Nguyen • (858) 642-8467 • dnguyen@nu.edu

The Bachelor of Science in Environmental Science and Policy degree explores the complex relationships between atmospheric, hydrologic, geological, and ecological systems and human activities in a systematic way. This is accomplished by examining these interactions from a variety of perspectives, including the social sciences, the humanities, and the natural sciences.

The B.S. in Environmental Science and Policy degree provides excellent training for careers with agencies responsible for environmental protection and natural resources use, consulting

firms, and those seeking opportunities for graduate studies.

## Program Learning Outcomes

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

- Describe the scientific principles that underlie the dynamics and energy flow within natural ecosystems.
- Recognize the role of biogeochemical, climatological, and geological cycles such as the current late Pleistocene conditions which impact climate, resources, land use and management, economic conditions, extinctions, global warming, and cooling, etc.
- Identify the social, historical, economic, and political factors that have shaped our present-day environmental problems.
- Know the constraints for dealing with the above problems.
- Recognize the roles of philosophy, religion, and ethics in shaping human's interaction with the natural surroundings.
- Identify the factors that influence the emergence of the environmental movement and the codification of environmental laws.
- Evaluate the impact of environmental policy on the quality of life.

Students who have completed the major will also be able to appreciate and examine a problem at a variety of scales, from local to global. Finally, through their work in the capstone seminar course, they will have had the practical experience of working on a few focus issues in a collaborative way, simulating the real-world give-and-take-among parties with different interests and perspectives on environmental questions.

The College of Letters and Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science courses are writing-intensive and incorporate a diversity component. Please note that all mathematics and science courses contain a critical thinking component by their very nature.

## Degree Requirements

To receive a Bachelor of Science in Environmental Sciences and Policy degree, 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 procedures for specific information regarding admission and evaluation.

To prepare for a major in Environmental Science and Policy, students must demonstrate proficiency in the fundamental concepts of life sciences, earth sciences, and mathematics through successful completion of the following courses. Some of these courses may also be used to satisfy general education requirements.

## Preparation for the Major

(14 courses; 54 quarter units)

- MTH 210 Probability and Statistics\*  
(Prerequisites: Placement Evaluation)
- MTH 215 College Algebra \*  
(Prerequisite: Placement Evaluation)
- or
- MTH 216A College Algebra I\*  
(Prerequisite: Placement Evaluation)
- and
- MTH 216B College Algebra II\*  
(Prerequisite: Placement Evaluation)
- BIO 161 General Biology I\*
- BIO 162 General Biology 2\*  
(Prerequisite: BIO 161)
- BIO 100A Survey of Bioscience Lab (1.5 quarter units)\*

- (Prerequisite: BIO 100 or BIO161)
- CHE 141 General Chemistry I \*  
(Prerequisite: MTH215 or equivalent)
- CHE 142 General Chemistry II  
(Prerequisite: CHE 141)
- CHE 101A Introductory Chemistry Lab (1.5 quarter units)\*  
(Prerequisite: CHE 101 or 141)
- EES 103 Fundamentals of Geology\*
- EES 103A Fundamentals of Geology Lab(1.5 quarter units)\*  
(Prerequisite: EES 103)
- COM 103 Oral Communication\*
- SCI 300 Geography \*
- CIS 301 Management Info Systems
- COM 422 Technical Writing and Presentation  
(Prerequisite: ENG 334A)

\*May be used to satisfy general education requirements.

## Requirements for the Major

(12 courses; 54 quarter units)

- MTH 317 Mathematical Modeling  
(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
- SCI 303 GIS: Geographic Info Systems
- BIO 330 Ecology
- EES 322 Oceanography
- EES 335 Environmental Science
- EES 336 Natural Resource Conservation
- EES 337 Environ Law & Sustainability
- PHL 375 Environmental Ethics  
(Prerequisites: ENG 100/101)
- BIO 411 Biodiversity  
(Recommended: prior completion of BIO 161, 162 & 100A, or BIIO 100 & 100A, or equivalent)
- EES 491A Capstone: Environ Study 1

(Select a seminar series from the following list)

- Wildlife Management
- Desert /Xeric Watershed Management
- Riparian Ecology and Management
- Waste Water Management
- Environmental Impact Report (EIR) process and preparation
- Urban Open Space Management (canyons, vernal pools, housing corridors, etc.)
- Land use, zoning, development and mitigation process
- GIS/ Remote Sensing/ Electronic Tracking Data bases

EES 491B Capstone: Environ Study 2

(Select a seminar series from the following list. It must be a different topic from the one in EES 491A)

- Wildlife Management
- Desert /Xeric Watershed Management
- Riparian Ecology and Management
- Waste Water Management
- Environmental Impact Report (EIR) process and preparation
- Urban Open Space Management (canyons, vernal pools, housing corridors, etc.)
- Land use, zoning, development and mitigation process
- GIS/ Remote Sensing/ Electronic Tracking Data bases

EES 492 Intern/Project: Env Sci Policy

## Upper-Division Electives

(2 courses; 9 quarter units)

Students may select only 300-, 400-, or 500-level courses in the College of Letters and Sciences to complete the total of 76.5 upper-division units for the degree. Some of the suggested upper-division

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courses are:

- ENG 375 Nature Writing  
(Prerequisites: ENG 100/101)
- BIO 405 Cell & Molecular Biology  
(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent) and
- BIO 405A Cell & Molecular Biology Lab (1.5 quarter units)  
(Prerequisite: BIO 405)
- BIO 450 Natural History of California
- PHL 336 Philosophy of Science  
(Prerequisites: ENG 100/101)
- GLS 420 Ecological Revolutions  
(Prerequisite: ENG 240)

## ◆ MAJOR IN MATHEMATICS

(620-105)

Faculty Advisor: Igor Subbotin • (310) 662-2150 • [isubboti@nu.edu](mailto:isubboti@nu.edu)

The Bachelor of Science in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.

First, it provides the fundamental mathematical knowledge to formulate and solve problems. Computer science courses are encouraged, since the use of computers has been instrumental in the expansion of these opportunities. Students who want a basic mathematics degree can culminate their program with the project courses.

Second, the program trains mathematics teachers who want to provide quality mathematical instruction to students in primary or secondary schools. The single-subject teaching concentration was created for this purpose.

The Department of Mathematics and Natural Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science courses are writing-intensive and incorporate a diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature. Moreover, all mathematics courses require that the student purchase and use a scientific calculator for the operations of the subject matter. Some courses require a more advanced graphing calculator and computer software.

Single-subject teaching concentration was created to train mathematics teachers who want to provide quality mathematical instruction to students in secondary schools.

### Single-Subject Mathematics Preparation Program

The Single-Subject Mathematics Preparation Program is approved by the Commission on Teacher Credentialing. Students who complete the program with the Concentration in Single Subject Teaching will not be required to take the California Subject Examination for Teachers (CSET) in mathematics in order to receive their teaching credential. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

Interested students should complete the following application process:

- Send a letter to the Department Chair requesting admission to the program and copies of transcripts to the Lead Mathematics Faculty for evaluation.
- Upon enrollment, submit two essays for the Mathematics Portfolio (Instructions for the development and completion of a

Mathematics Portfolio are sent upon receipt of the request letter. The portfolio is completed for review by the Department Chair or Lead Faculty two months before the last class.)

- After completing the major program requirements, students must complete all required courses from the single-subject teaching concentration (MTH 304, MTH 410, MTH 460, MTH 461).

The study of mathematics must encompass the discipline in its broadest sense. The future mathematician should develop in an academic environment that stresses scholarship, diversity, and growth through a rigorous and focused curriculum of advance mathematics that incorporates: problem solving, mathematics as communication, reasoning, and mathematical connections. The Bachelor of Science in Mathematics program is dedicated to providing such sound preparation and training to a diverse population of nontraditional learners whose goal is to work professionally in mathematics or teach Mathematics in California public schools.

### Program Learning Outcomes

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

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

### Degree Requirements

To receive a Bachelor of Science in mathematics degree, 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 total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation.

### Preparation for the Major

(8 courses; 36 quarter units)

- MTH 210 Probability and Statistics\*  
(Prerequisites: Placement Evaluation)
- MTH 215 College Algebra  
(Prerequisite: Placement Evaluation)
- CSC 242 Intro to Programming Concepts  
(Prerequisites: CSC 200 and CSC 208)
- PHS 102 Survey of Physical Sciences\*
- MTH 220 Calculus I\*  
(Prerequisite: MTH 215, or placement evaluation)
- or
- CSC 208 Calculus for Comp Science I\*  
(Prerequisite: Math 215)



- MTH 221 Calculus II  
(Prerequisite: MTH 220)
- MTH 222 Calculus III  
(Prerequisite: MTH 221)
- MTH 223 Calculus IV  
(Prerequisite: MTH 222)

\*May be used to satisfy general education requirements.

## Requirements for the Major

(13 courses; 58.5 quarter units)

- MTH 311 Topics from Geometry  
(Prerequisites: MTH 215 or MTH216A/B or placement evaluation)
- MTH 317 Mathematical Modeling  
(Prerequisites: MTH 215 or MTH 216A/B and MTH 210)
- MTH 325 Discrete Mathematics  
(Prerequisites: MTH 215 or MTH 216A/B or placement evaluation)
- or
- CSC 331 Discrete Structures and Logic  
(Prerequisites: CSC 252, CSC 310)
- MTH 435 Linear Algebra  
(Prerequisites: MTH 325 and MTH 220)
- MTH 433 Differential Equations  
(Prerequisite: MTH 223 and MTH 435)
- MTH 411 Number Theory  
(Prerequisite: MTH 215 or MTH 216A/B or MTH 209A or placement evaluation)
- MTH 416 Algebraic Structures  
(Prerequisites: MTH 325 and MTH 435)
- MTH 417 Foundations of Geometry  
(Prerequisites: MTH 215 or MTH 216 A/B and MTH 311)
- MTH 418 Statistical Analysis  
(Prerequisites: MTH 210 and MTH 220)
- MTH 432 Advanced Calculus  
(Prerequisites: MTH 223)
- MTH 412 History of Mathematics  
(Prerequisites: MTH 215, MTH 216A/B, or MTH 301)
- MTH 438 Applied Mathematical Modeling (core capstone course)  
(Prerequisites: MTH 433, MTH 416, and MTH 418)
- MTH 450A Mathematics Project Course I  
(Prerequisites: All core requirements for mathematics major)

## Upper-Division Elective or Concentration Requirements

(4 courses; 18 quarter units)

Students may choose to pursue the Concentration in Single Subject Teaching or they may select electives to complete the total requirement of 76.5 upper-division units for the degree. In the selection of electives only 300-, 400-, or 500-level courses in the College of Letters and Sciences may be taken. The following are highly recommended:

- MTH 460 Problem Solving Strategies  
(Prerequisites: MTH 416 and MTH 417)
- MTH 461 Methods of Teaching Math  
(Prerequisites: MTH 311, MTH 325, MTH 412, MTH 460)
- MTH 440 Numerical Analysis  
(Prerequisite: MTH 223)
- MTH 441 Abstract Algebra  
(Prerequisite: MTH 416)
- MTH 442 Functions of Complex Variables  
(Prerequisite: MTH 223)
- PHL 336 Philosophy of Science  
(Prerequisites: ENG 100/101)
- SCI 400 History of Science  
(Prerequisite: one 4.5 quarter unit science course from the

natural sciences)

- EES 301 Earth and Planetary Sciences
- SCI 303 GIS: Geographic Info Systems
- SOC 385 Methods of Social Inquiry  
(Prerequisite: SOC 100 and ENG 100/101)

## ▲ Concentration in Single-Subject Teaching

(173)

(4 courses; 18 quarter units)

Students must successfully complete the following courses for a concentration in single-subject teaching. It is recommended that students take MTH 410, MTH 460 and MTH 461 classes at or near the end of their program after completing the upper-division major requirements. The MTH 304 class should be taken as early as possible.

- MTH 304 Math Practicum and Portfolio  
(Prerequisites: MTH 215/MTH 216B or placement evaluation)
- MTH 410 Technology in Math Education  
(Prerequisite: MTH 215/MTH 216B or MTH 301)
- MTH 460 Problem Solving Strategies  
(Prerequisites: MTH 416 and MTH 417)
- MTH 461 Methods of Teaching Math  
(Prerequisites: MTH 311, MTH 325, MTH 412, MTH 460)

Students must complete the major for a BS in Mathematics and complete an interview with the Lead Faculty before taking a project course. Students can select additional electives (see above for guidelines).

## ◆ MAJOR IN NATURAL SCIENCES

(620-109-212 Life Science Concentration)

(620-109-213 Earth Science Concentration)

Faculty Advisor: Michael Maxwell • (858) 642-8413 • mmaxwell@nu.edu

The Bachelor of Science in Natural Sciences degree provides a foundation in the earth and life sciences. This major is designed to serve the needs of students who plan to teach at elementary or secondary level(s), and is also useful for those preparing for careers in science education, health sciences, or in science-related business, engineering, technology, or social services fields. Each student chooses a Concentration within the Major: Life Science or Earth Science.

Students who wish a broad, interdisciplinary approach should look closely at the benefits provided by this major. In addition to meeting requirements for a bachelor of science degree, it provides moderate intensification in one field of science without sacrificing an interdisciplinary approach and training in mathematics and science.

The College of Letters and Sciences is committed to the complete academic development of its students. Consequently, where practical, all science and mathematics courses are writing-intensive and incorporate a diversity component. All mathematics and science courses contain a critical thinking component by their very nature.

## Program Learning Outcomes

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

- Discuss biological processes at all of levels of organization: molecular, cellular and microbial, organismal, population, and ecosystem.
- Describe the importance of chemistry and physics in the life and earth sciences.
- Explain major concepts in earth science, including geology, oceanography, and biogeochemical cycles.
- Apply the scientific method in laboratory-based and field-based inquiry.

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- Demonstrate effective oral, visual, and written communication and quantitative skills, including the critical analysis of data and scientific literature.
- Demonstrate computer and technology literacy, including the ability to access databases within the context of course research and project development.
- Evaluate historical developments and research in the natural sciences, as well as current and contemporary research and challenges.

## Degree Requirements

To receive a Bachelors of Science in Natural Sciences degree, 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 procedures for specific information regarding admission and evaluation.

After completing the preparation for the major and requirements for the major courses; each student chooses a Concentration: Life Science or Earth Science.

## Preparation for the Major

(13-14 courses; 46.5-48 quarter units)

- MTH 210 Probability and Statistics\*  
(Prerequisite: Placement Evaluation)
- MTH 215 College Algebra\*  
(Prerequisite: Placement Evaluation)
- or
- MTH 216A College Algebra I\* (3 quarter units)  
(Prerequisite: Placement Evaluation)
- and
- MTH 216B College Algebra II\* (3 quarter units)  
(Prerequisite: Placement Evaluation)
- BIO 161 General Biology 1\*
- BIO 162 General Biology 2\*  
(Prerequisite: BIO 161)
- BIO 100A Survey of Bioscience Lab (1.5 quarter units)\*  
(Prerequisite: BIO 100, or BIO 161 for science majors)
- CHE 141 General Chemistry 1\*  
(Prerequisite: MTH 215 or equivalent)
- CHE 142 General Chemistry 2\*  
(Prerequisite: CHE 141)
- CHE 101A Introductory Chemistry Lab (1.5 quarter units)\*  
(Prerequisite: CHE 101, or CHE 141 for science majors)
- EES 103 Fundamentals of Geology\*
- EES 103A Fundamentals of Geology Lab(1.5 quarter units)\*  
(Prerequisite: EES 103)
- PHS 171 General Physics 1\*  
(Prerequisite: MTH 215 or MTH 216A & MTH 216B)
- PHS 172 General Physics 2\*  
(Prerequisite: PHS 171)
- PHS 104A Introductory Physics Lab (1.5 quarter units)\*  
(Prerequisite: PHS 104, or PHS 171 for science majors)

\* May be used to meet General Education requirements

## Requirements for the Major

(10-12 courses; 45-48 quarter units)

## Core Requirements for all Natural Science Majors

(5 courses; 22.5 quarter units)

- MTH 317 Mathematical Modeling  
(Prerequisites: MTH 210 and MTH 215 or MTH 216A/B)
- BIO 330 Ecology
- EES 335 Environmental Science

- SCI 400 History of Science  
(Prerequisite: One 4.5 quarter unit course from the natural sciences)
- BIO 411 Biodiversity  
(Recommended: Prior completion of BIO 100/100A, or BIO 161, 162 and 100A or equivalent)

## Option 1: Life Science Concentration

(7 courses; 25.5 quarter units)

- BIO 310 Evolution  
(Recommended: prior completion of BIO 161, 162 & 100A, or BIO 100& 100A, or equivalent)
- BIO 405 Cell & Molecular Biology  
(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
- BIO 405A Cell & Molecular Biology Lab (1.5 quarter units)  
(Prerequisite: BIO 405)
- BIO 408 Genetics and Heredity  
(Recommended: prior completion of BIO161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
- BIO 412 General Zoology  
(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
- BIO 412A General Zoology Lab (1.5 quarter units)  
(Prerequisite: BIO 412)
- BIO 420 Animal Behavior

## Option 2: Earth Science Concentration

(5 courses; 22.5 quarter units)

- EES 301 Earth & Planetary Sciences
- SCI 303 GIS: Geographic Info Systems
- EES 322 Oceanography
- EES 336 Natural Resource Conservation
- BIO 450 Natural History of California

## Upper-Division Electives (all Natural Science majors)

(For Option 1: Life Sciences -6 courses; 27 quarter units)

(For Option 2: Earth Science - 7 courses; 31.5 quarter units)

Students may select only 300-, 400-, or 500-level in the College of Letters and Sciences to complete the total of 76.5 units for the degree.

## ◆ MAJOR IN ORGANIZATIONAL BEHAVIOR

(620-110)  
Faculty Advisor: Cheryl Anisman • (858) 642-8255 • canisman@nu.edu

The behavior of individuals and groups in an organization directly affects the success of the organization. Knowledge of human behavior, psychology and business is critical in helping people lead productive lives and contribute to the achievement of organizational goals and objectives. The Bachelor of Science in Organizational Behavior provides a solid foundation for applying knowledge to the workplace and increasing the effectiveness of both individuals and work teams.

## Program Learning Outcomes

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

- Ability to write a comprehensive paper in APA style that covers the empirical and theoretical study of a specific topic related to the major.
- Knowledge of ethics, responsibility, and legal obligations and apply these principles to personal and professional situations.
- Competency in applying group psychology and group dynamics to team building and cooperative/collaborative tasks.
- Knowledge of human resource development and training as applied to organizational effectiveness, performance management, motivation, and achieving individual, group, and

- organizational goals.
- Knowledge of the history and precursors of organizational theory and management practice and to articulate this in writing from a psychological perspective.
- Entry level skills and techniques in diagnosing, planning, implementing, and managing organizational change and technological innovation.
- Mastery of human communication and conflict resolution skills applied in diverse settings with diverse populations.
- Capacity to recognize multiple cultural perspective and their implication for work place success.
- Ability to apply basic methods of collection and interpretation of behavioral and organizational quantitative and qualitative data.

## Degree Requirements

To receive a Bachelor of Science in Organizational Behavior, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit additional general electives may be needed to fulfill the total unit requirement for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Requirements for the Major

(9 courses; 40.5 quarter units)

- |          |   |
|----------|---|
| HUB 440  | Organizational Development<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>   |
| HUB 410  | Psychology for Managers<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>  |
| HUB 500  | Cross-Cultural Dynamics of Human Behavior<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>  |
| MGT 422  | Team Building, Interpersonal Dynamics, and Empowerment  |
| or       |   |
| HUB 400  | Group Structure and Dynamics<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>   |
| HRM 409B | Survey in Human Resources Management and Organizational Development   |
| or       |   |
| PSY 432  | Social Psychology<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>  |
| MGT 400  | Ethics in Law, Business, and Management   |
| HUB 401  | Conflict Resolution<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>  |
| or       |   |
| HUB 420  | Human Communication<br><i>(Prerequisites: ENG 100/101 and PSY 100)</i>  |
| PSY 435  | Analysis of Data in Psychological Research<br><i>(Prerequisites: ENG 100/101, PSY 100 and MTH 210)</i>  |
| PSY 480  | Senior Project<br><i>(Prerequisite: Completion of all other core courses for the major) *Note: BSOB students must choose a topic related to organizational issues )</i> |

### Upper-Division Electives

(7 courses; 31.5 quarter units)

Students can select from the following course prefixes to meet elective requirements: HUB, PSY, SOC, CJA, HCA, HRM, MGT, and COM .

## ◆ MAJOR IN PARALEGAL STUDIES

(620-488)

*Faculty Advisor: Contact the College of Letters and Sciences at (858) 642-8450*

The Bachelor of Science in Paralegal Studies program is intended to

provide students with the legal skills required to serve the community ethically and efficiently. The program provides an academic and practical education of uncompromising quality, and is designed through its curriculum to enable students to understand and articulate legal theory and apply it ethically to legal professional practice.

This degree is offered and ABA approved at the Los Angeles and Sherman Oaks campuses and housed within the College of Letters and Sciences in the Department of Professional Studies. The department chair and lead faculty provide the academic oversight for this program. The Program Director provides ABA oversight.

## Program Learning Outcomes

Upon successful completion of this program, students will have demonstrated:

- Learning legal terminology;
- Understanding paralegalism as a profession;
- Understanding legal theory and practice;
- Developing legal research skills through online computer programs;
- Developing manual legal research skills through library usage;
- Developing oral communication skills;
- Developing written communication skills;
- Developing the ability to recognize legal issues;
- Developing the ability to analyze legal issues;
- Developing the ability to apply the proper legal remedies;
- Developing analytical tools within an ethical framework;
- The ability to integrate theory and practice.

## Degree Requirements

To receive a Bachelor of Science in Paralegal Studies, students must complete 180 quarter units. Students must meet the general education requirements described in this catalog. For the major in paralegal studies, students must complete 76.5 quarter units of upper-division coursework and 45 quarter units must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.

*Note: No person shall practice law in California unless the person is an active member of the State Bar.*

### Requirements for the Major

(10 courses; 45 quarter units)

- |         |                                 |
|---------|---------------------------------|
| PLA 301 | Legal Theory and Ethics         |
| PLA 303 | Law Office Administration       |
| PLA 305 | Property                        |
| PLA 306 | Torts                           |
| PLA 308 | Contracts                       |
| PLA 309 | Directed Research and Writing A |
| PLA 310 | Directed Research and Writing B |
| PLA 425 | Litigation I                    |
| PLA 318 | Remedies and Judgments          |
| PLA 324 | English for Professionals       |

### Specialty Concentrations

(4 courses; 18 quarter units)

(3 courses; 13.5 quarter units, for students choosing Litigation)

All students must take two of the two-course concentrations listed below. Students must take the level I and level II courses for each area. Because Litigation I is required in the major, students who select Litigation II will be required to take an additional elective.

- |         |               |
|---------|---------------|
| PLA 407 | Family Law I  |
| PLA 421 | Family Law II |

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PLA 426	Litigation II (Prerequisite: PLA 425)	(Prerequisites: ENG 100/101) (No 300-level English course may fulfill this requirement)
PLA 427	Probate and Estate Planning I	
PLA 428	Probate and Estate Planning II (Prerequisite: PLA 427)	or
PLA 429	Corporations I	ENG 334A Technical Writing (Prerequisites: ENG 100/101)
PLA 430	Corporations II (Prerequisite: PLA 429)	
PLA 431	Real Estate I	
PLA 432	Real Estate II (Prerequisite: PLA 431)	
PLA 433	Criminal Law I	
PLA 434	Criminal Law II	

## Elective Courses

(3 courses; 13.5 quarter units)

(4 courses; 18 quarter units, for students who choose the Litigation concentration)

PLA 302	Computers and the Law
PLA 404	Wills, Trusts, and Estate Planning
PLA 407	Family Law I
PLA 421	Family Law II
PLA 311	Internship
PLA 413	Juvenile Law and Procedure
PLA 314	Workers' Compensation
PLA 315	Bankruptcy Law and Procedure
PLA 316	Entertainment Law
PLA 317	Immigration Practice
PLA 433	Criminal Law I
PLA 434	Criminal Law II
PLA 335	Employment Law

## ◆ FOREIGN CREDENTIAL BRIDGE PROGRAM (FOR STUDENTS WITH FOREIGN CREDENTIALS)

The Foreign Credential Bridge Program (FCBP) is designed as a pre-qualifying year of undergraduate study for students who have earned a recognized three-year bachelor's degree outside of the United States and who wish to earn a master's degree from National University. Students with such foreign credentials who apply to a master's program must complete this fourth year of undergraduate courses prior to beginning graduate level coursework. Eligibility for the FCBP is made by the office of the Registrar. Students must request a pre-evaluation of their foreign credentials through an Admissions Advisor or through the International Programs Office (for those with student visas.)

## Degree Requirements

This bridge program requires a residency minimum of 48 quarter units of study. Students must fulfill the requirements in the areas listed below. These requirements may be met by coursework taken in the bachelor's degree or at another regionally accredited institution. If they are so fulfilled, the content of the area will be waived, but the student will still need to meet the overall unit requirement of the program through open elective credit.

### 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

### CATEGORY 2: Speech and Communications

(4.5 quarter units required)

COM 100	Introduction to Mass Communication
COM 103	Oral Communication

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

MTH 210	Probability and Statistics (Prerequisite: Placement Evaluation)
MTH 215	College Algebra (Prerequisite: Placement Evaluation)
MTH 216A	College Algebra I (3 quarter units) (Prerequisite: Placement Evaluation)
MTH 216B	College Algebra II (3 quarter units) (Prerequisite: MTH 216A)

### AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

ART 100	Introduction to Art History (Prerequisites: ENG 100/101)
ART 200	Visual Arts
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 (Prerequisite: LIT 100)
MUS 100	Fundamentals of Music
MUS 327	World Music (Prerequisites: ENG 100/101)
PHL 100	Introduction to Philosophy (Prerequisites: ENG 100/101)

### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

COM 380	Democracy in the Information Age [+] (Prerequisites: ENG 100/101)
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
HIS 220A	United States History I [+] (Prerequisites: ENG 100/101)
HIS 220B	United States History II [+] (Prerequisite: ENG 100/101)
HIS 300	Roots of Western Civilization (Prerequisite: ENG 100/101)
HIS 350	Cultural Diversity [+] (Prerequisites: ENG 100/101)
POL 201	American 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)

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(Note: One science lab is required at 1.5 quarter units.)

BIO 100	Survey of Bioscience
BIO 100A	Survey of Bioscience Lab (1.5 quarter units) (Prerequisite: BIO 100)
CHE 101	Introductory Chemistry* (Recommended: Prior completion of MTH 204 or MTH 215 or MTH 216A/B)
CHE 101A	Introductory Chemistry Lab (1.5 quarter units)* (Prerequisite: CHE 101)
EES 103	Fundamentals of Geology
EES 103A	Fundamentals of Geology Lab (1.5 quarter units) (Prerequisite: EES 103)
PHS 104	Introductory Physics* (Prerequisite: two years of high school algebra and MTH 204 or 215 or 216A/B)
PHS 104A	Introductory Physics Lab (1.5 quarter units)* (Prerequisite: PHS 104)
BIO 201	Human Anatomy & Physiol I (Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) (Prerequisite: BIO 201)
BIO 202	Human Anatomy & Physiol II (Recommended: prior completion of BIO 201 & 201A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units) (Prerequisite: BIO 202)
BIO 203	Introductory Microbiology (Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses.)
BIO 203A	Introductory Microbiology Lab (1.5 quarter units) (Prerequisite: BIO 203)

## COLLEGE OF LETTERS AND SCIENCES MINORS

### ● Minor in Alternative Dispute Resolution

(482)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

Although designed for those students majoring in business administration who may seek entry into the Alternative Dispute Resolution field, a minor in Alternative Dispute Resolution is available to all students in any bachelor's degree program. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the minor in ADR will provide students with the necessary skills to become effective negotiators, mediators, and facilitators and to promote peace and understanding between diverse cultures.

#### Requirements for the Minor

(6 courses; 27 quarter units)

ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 410	Facilitation Fundamentals
ADR 415	Mediation Fundamentals
Choose any two of the following:	
ADR 420	Communication and Conflict
ADR 425	Cultural Issues in Conflict Management
ADR 430	Ethics and Neutrality

### ● Minor in Arabic Culture and History

(489)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

#### Requirements for the Minor

(6 courses; 27 quarter units)

SOC 327	Arab Culture (Prerequisites: ENG 100/101)
HIS 339	The Middle East, 600–1600 C.E. (Prerequisites: ENG 100/101)
HIS 342	History of Modern Middle East (Prerequisites: ENG 100/101)
PHL 332	Religion of Islam (Prerequisites: ENG 100/101)
POL 410	Middle Eastern Politics (Prerequisites: ENG 100/101)
LIT 315	Arabic Lit in Translation (Prerequisite: LIT 100)

### ● Minor in Arabic Studies

(488)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

#### Requirements for the Minor

(8 courses; 30 quarter units)

(Required preparation for the minor: ARB 100/100A, ARB 101/101A, ARB 200/200A and ARB 201/201A)

ARB 300	Advanced Arabic I (Prerequisites: ARB 201/201A) (Co-requisite: ARB 300A)
ARB 300A	Advanced Arabic I Lab (1.5 quarter units) (Prerequisites: ARB 201/201A) (Co-requisite: ARB 300)
ARB 301	Advanced Arabic II (Prerequisites: ARB 300/300A) (Co-requisite: ARB 301A)
ARB 301A	Advanced Arabic II Lab (1.5 quarter units) (Prerequisites: ARB 300/300A) (Co-requisite: ARB 301)
ARB 400	Advanced Arabic Conversation (Prerequisites: ARB 301/301A)

Choose three courses from the following:

SOC 327	Arab Culture (Prerequisites: ENG 100/101)
HIS 339	The Middle East, 600–1600 C.E. (Prerequisites: ENG 100/101)
HIS 342	History of Modern Middle East (Prerequisites: ENG 100/101)
PHL 332	Religion of Islam (Prerequisites: ENG 100/101)
POL 410	Middle Eastern Politics (Prerequisites: ENG 100/101)
LIT 315	Arabic Lit in Translation (Prerequisite: LIT 100)
ARB 350	Fundamentals of Arabic Translation (Prerequisites: ARB 301/301A)

### ● Minor in Business Law

(483)

Faculty Advisor: Jack B. Hamlin • (858) 642-840 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

#### Requirements for the Minor

(6 courses; 27 quarter units)

This minor is designed to provide students who have an interest in a career in law, business, or government, with an understanding of the complex legal issues that exist in today's business environment.

LAW 400	Current Legal Issues
LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II (Prerequisite: LAW 304)
ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals

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Choose one from the following:

- LAW 440 Comparative International Law
- LAW 445 Administrative Law for Business
- LAW 455 Public Contracting

## ● Minor in Chinese Culture and History

(503)

Faculty Advisor: Michael Day • (858) 642-8327 • mday@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

- SOC 352 Modern Chinese Culture  
(Prerequisites: ENG 100/101)
- HIS 346 Chinese History and Culture I  
(Prerequisites: ENG 100/101)
- HIS 355 Chinese History and Culture II  
(Prerequisites: ENG 100/101)
- PHL 326 Chinese Thought  
(Prerequisites: ENG 100/101)
- POL 418 Modern Economy & Gov't of China  
(Prerequisites: ENG 100/101)
- LIT 310 Chinese Lit in Translation  
(Prerequisite: LIT 100)

## ● Minor in Chinese Studies

(501)

Faculty Advisor: Michael Day • (858) 642-8327 • mday@nu.edu

### Requirements for the Minor

(8 courses; 30 quarter units)

(Prerequisites for the minor are CHN 100/100A, CHN 101/101A, CHN 200/200A, CHN 201/201A)

- CHN 300 Advanced Intermediate Chinese I  
(Prerequisites: CHN 201, CHN 201A)  
(Co-requisite: CHN 300A)
- CHN 300A Advanced Intermediate Chinese I Lab (1.5 quarter units)  
(Prerequisites: CHN 201, CHN 201A)  
(Co-requisite: CHN 300)
- CHN 301 Advanced Intermediate Chinese II  
(Prerequisites: CHN 300, CHN 300A)  
(Co-requisite: CHN 301A)
- CHN 301A Advanced Intermediate Chinese II Lab (1.5 quarter units)  
(Prerequisites: CHN 300, CHN 300A)  
(Co-requisite: CHN 301)
- CHN 400 Advanced Chinese Conversation  
(Prerequisites: CHN 301, 301A)
- CHN 450 Selected Readings in Modern Chinese  
(Prerequisites: CHN 301, 301A)

Choose two courses from the following:

- SOC 352 Modern Chinese Culture  
(Prerequisites: ENG 100/101)
- HIS 346 Chinese History and Culture I  
(Prerequisites: ENG 100/101)
- HIS 355 Chinese History and Culture II  
(Prerequisites: ENG 100/101)
- PHL 326 Chinese Thought  
(Prerequisites: ENG 100/101)
- POL 418 Economy and Government of Modern China  
(Prerequisites: ENG 100/101)
- LIT 310 Chinese Literature in Translation  
(Prerequisite: LIT 100)

## ● Minor in Criminal Justice Administration

(466)

Faculty Advisor: James Larson • (858) 642-8418 • jlarson@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

The minor in criminal justice administration is designed to provide students with a selective overview of the criminal justice system. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

## ● Minor in English

(486)

Faculty Advisor: John Miller • (714) 429-5146 • jmiller@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

Choose at least three of the following courses:

- 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)

Choose the remaining course(s) from the following list:

- ENG 350 Fundamentals of Linguistics  
(Prerequisites: ENG 100/101)
- ENG 365 Creative Writing  
(Prerequisites: ENG 100/101)
- ENG 375 Nature Writing  
(Prerequisites: ENG 100/101)
- LIT 360 Literary Theory  
(Prerequisite: LIT 100)
- LIT 345 Mythology  
(Prerequisite: LIT 100)
- LIT 430 Children's Literature  
(Prerequisite: LIT 100)
- LIT 443 World of the Short Story  
(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)

## ● Minor in Global Studies

(180)

Faculty Advisor: Daniel Thorburn • (209) 475-1443 • dthorbur@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

Please choose any six of the following:

- COM 385 Tale, Text, and Hypertext  
(Prerequisites: ENG 100/101)
- GLS 410 Gender and Global Society  
(Prerequisite: ENG 240)

- GLS 420 Ecological Revolutions  
*(Prerequisite: ENG 240)*
- GLS 430 The Global Economy  
*(Prerequisite: ENG 240)*
- HIS 320 Culture of Global Capitalism  
*(Prerequisites: ENG 100/101)*
- PHL 320 Comparative Religion  
*(Prerequisites: ENG 100/101)*
- SCI 300 Geography

## ● Minor in History

(181)

Faculty Advisor: Doug Slawson • (858) 642-8390 • [dslawson@nu.edu](mailto:dslawson@nu.edu)

### Requirements for the Minor

(6 courses; 27 quarter units)

Please choose any six of the following:

- HIS 360 American Colonial Experience  
*(Prerequisites: ENG 100/101 and HIS 220A)*
- HIS 361 Making and Sundering of Union  
*(Prerequisites: ENG 100/101 and HIS 220A)*
- HIS 362 U.S. Between Wars, 1865-1917  
*(Prerequisites: ENG 100/101 and HIS 220B)*
- HIS 363 U.S. Since World War I  
*(Prerequisites: ENG 100/101 and HIS 220B)*
- HIS 431 The Ancient World  
*(Prerequisites: ENG 100/101 and HIS 233)*
- HIS 432 The Classical World  
*(Prerequisites: ENG 100/101 and HIS 233)*
- HIS 433 The Post-Classical World  
*(Prerequisites: ENG 100/101 and HIS 233)*
- HIS 434 Modern World, 1500 to the Present  
*(Prerequisites: ENG 100/101 and HIS 234)*

## ● Minor in Mathematics

(153)

Faculty Advisor: Igor Subbotin • (310) 662-2150 • [isubboti@nu.edu](mailto:isubboti@nu.edu)

### Requirements for the Minor

(6 courses; 27 quarter units)

Students must select six upper division (300-400 level) courses in mathematics beyond MTH 221. Students can complete this minor to fulfill requirements for a Bachelor of Arts in Interdisciplinary Studies.

## ● Minor in Natural Sciences

(500)

Faculty Advisor: Michael Maxwell • (858) 642-8413 • [mmaxwell@nu.edu](mailto:mmaxwell@nu.edu)

### Prerequisites

(4 courses; 12 quarter units)

- BIO 100 Survey of Bioscience
- BIO 100A Survey of Bioscience Lab (1.5 quarter units)  
*(Prerequisite: BIO 100)*
- EES 103 Fundamentals of Geology
- EES 103A Fundamentals of Geology Lab (1.5 quarter units)  
*(Prerequisite: EES 103)*

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

Select six courses from the following:

- EES 301 Earth & Planetary Sciences
- SCI 303 GIS: Geographic Info Systems
- BIO 310 Evolution  
*(Recommended: prior completion of BIO161, 162 & 100A, or BIO 100& 100A, or equivalent)*
- EES 322 Oceanography
- BIO 330 Ecology

- EES 335 Environmental Science
- EES 336 Natural Resource Conservation
- SCI 400 History of Science  
*(Prerequisite: One 4.5 quarter unit course from the natural sciences)*
- BIO 405 Cell & Molecular Biology  
*(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)*
- BIO 405A Cell & Molecular Biology Lab (1.5 quarter units)  
*(Prerequisites: BIO 405)*
- BIO 408 Genetics and Heredity  
*(Recommended: prior completion of BIO 100 & 100A, or equivalent)*
- BIO 411 Biodiversity  
*(Recommended: Prior completion of BIO 100/100A, or BIO 161, 162 and 100A or equivalent)*
- BIO 412 General Zoology  
*(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)*
- BIO 412A General Zoology Lab (1.5 quarter units)  
*(Prerequisites: BIO 412)*
- BIO 420 Animal Behavior
- BIO 450 Natural History of California

## ● Minor in Persian Culture and History

(505)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

### Requirements for the Minor

(6 courses; 27 quarter units)

- HUM 362 Persian Culture  
*(Prerequisites: ENG 100/101)*
- HIS 339 The Middle East, 600–1600 C.E.  
*(Prerequisites: ENG 100/101)*
- HIS 342 History of Modern Middle East  
*(Prerequisites: ENG 100/101)*
- PHL 332 Religion of Islam  
*(Prerequisites: ENG 100/101)*
- POL 410 Middle Eastern Politics  
*(Prerequisites: ENG 100/101)*
- LIT 320 Contemporary Persian Literature in Translation  
*(Prerequisite: LIT 100)*

## ● Minor in Persian Studies

(504)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

### Requirements for the Minor

(8 courses; 30 quarter units)

*(Required preparation for the minor is PRS100/100A, PRS 101/101A, PRS 200/200A, PRS 201/201A)*

- PRS 300 Advanced Persian I  
*(Prerequisites: PRS 201/201A)*  
*(Co-requisite: PRS 300A)*
- PRS 300A Advanced Persian I Lab (1.5 quarter units)  
*(Prerequisites: PRS 201/201A)*  
*(Co-requisite: PRS 300)*
- PRS 301 Advanced Persian II  
*(Prerequisites: PRS 300/300A)*  
*(Co-requisite: PRS 301A)*
- PRS 301A Advanced Persian II Lab (1.5 quarter units)  
*(Prerequisites: PRS 300/300A)*  
*(Co-requisite: PRS 301)*
- PRS 400 Advanced Persian Conversation  
*(Prerequisites: PRS 301/301A)*

and

Choose three courses from the following:  
HUM 362 Persian Culture

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HIS 339 The Middle East, 600–1600 C.E.  
(Prerequisites: ENG 100/101)

HIS 342 History of Modern Middle East  
(Prerequisites: ENG 100/101)

PHL 332 Religion of Islam  
(Prerequisites: ENG 100/101)

POL 410 Middle Eastern Politics  
(Prerequisites: English 100/101)

LIT 320 Contemporary Persian Literature in Translation  
(Prerequisite: LIT 100)

PRS 350 Fundamentals of Persian Translation  
(Prerequisites: PRS 301/301A)

SOC 423 Iranian Cinema  
(Prerequisites: ENG 100/101)

POL 415 Petroleum and the Persian Gulf

## ● Minor in Political Science

(487)

Faculty Advisor: Shak Hanish • (858) 642-8494 • shanish@nu.edu

### Preparation for the Minor

POL 100 Introduction to Politics  
(Prerequisites: ENG 100/101)

POL 201 American Politics  
(Prerequisites: ENG 100/101)

MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)

### Requirements for the Minor

(6 courses; 27.0 quarter units)

Students wishing to minor in Political Science must take the following three (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 400 European Politics  
(Prerequisites: ENG 100/101)

POL 410 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, ENG 100/101)

SOC 540 Power and Social Change  
(Prerequisites: ENG 100/101)

## ● Minor in Pre-Law Studies

(455)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • jhamlin@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

A minor in pre-law studies helps prepare business professionals for the increasing legal implications of business in a global environment.

LAW 304 Legal Aspects of Business I

LAW 305 Legal Aspects of Business II

LAW 408 Legal Writing, Research and Oral Argument  
(Prerequisite: LAW 304)

LAW 400 Current Legal Issues

ADR 405 Negotiation Fundamentals

MGT 400 Ethics in Law, Business and Management

## ● Minor in Sociology

(485)

Faculty Advisor: Margaret Greer • (916) 855-4151 • mgreer@nu.edu

### Requirements for the Minor

(6 courses; 27 quarter units)

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

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

SOC 328 Intercultural Thinking and Creativity  
(Prerequisites: ENG 100/101)

SOC 344 Marriage, Sex and the Family  
(Prerequisites: ENG 100/101)

SOC 443 Sociology of Deviance  
(Prerequisites: SOC 100 and ENG 100/101)

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 ENG 100/101)

SOC 385 Methods of Social Inquiry  
(Prerequisites: SOC 100, ENG 100/101)

SOC 455 Organizational Sociology  
(Prerequisites: SOC 100 and ENG 100/101)

SOC 500 Cultural Pluralism in the USA  
(Prerequisites: ENG 100/101)

SOC 540 Power and Social Change  
(Prerequisites: ENG 100/101)

## GRADUATE DEGREES

### ■ MASTER OF ARTS IN COUNSELING

#### PSYCHOLOGY

(710-500)

Faculty Advisor: Valerie Alexander. 858 642 -8343 valexand@nu.edu

The Master of Arts in Counseling Psychology degree emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This degree meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Science in the state of California. The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about the MFT outside of California. It also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

#### Program Learning Outcomes

The program is guided by the standards of the California Board of Behavioral Sciences for academic training relevant to licensing as a Marriage and Family Therapist in the State of California, and by contemporary scientific, professional, and public practice. At the completion of the program students will achieve the following outcomes required for successful practice of Marriage and Family Therapy:



- Establish professional relationships with diverse clients that provide the necessary conditions for therapeutic change.
- Diagnose and assess categories of mental distress, psychopathology, and problems in living in diverse individuals, couples, families, and systems according to the current diagnostic systems.
- Develop strategies and detailed plans for successful and ethical psychotherapeutic interventions with diverse client groups in various clinical contexts, including crisis intervention and case management assessment.
- Critically evaluate and assess various models of psychotherapy and execute psychotherapeutic interventions within diverse relationships.
- Apply clinical theory, research, and related literature within the field of Marriage and Family Therapy.
- Apply professional ethics, values, and relevant laws and legal codes to the professional roles and systems related to the practice of Marriage and Family Therapy.
- Integrate professional and personal development through self-reflection and introspective awareness.

## Application Requirements

Students interested in enrolling in this program should contact the appropriate campus for further information regarding the application process.

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information as well as the MAC program criteria. All applicants are evaluated for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

## Degree Requirements

(18 courses; 81 quarter units)

To receive the Master of Arts in Counseling Psychology, students must complete at least 81 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation. In addition:

- Students must complete all coursework with a grade of "B" or better. Students who receive a grade of "C+" or lower in two (2) or more courses must repeat all such courses before being allowed to continue in the program.
- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 631A and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 200 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 631B. One-hundred-fifty of the 200 hours must involve face-to-face psychotherapy with clients.
- Independent studies are not allowed in this program.
- Students may not take more than one course per month.
- Students seeking licensure must register with the Board of Behavioral Science Examiners (BBS) after graduation and fulfill all BBS licensing requirements.

Students are also urged to join the California Association of Marriage and Family Therapy and the American Association of Marriage and

Family Therapists. Students must obtain malpractice insurance through C.A.M.F.T. or another professional organization.

Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.

## Prerequisite Recommended

(1 course; 4.5 quarter units)

PSY 429 Introduction to Personality Theory

Candidates who have not previously completed this course or its equivalent are strongly urged to do so. PSY 429 can be taken either online or in a classroom.

## Program Core Requirements

(18 courses; 81 quarter units)

These courses are scheduled on a limited basis. Students are encouraged to consult the regional faculty for the course sequence requirement, which may differ in each region. Enrollment in these courses is limited to MA Counseling Psychology students unless the course is specifically listed in another degree.

PSY 635 Development Contexts in Psychotherapy: Childhood and Adolescence

PSY 629A Adult Development

PSY 653 Research Critiques

PSY 623A Clinical Assessment I

PSY 623B Clinical Assessment II  
(Prerequisite: PSY 623A)

PSY 636 Child/Adolescent Counseling

PSY 632A Family Therapy

PSY 632B Couples Therapy  
(Prerequisite: PSY 632A)

PSY 628 Group Therapy

PSY 627 Legal and Ethical Issues for MFT

PSY 631A Counseling Practicum I  
(Prerequisite: Department approval)

PSY 631B Counseling Practicum II \*  
(Prerequisites: PSY 631A and Department approval)

PSY 637 Culture in Counseling

PSY 624 Assessment Techniques for MFT

PSY 642 Relational Violence

CHD 640 Treatment of Addictions

PSY 626 Human Sexuality in Psychotherapy

PSY 655 Psychopharmacology

\*This seminar meets once a week for two hours during six consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

## ■ MASTER OF ARTS IN ENGLISH

(710-504)

Faculty Advisor: Janet Baker • (858) 642-8472 • [jbaker@nu.edu](mailto:jbaker@nu.edu)

The Master of Arts in English provides a balanced and comprehensive program of graduate study in literature and writing. The program is ideal for teachers who desire a content M.A. beyond the credential. It is also excellent preparation for doctoral studies in English, teaching in the two-year college, or other careers requiring a high degree of literacy.

The curriculum offers a balanced coverage of major approaches to literature, including theoretical, historical, comparative, thematic, multicultural, and genre studies. It provides students with the tools and skills to produce literary scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of literary study.

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## Program Learning Outcomes

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

- Research and apply relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific works of literature.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of literature.
- Synthesize current theory and practice in the study of American multicultural literature.
- Evaluate the complexities of canon formation.
- Engage in informed critical discussion, both oral and written, of the works and criticism of a specific literary period or movement.
- Participate in rigorous critiques of the scholarly works of others.
- Revise and expand a scholarly paper to submit for publication in a scholarly or literary journal.

## Writing Across the Curriculum

The University's Writing Across the Curriculum program offers opportunities for students to participate in meaningful projects that will enhance their career development. These projects include editing and producing the student literary journal, *The GNU* and working on the *WHACK*, the Writing Across the Curriculum Newsletter. Contact Vicki Martineau, Director of Writing Across the Curriculum, at [vmartine@nu.edu](mailto:vmartine@nu.edu), for additional information.

In addition, various departmental faculty have opportunities for students to assist them with teaching, scholarly projects, or other activities and students can receive valuable experience and mentoring from working with them. Contact individual faculty members for information.

## Degree Requirements

(10 courses; 45 quarter units)

To receive the Master of Arts in English, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

## Program Core Requirements

(6 courses; 27 quarter units)

ENG 600 Seminar in Literary Theory  
ENG 610 Multicultural Literature

ENG 620A Literary Period or Movement I (if not used to fulfill another program requirement)

or

ENG 620B Literary Period or Movement II (if not used to fulfill another program requirement)

ENG 640 Seminar in Poetry

ENG 690A Major Author Seminar I (if not used to fulfill another program requirement)

or

ENG 690B Major Author Seminar II (if not used to fulfill another program requirement)

ENG 699 English Capstone course  
(Prerequisite: All other program requirements must be completed before enrolling in this course. Exceptions may be made if student is within two courses of program completion,

*only with the approval of the Program Director.*)

## Program Electives

(4 courses; 18 quarter units)

Select from the following list of courses:

ENG 620A Literary Period or Movement I (if not used to fulfill another program requirement)

or

ENG 620B Literary Period or Movement II (if not used to fulfill another program requirement)

MCW 600 Pedagogy of Creative Writing

MCW 620 Writing Internship

MCW 630 Seminar in Fiction

MCW 645 Seminar in Poetry Writing

MCW 650 Seminar in Creative Non-Fiction

ENG 660 Seminar in Literary Hypermedia

ENG 655 Composition Pedagogy

ENG 656 History of Rhetoric

ENG 657 Modern Rhetoric

ENG 665 Film Theory

ENG 666 Film History: The Silents

ENG 667 Film History: American Film

ENG 668 Film Genre Studies

ENG 669 World Film

ENG 670 Comparative Literary Studies

ENG 690A

or

ENG 690B Major Author Seminar I or II (if not used to fulfill another program requirement)

ENG 680A Seminar in a Theme I

ENG 680B Seminar in a Theme II

ENG 685 Great Directors: American

ENG 686 Great Directors: International

## ■ MASTER OF ARTS IN HISTORY

(710-517)

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

The Master of Arts in History offers a broad yet focused program of graduate training in historical research and writing. The program is well-suited for teachers who would like a discipline-based Master's degree beyond the credential. It is also excellent preparation for a career with the State Department, teaching History at the community college, doctoral studies in History, or any career in the public or private sectors requiring advanced research, analytical, and writing skills.

The graduate curriculum offers balanced coverage of the major theoretical, regional, comparative, thematic, topical, global, and epochal approaches to the research and writing of History. It equips students with the advanced research, analytical, and writing skills needed to produce historical scholarship of professional quality and to participate in the transformative and trenchant discussions of professional historians. At the conclusion of their course of study, students will present original research findings either by writing a traditional Master's thesis or creating a Web-based multimedia Master's project. Either option will be the result of extensive historical research.

## Program Learning Outcomes

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

- Articulate their capacity for continued learning, growth and scholarly activity in the discipline of history and their specific field(s) of interest.
- Exhibit professional and technical expertise consistent with the standards of disciplinary and/or content-area professional historical associations.
- Analyze the various ethical and professional issues that emanate

- from historical scholarship.
- Evaluate and interpret historical texts, including primary and secondary sources, in a multifaceted and nuanced manner.
- Apply a scholarship-based understanding of key historiographical theories and philosophies to a variety of historical subjects.
- Employ their knowledge of the conventions and methods of historical inquiry to propose and initiate promising research projects.
- Conduct advanced historical research that engages disciplinary perspectives, uses relevant resources, and contributes to scholarly understanding.
- Create sophisticated and professionally-informed written works or websites in a prose and visual style that is clear and effective.
- Assume leadership roles in professional and occupational organizations in communities in which they live and work.

## Degree Requirements

To be admitted to the Master of Arts in History program, students must have a Bachelor of Arts in History or a closely-related field in the social sciences or humanities. Students with a minor in history may be admitted after approval by the Program Lead Faculty.

To receive the Master of Arts in History, students must complete at least 45 quarter units.

A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Coursework transferred from other universities must first have the approval of the Program Lead Faculty. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

All students are encouraged to select a thesis advisor early in their program from the program faculty based on areas of interest and planned thesis or multimedia project but they must choose a thesis advisor approved by the Program Lead Faculty no later than the start of their fifth course. Students should consult regularly with their thesis advisor regarding course selection and their research proposal. The student's thesis advisor and faculty members teaching HIS 695 and/or HIS 696 will give final approval to the student's research prospectus and the thesis advisor and faculty member teaching HIS 698 or HIS 699 will give final acceptance to the Master's thesis or multimedia project as satisfying part of the requirements for the Master of Arts in History degree.

## Program Core Requirements

(6 courses; 27 quarter units)

- HIS 600 Seminar in History and Theory
- HIS 618A Seminar in Modern Europe I (if not used to fulfill another program requirement)
- or
- HIS 618B Seminar in Modern Europe II (if not used to fulfill another program requirement)
- HIS 620A Seminar in United States History I (if not used to fulfill another program requirement)
- or
- HIS 620B Seminar in United States History II (if not used to fulfill another program requirement)
- HIS 630 Seminar in World History
- HIS 695 Directed Research Methods
- HIS 698 Media/Technology Project\*  
(Prerequisites: HIS 695 and 696 and all other program requirements must be completed before enrolling in this course.)

or

- HIS 699 Thesis \*  
(Prerequisite: HIS 695 and all other program requirements must be completed before enrolling in this course.)

\*Course is two months long

## Program Electives

(4 courses; 18 quarter units)

Select from the following list of courses:

- HIS 618A Seminar in Modern Europe I  
(if not used to fulfill another program requirement)
- or
- HIS 618B Seminar in Modern Europe II  
(if not used to fulfill another program requirement)
- HIS 620A Seminar in United States History I  
(if not used to fulfill another program requirement)
- or
- HIS 620B Seminar in United States History II  
(if not used to fulfill another program requirement)
- HIS 640 Seminar in Comparative History
- HIS 645A Special Topics in History I
- HIS 645B Special Topics in History II
- HIS 649A Seminar in a Period/Movement I
- HIS 649B Seminar in Period/Movement II
- HIS 658 Seminar in Modern China
- HIS 668 Seminar in Modern Middle East
- HIS 678 Seminar in Modern Africa
- HIS 688 Seminar in Latin America
- HIS 696 History and Applied Media  
(Prerequisite: HIS 695)

## ■ MASTER OF ARTS IN HUMAN BEHAVIOR

(710-501)

Faculty Advisor: Charles Tatum 858 642 8476 ctatum@nu.edu

The Master of Arts in Human Behavior is designed for people desiring greater knowledge of the behavioral sciences. The degree exposes the student to a wide array of behavioral topics covering personal, social and organizational issues. The program is intended for students who have specific ambitions in the fields of supervision, management, and administration, but should also appeal to students undergoing life transitions, seeking personal or career growth, or requiring preparation for doctoral-level training.

## Program Learning Outcomes

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

- Synthesize and apply communication theory and practice in real-world situations.
- Develop a personal and professional code of ethics based on knowledge and understanding of moral and ethical principles and values.
- Assimilate adult development and human sexuality theories and principles into personal and interpersonal growth.
- Analyze and apply behavioral and organizational change processes to personal, social, and organizational settings.
- Integrate theories of leadership into applied areas of supervision, management, and administration.
- Demonstrate practical competence in the use of behavioral theory, research and assessment.
- Produce written materials (papers, essays, projects, journals, etc.) that analyze, integrate, and critique critical theories, issues and research in human behavior.
- Demonstrate oral fluency (class debates, group discussions, individual presentations, etc.) in articulation of the theory and

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- practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

## Degree Requirements

(12 courses; 54 quarter units)

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

## Program Core Requirements

(10 courses; 45 quarter units)

HUB 648	Personal Growth and Communication
HUB 646	Personal and Professional Ethics
HUB 641	Stages of Adult Development
HUB 639	Contemporary Issues in Sexuality
HUB 601A	Organizational Behavior
HUB 642	Theories of Behavior Change
HUB 601D	Creative Leadership
HUB 650	Foundations of Behavioral Research
HUB 660	Assessment in Organizations (Prerequisite: HUB 650)
HUB 680	Integrative Project in Human Behavior (Capstone course) (Prerequisite: HUB 650, 660)

## Program Electives

(2 courses; 9 quarter units)

Students can select graduate elective courses from the following course prefixes: CHD, HRM, HUB, MKT, MGT, PAC and SOC (CHD 601, PAC600 and SOC 604 are highly recommended). In addition, some education and psychology courses are acceptable with the approval of the Chair of the Department of Psychology. (*Note: Due to enrollment restrictions, special permission by the Chair of the Department of Psychology is required to take CHD 640 or any courses designated PSY 600 or above.*)

## ■ MASTER OF ARTS IN SOCIAL TRANSFORMATION AND COMMUNITY DEVELOPMENT

(710-509)

Faculty Advisor: Gerald Glover • gglover@nu.edu

This trans-disciplinary program covers a range of social and community change models that address individual and community development in a global context. Through reading, discussion, experiential activities, case study, and fieldwork, students will develop skills in planning and change facilitation.

For aspiring change agents and consultants working in international social transformation and community development projects. The target population includes current, and future, leaders involved with social transformation and community development initiatives. For example, the MA in Social Transformation and Community Development may interest freelance specialists consulting for projects in developing countries, desk officers working with non-governmental organizations (NGO) such as OXFAM, CARE, and others, varied professionals who want to become consultants, civil servants with international organizations, change agents from the private sector, organizational and/or community leaders, expatriates on international assignments, and students who plan careers in social

transformation and community development.

Graduates of the Master of Arts in Social Transformation and Community Development will apply graduate level analytical and critical thinking, and use primary source literature research to evaluate social transformation and community development projects and proposals. They will be expected to demonstrate graduate level presentation and writing skills to communicate effectively to a variety of professional settings. They will develop holistic and systems views of relevant literature and research in the profession and be able to make appropriate decisions in field applications. They will demonstrate high ethical principles and practice, be open to feedback and able to learn from it, and show in their actions and communications a commitment to expanding access, building community, supporting collaborative community service, and empowerment of responsible citizens in an interdependent, pluralistic, global community.

## Program Learning Outcomes

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

- Evaluate and apply the scholarly and professional literature and research from the social transformation and community development professions, including the roles of educators, political leaders, non-profit administrators, and corporate executives, consultants, and change agents;
- Compare and contrast case examples to articulate and evaluate the strengths and weaknesses of ecological dynamics of human communities, carrying capacity, access to basic resources, health and well being, and quality of life;
- Evaluate, compare, and apply research on social transformation and community development, such as quality of life and social indicators, demographic trends, and the success/failure of initiatives;
- Describe the origins and contemporary implications of cultural differences effecting individual identity formation, community development and social transformation, and translate intervention methods into diverse cultural contexts;
- Critically analyze social transformation and community development cases and practices from within systemic, holistic, and sustainable perspectives;
- Evaluate the global and local relevance of various social transformation and development models and methods;
- Recognize and manage their own conduct within the dynamics of power, politics, and resources in social transformation and community development contexts;
- Plan, design, and evaluate an effective and sustainable social transformation and community development initiatives; and
- Effectively evaluate and appropriately apply methods for social transformation and community development initiatives including some of the following: planning, analyzing organizational culture, reconciling stakeholder values, building social networks, innovation diffusion, effective communication, adaptive leadership, managing knowledge, problem solving, and technology transfer.

## Degree Requirements

To be awarded the MA in Social Transformation and Community Development students must complete at least 54 quarter units of graduate work. A total of 9 quarter units of graduate credit may be granted for equivalent graduate level coursework completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students must complete a field work project involving community development or social transformation. Students will identify a suitable project as part of SCD 620 and SCD 699.

## Core Requirements

(11 courses; 49.5 quarter units)

SCD 600	Global Development
SCD 610	Human Environments
SCD 620	Applied Field Research
SCD 630	Culture and Change
SCD 640	Social Change Models
SCD 650	Communicating Innovations
SCD 660	International Consulting
SCD 670	Power and Resources
SCD 680	Planning and Evaluation
SCD 690	Strategies for Consulting
SCD 699	Integrative Seminar*

*(Prerequisites: SCD 600, 620, 640, 680, 690 and one graduate level elective)*

\*This is a two-month course and it is recommended (though not mandatory) that students take this at the end of their program.

## Program Elective

(1 course; 4.5 quarter units)

Choose one graduate level elective from the following list:

LED 602	Developing Groups and Teams
LED 604	Leading Change and Adaptation
LED 605	Negotiation and Conflict Resolution
HUB 601A	Organizational Behavior
HUB 601D	Creative Leadership
HUB 650	Foundations of Behavioral Research
HUB 660	Assessment in Organizations
	<i>(Prerequisite: HUB 650)</i>
MGT 635	The Organizational Consulting Process

## ■ MASTER OF CRIMINAL JUSTICE

(761)

Faculty Advisor: Victor Lewis • (858) 642-8442

The Master of Criminal Justice (MCJ) is designed to provide students with the required knowledge and competence in administration, management and problem solving skills in the challenging and demanding careers of Criminal Justice in the fields of criminal justice administration and criminal justice research and development. Students completing the Master in Criminal Justice are exposed to both theoretical and applied models and concepts in criminal justice administration, as well as qualitative and quantitative research methods. The Master of Criminal Justice program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop the problem solving and research skills as well as technological expertise necessary to analyze reality-based cases and assignments to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the administration of justice, law enforcement management, correctional administration, security administration, and criminal justice research as well as teaching and training assignments await graduates with a Master's Degree in Criminal Justice.

## Program Learning Outcomes

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

- Appraise the managerial practices that have shaped the criminal justice professions.
- Analyze court decisions involving police or criminal justice agencies in terms of criminal sanctions.
- Analyze issues of police morale, motivation, retention, selection and recruitment.

- Evaluate and determine what should be the consequences of unethical conduct by Police Officers
- Formulate and describe the goals of security management
- Evaluate and compare the American criminal justice system with that of other systems
- Analyze the various criminological theories
- Evaluate disciplinary, theoretical and philosophical foundations
- Analyze and assess the concept of victimization
- Conduct extensive original research at a professional level on a pre-approved topic

## Degree Requirements

(12 courses; 54 quarter units)

For students in the BS in Criminal Justice Administration/MCJ transition program, the University will waive the criminal justice course(s) taken as part of the bachelor's degree (see BS in Criminal Justice Administration transition program) if the grade earned is a "B" or higher but no graduate units will be awarded.

To receive a Master of Criminal Justice, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

## Core Requirements

(8 courses; 36 quarter units)

CJA 600	CJ Theory, Practice & Policy
CJA 610	Critical Issues in CJ
CJA 620	Legal Issues in CJ
CJA 622	Professional Ethics in CJ
CJA 625	Security Management & Planning
CJA 627	Comparative CJ Systems
CJA 650	Advanced Criminological Theory
CJA 690	Research Project Thesis

*(Prerequisite: must complete all seven (7) core courses)*

## Program Electives

(4 courses; 18 quarter units)

Select 4 courses from the following list of courses:

CJA 655	Advanced Research Methods
CJA 660	Drugs, Alcohol & Public Policy
CJA 665	Violence and Victimization
FSC 622	Law and Criminal Procedure
FSC 631	Major Case Investigation
FSC 643	Forensic Psychology

## ■ MASTER OF FINE ARTS IN CREATIVE WRITING

(715-505)

Faculty Advisor: Frank Montesonti • (858) 642-8559 • [fmontesonti@nu.edu](mailto:fmontesonti@nu.edu)

The Master of Fine Arts in Creative Writing offers students the opportunity to master advanced skills in carrying out independent and sustained activity in creative writing in the areas of fiction, literary nonfiction, poetry, and screenwriting. Guided development of each writer's talents culminates in a final project, a publishable-quality thesis in the area of specialty. This final project should demonstrate a critical application of specialist knowledge in the chosen specialty and should make an independent contribution to existing work in that area. This program is excellent preparation for a professional career in writing, working in the areas of publishing or filmmaking, and is the minimal academic qualification appropriate

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for those who desire to teach writing at the college or university level.

Faculty in the MFA in Creative Writing program maintain a strong commitment to scholarly value and the active support of students in their passion for literature, film and writing. Creative writing students are expected to make important contributions to the publication of the student literary journal (GNU) and actively participate in seminars designed to foster creative and critical debate. Courses are directed to the refinement of creative practice and academic excellence. Faculty are experienced and published writers in their fields and offer supervision in the areas of fiction, poetry, literary nonfiction, and screenwriting.

## Program Learning Outcomes

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

- Evaluate various aesthetic theories pertaining to specialty (fiction, literary nonfiction, poetry, or screenwriting).
- Formulate practical and theoretical models of teaching and learning the writing of fiction, literary nonfiction, poetry and screenwriting
- Criticize and evaluate specific works of literature and screenwriting.
- Develop publishable-quality writing in area of specialty (fiction, literary nonfiction, poetry, or screenwriting).
- Evaluate different literary formats, e.g., narrative, exposition, critical analysis, and to implement MLA format.
- Implement craft principles such as plot, characterization, style, point of view, narrative technique, and language in the creation of fiction.
- Implement craft principles such as plot, characterization, style, point of view, narrative technique, and language in the creation of literary nonfiction.
- Implement craft principles such as language, style, themes, technique, rhythm, and form in the creation of poetry.
- Implement craft principles such as plot, characterization, style, point of view, narrative technique, language, form, dialogue, and other issues of screenwriting.

## Application Requirements

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information. In addition, applicants in creative writing should submit portfolios of their writing directly to: fmontesonti@nu.edu. The portfolio should include 20-40 pages of fiction or literary nonfiction (usually two to three short stories or essays), or 10-20 pages of poetry, or a completed screenplay, or a substantial sample of work in several forms.

Based on the portfolio, applicants may be advised to complete one or more of the following undergraduate courses prior to enrolling in the advanced writing workshops:

ENG 365	Creative Writing (Prerequisites: ENG 100/101)
LIT 443	World of the Short Story (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)

## Career Development Opportunities

A number of career development opportunities are available for degree candidates who plan to teach, work in film, or pursue careers

in writing or publishing. A small number of pre-established internship positions will be available through National University, which may include: tutoring positions in the online Writing Center; teaching assistantships in the Composition program; editorial positions on the Gnu, National University's literary journal; coordinating positions for an annual Writing and Literary Conference. Other pre-established positions, outside of the University, may include: organizing a reading series at a local library; teaching a series of writing workshops at a low-income housing center; or working for a small press or literary journal. Students interested in these opportunities should register for MCW620, Writing Internship, and will be eligible to apply for the pre-established positions. All students enrolled in MCW620 will have a chance to develop and implement an internship program appropriate to their specific interests.

## Degree Requirements

(10 courses; 45 quarter units)

To receive the MFA in Creative Writing, students must complete at least 45-quarter units; a total of 4.5 quarter units may be granted for equivalent 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 General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

## Core Requirements

(4 courses; 18 quarter units)

Students are required to take MCW 600, one seminar in their chosen specialty, and two additional courses of their choice in different areas.

MCW 600 Pedagogy of Creative Writing

and choose three of the following courses:

MCW 620 Writing Internship

MCW 630 Seminar in Fiction Writing

MCW 645 Seminar in Poetry Writing

MCW 650 Seminar in Creative Nonfiction

MCW 685 Basics of Screenwriting

MCW 600 is four weeks; all other writing workshops and seminars are eight weeks in duration.

## Specialized Study

(2 courses; 9 quarter units)

(Prerequisite for advanced workshops: approval of Application Portfolio)

Students are expected to take a minimum of two seminars in their specialty. All advanced creative writing courses are conducted by teachers who are accomplished creative writers sensitive to the efforts of writing. Classes are conducted as workshops, with student work comprising much of the text for the course.

MCW 630A Advanced Workshop in Fiction I  
(Prerequisite: MCW 630)

and

MCW 630B Advanced Workshop in Fiction II  
(Prerequisite: MCW 630)

or

MCW 640A Advanced Workshop in Poetry I  
(Prerequisite: MCW 645)

and

MCW 640B Advanced Workshop in Poetry II  
(Prerequisite: MCW 645)

or

MCW 650A Adv Workshop in Lit Nonfiction  
(Prerequisite: MCW 650)

and

MCW 650B Adv Workshop in Lit Nonfiction  
(Prerequisite: MCW 650)

or

MCW 680A Adv Workshop in Screenwriting  
(Prerequisite: MCW685)

and

MCW 680B Adv Workshop in Screenwriting  
(Prerequisite: MCW685 and MCW 680A)

## Elective Requirements

(2 courses; 9 quarter units)

Students choose two electives in form and technique specific to specialty; courses must constitute a coherent program of study. It is possible to pursue a course in another discipline when such study is demonstrably essential to the student's creative work. Students are encouraged to choose electives to strengthen areas of weakness; pursue technical or theoretical knowledge essential to the student's creative work, or to otherwise enrich the degree program. The candidate must work out a specific program in conjunction with the lead program faculty.

Approved courses (other courses may be approved by lead program faculty)

ENG 600 Seminar in Literary Theory  
ENG 610 Multicultural Literature  
ENG 620A Literary Period or Movement I  
ENG 620B Literary Period or Movement II  
ENG 640 Seminar in Poetry  
ENG 660 Seminar in Literary Hypermedia  
ENG 655 Composition Pedagogy  
ENG 670 Comparative Literary Studies  
ENG 680A Seminar in a Theme I  
ENG 680B Seminar in a Theme II  
ENG 690A Major Author Seminar I  
ENG 690B Major Author Seminar II  
ENG 665 Film Theory  
ENG 666 Film History: The Silents  
ENG 667 Film History: American Film  
ENG 668 Film Genre Studies  
ENG 669 World Film  
ENG 685 Great Directors: American  
ENG 686 Great Directors: International

## Thesis Courses

(2 courses; 9 quarter units)

MCW 660 Thesis I (Practicum)  
(Prerequisite: all core, specialized study and elective courses)  
MCW 670 Thesis II (Revision)  
(Prerequisite: MCW 660)

Thesis: The thesis must be a mature, substantial body of work e.g. a collection of stories, essays, or poems, a novel, or a full-length screenplay. The thesis will include an aesthetic statement (minimum 2000 words) in which the writer discusses her/his evolution as an artist and the evolution of the work. The student will choose a mentor for the thesis, and will work with the mentor in an individualized manner, decided upon through conference with the mentor.

## Language Requirement

There is no language requirement for this program. It is possible, however, to pursue a series of electives in a particular language when such study is demonstrably essential to the student's creative work. The candidate must work out a specific program in conjunction with the lead program faculty.

## ■ MASTER OF FORENSIC SCIENCES

(760)

Faculty Advisor: Ismail Sebetan • (858) 642-8419 • isebetan@nu.edu

The Master of Forensic Sciences (MFS) is a specialized professional degree designed for law enforcement, lab personnel, attorneys, investigators, and other professionals seeking to upgrade their existing skills, as well as individuals who are interested in pursuing a career in the forensic sciences, law, law enforcement, private or governmental laboratories, jails and corrections, and the Medical Examiner's Office. The field of forensics focuses on the application of scientific methods to the resolution of legal problems.

## Program Learning Outcomes

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

- Demonstrate understanding of basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, identification of unknown dead bodies; and to meaningfully interact with the forensic pathologist and medico-legal death investigators.
- Assess and apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Evaluate and describe the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Evaluate and apply the basic principles of forensic photography, and explain the legal issues related to forensic photography and courtroom or trial presentation.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses. Evaluate the current state of the art of psychological and psychiatric testing.
- Describe methods used in crime scene analysis and demonstrate full awareness of methods appropriate to profiling with applying profiling knowledge to crime scene variables.
- Synthesize a realistic and broader perspective of the theories, techniques and practices which apply to virtually all criminal and civil investigation.
- Assess & use the investigative techniques utilized in the processing, and interpretation of evidence of computer and multimedia (video, image, audio) forensics, and the application of the field in both the criminal and civil arenas.
- Analyze the constitutional tensions between the interests of society, on the one hand, and the rights of individuals, on the other, in connection with various criminal procedures and contexts.
- Evaluate and analyze friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.
- Fully understand the meaning and objective of the scientific research, develop research question and apply the appropriate research methodology, discuss the data and make recommendations based on the obtained data and the analyzed results.

The Master of Forensic Sciences degree program offers two areas of specialization (AOS). Students are required to take one AOS.

## Degree Requirements

(12 courses; 54 quarter units)

For students in the BS in Criminal Justice Administration/MFS transition program, the University will waive the forensic sciences course(s) taken as part of the bachelor's degree (see BS in Criminal Justice transition program), but these students must still meet the residency requirements for the MFS.

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

Students must have an undergraduate degree in a laboratory science in order to enroll in the MFS with a specialization in criminalistics. The MFS with a specialization in investigation does not have a specific major requirement for the undergraduate degree.

## Core Requirements

(8 courses; 36 quarter units)

FSC 630	Forensic Pathology I
FSC 642	Forensic Pathology II (Prerequisite: FSC 630)
FSC 643	Forensic Psychology
FSC 648	Forensic Photography **
FSC 631	Major Case Investigation
FSC 647	Crime Scene Investigation
FSC 654	Criminal Profiling
FSC 662	Supervised Research Project* (Prerequisites: Satisfactory completion of at least 8 of the core FSC classes)

\*This is a two-month, one-meeting-per week course with a significant research component. Grading is by H, S, or U.

Students who do not complete the Research Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one time six-month extension. Students who do not complete the project at the end of the extension period will need to retake FSC 662. No grade of "I" (Incomplete) can be given for this course.

\*\* Students will be required to obtain their own photographic equipment, which must meet the requirements of the course. All digital cameras to be used must meet the same standards as film based forensic cameras, which includes: interchangeable lenses, manual settings for shutter and aperture, and the ability to use an external, off camera electronic flash attachment.

## MFS Areas of Specialization (AOS)

### ▲ Specialization in Criminalistics

(886)

This AOS in criminalistics requires that students have an undergraduate degree in physical science. The specialization courses include Trace Evidence, Advanced Forensic Toxicology, Advanced Forensic Serology and DNA, and Forensic Anthropology and Archeology, as well as coursework in: Forensic Medicine and Pathology; Psychology, Psychiatry, and the Law; Major Case Investigation; Crime Scene Investigation; and Criminal Investigation Analysis (Profiling). The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.

#### Program Requirements

(4 courses; 18 quarter units)

FSC 632	Trace Evidence
FSC 633	Advanced Forensic Toxicology
FSC 634	Forensic Serology and DNA
FSC 635	Forensic Anthropology

### ▲ Specialization in Investigation

(887)

This AOS in investigation is designed to provide graduate education in the most current and advanced forensic investigative techniques available in the field, with a wide understanding of the concepts underlying the forensic sciences. This program is suitable for those students who are interested in pursuing a career in forensic crime and death investigations. The program also allows individuals who are currently working in forensic investigation areas to develop and upgrade their individual educational skills. The specialization courses include Advanced Criminalistics, Electronic Crime Scene Investigation: Computer Forensics, Constitution and Criminal Procedure, and Advanced Fingerprint Analysis. The program also includes forensic-related writing and research. The program culminates in a supervised master's research project directed by full-time faculty and a committee of associate and core adjunct faculty selected by students from their program.

#### Program Requirements

(4 courses; 18 quarter units)

FSC 620	Advanced Criminalistics
FSC 621	Digital Evidence
FSC 622	Law and Criminal Procedure
FSC 623	Fingerprint Analysis

#### Program Electives

For electives, students can take courses with the pre approval of the Faculty Advisor who should be consulted prior to scheduling of any elective. The following are recommended:

FSC 661	Internship in Forensic Sciences (1.5-4.5 quarter units)
FSC 651	Selected Topics in Forensic Sciences

## ■ MASTER OF PUBLIC ADMINISTRATION

(740)

Faculty Advisor: Maryam Davodi-Far • (858) 642-8653 • [mdavodi-far@nu.edu](mailto:mdavodi-far@nu.edu)

The Master of Public Administration (MPA) is designed for students who want to pursue the challenging career of government management at the federal, state, or local level and nonprofit management. With an emphasis on the proactive public administrator, it is for those public administrators who aspire to top-level positions. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing.

#### Program Learning Outcomes

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

- Demonstrate critical thinking skills relevant to public administration in a global world.
- Analyze and evaluate the concept of new public management within a historical context.
- Identify and analyze the impact of political influences on the public sector decision-making process.
- Explain the division of power within American government as established by the U.S. Constitution.
- Describe, analyze, and evaluate the various approaches to managing government employees.
- Describe the basic concepts and methodologies of statistics and research in public administration.
- Evaluate the effectiveness of public administration strategies for dealing with the media and issue networks.
- Explain and evaluate community relations in reference to



- government support, justice and law enforcement.
- Analyze and evaluate the impact of public administration decisions on urban planning and redevelopment.
- Explain and evaluate public administration trends and strategies for financing local government.
- Identify resources and approaches for developing grant proposals for community programs and services.
- Describe the role and function of public administration in today's multicultural environment.

## Degree Requirements

(12 courses; 54 quarter units)

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

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

## Core Requirements

(8 courses; 36 quarter units)

ODV 600	Theory and Practice of Organizational Development
PAD 620	Foundations of Public Administration
PAD 622	Seminar in Urban Affairs
PAD 626	Public Personnel Policy
PAD 627	Quantitative Methods in Public Administration
PAD 632	Financial Management and Grant Administration
PAD 631	Urban Planning and Redevelopment
PAD 644	MPA Project

## Program Electives

(4 courses; 18 quarter units)

Students should select a general set of 600-level courses offered in the School of Business and Management, or those offered in other schools with the approval of the Dean of the College of Letters and Sciences.

## MPA Areas of Specialization

### ▲ Specialization in Alternative Dispute Resolution

(740-000-898)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

This area of specialization is designed for students who wish to complete an MPA program while focusing their graduate studies in Alternative Dispute Resolution, which is one of the fastest growing fields in the U.S. and the world at large. The program provides students with a broad knowledge of Alternative Dispute Resolution subjects and will enable students to not only become effective mediators and negotiators but also to use these skills to resolve conflict in the workplace. Expertise in Alternative Dispute Resolution is in high demand in the business community, local, state, and federal governments, and in neighborhood communities.

## Program Requirements

(4 courses; 18 quarter units)

ADR 600	Alternative Dispute Resolution
ADR 605	Negotiation
ADR 610	Facilitation
ADR 615	Mediation

### ▲ Specialization in Human Resource Management

(852)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

This area of specialization focuses on managing people, the human resource of the organization. Moving beyond common sense and good interpersonal skills, these courses provide students with the knowledge to recruit, select, train, evaluate, and compensate employees. Students learn how changes in the workplace, such as governmental regulations, global competition, developing technologies and organizational transformations, influence the performance and productivity of workers. Technical knowledge and practical skills for dealing with a multicultural workforce offer students new ideas on leadership and effective tools for managing human resource.

## Program Requirements

(4 courses; 18 quarter units)

HRM 660	Theory and Practice of Human Resource Management
HRM 630	Legal, Ethical, and Safety Issues in Human Resource Management
HRM 637	Workforce Planning, Development, and Outsourcing
HRM 667	Compensation and Benefits

### ▲ Specialization in Organizational Leadership

(888)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • [jbuchanan@nu.edu](mailto:jbuchanan@nu.edu)

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

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

## Program Requirements

(4 courses; 18 quarter units)

LED 602	Developing and Implementing Groups and Teams
LED 603	Organizational Leadership
LED 604	Leading Change and Adaptation
LED 605	Negotiation and Conflict Resolution

### ▲ Specialization in Public Finance

(882)

In lieu of general electives, a student can choose a specialization in public finance. This area of specialization provides an opportunity for students to acquire specific knowledge and develop practical skills in public finance. It particularly emphasizes the areas of public/private partnerships and contract bargaining and negotiation – critical areas in public administration today. The population served

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is that of public employees working in the areas of public finance and/or human resource management or those interested in working in these particular areas.

## Program Requirements

(4 courses; 18 quarter units)

PAD 640	Public Finance
PAD 641	Local Government Budgeting
PAD 642	Seminar in Public-Private Financing
PAD 643	Contract Negotiation in the Public Sector

## CERTIFICATE PROGRAMS

### ● Undergraduate Certificate in Alternative Dispute Resolution

(670-000-482)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

The successful completion of the ADR certificate program will provide students with the necessary skills to become effective negotiators, mediators, and facilitators. These skills are in high demand in the business community, local, state, and federal governments, and neighborhood communities.

Students who wish to pursue a baccalaureate degree or a second baccalaureate degree can apply some or all the academic credits awarded in the certificate program toward that degree, assuming they meet the GPA and other requirements of that degree program.

Employment and volunteer opportunities exist for mediators in both the private and government sectors such as:

- Ombudsperson for a corporation or university
- Education, teaching and training
- Human Resources Departments
- U.S. Military
- State Mediation and Conciliation Service (SMCS)
- State of California Department of Fair Employment and Housing
- San Diego City Attorney's Office
- Federal Mediation and Conciliation Service
- Equal Employment Opportunity Commission (EEOC)
- Mediation and Arbitration Private Practice
- Small Claims Courts
- Nonprofit Organizations and Community Mediation Programs
- Restorative Justice Program

### Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Alternative Dispute Resolution, students must complete four courses for the major and two electives from the courses listed below.

ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 410	Facilitation Fundamentals
ADR 415	Mediation Fundamentals

### Electives

Choose two of the following:

ADR 420	Communication and Conflict
ADR 425	Cultural Issues in Conflict Management
ADR 430	Ethics and Neutrality

### ● Graduate Certificate in Alternative Dispute Resolution

(770-000-898)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

Expertise in Alternative Dispute Resolution is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the ADR certificate program will provide students with the necessary skills to become effective negotiators, mediators, and facilitators and to promote peace and understanding between diverse cultures. Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward that degree, assuming they meet the GPA and other requirements of that degree program.

Employment and volunteer opportunities exist for mediators in both the private and government sectors such as:

- Ombudsperson for a corporation or university
- Education, teaching and training
- Human Resources Departments
- U.S. Military
- State Mediation and Conciliation Service (SMCS)
- State of California Department of Fair Employment and Housing
- San Diego City Attorney's Office
- Federal Mediation and Conciliation Service
- Equal Employment Opportunity Commission (EEOC)
- Mediation and Arbitration Private Practice
- Small Claims Courts
- Nonprofit Organizations and Community Mediation Programs
- Restorative Justice Program

### Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Alternative Dispute Resolution, students must complete four core courses and two electives from the courses listed below.

ADR 600	Alternative Dispute Resolution
ADR 605	Negotiation
ADR 610	Facilitation
ADR 615	Mediation

### Electives

Choose two of the following:

ADR 620	Arbitration
ADR 625	Crisis Negotiation
ADR 630	Labor Negotiation

### ● Undergraduate Certificate in Arabic Language and Culture

(670-588)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

To receive the Certificate in Arabic Language and Culture, students must complete at least 18 quarter units as listed below:

### Certificate Requirements

(6 courses; 18 quarter units)

ARB 100	Beginning Arabic I (Co-requisite: ARB 100A)
ARB 100A	Beginning Arabic I Lab (1.5 quarter units) (Co-requisite: ARB 100)

- ARB 101 Beginning Arabic II  
(Prerequisites: ARB 100/100A)  
(Co-requisite: ARB 101A)
- ARB 101A Beginning Arabic II Lab (1.5 quarter units)  
(Prerequisites: ARB 100/100A)  
(Co-requisite: ARB 101)
- ARB 200 Intermediate Arabic I  
(Prerequisites: ARB 101/101A)  
(Co-requisite: ARB 200A)
- ARB 200A Intermediate Arabic I Lab (1.5 quarter units)  
(Prerequisites: ARB 101/101A)  
(Co-requisite: ARB 200)

## ● Graduate Certificate in Bereavement Studies

(770-000-731)

Faculty Advisor: Christina Zampitella • (858) 642-8398 • czampitella@nu.edu

### Program Description

Bereavement permeates all areas of life. The way one understands oneself and one's world is completely shattered, requiring multiple transitions within multiple systems in which one is embedded. Sometimes these transitions and the way one reconstructs the world becomes complicated, resulting in grief responses that interfere with meaning-making and integration of the loss. Therefore, those in a helping role who understand the integrative nature of loss are in need. This bereavement certificate aims at educating learners from all walks of life in the area of death, loss, and bereavement. The graduate of this program may sit for the Certification in Thanatology (death studies), which results in an individual's credential as a Certified Thanatologist. Those with this specialization can work in areas such as palliative and hospice care, geriatric facilities, post death services, spiritual counseling, hospitals, mental health, consultation, community health, educational settings, and rehabilitation centers, to name just a few. Others may wish to take individual courses for continuing education units without having to complete the entire certificate program.

### Requirements for the Certificate

(8 courses; 36 quarter units)

- BER 600 Intro to Bereavement Studies  
(Prerequisite: BER 600)
- BER 601 Treatment of Bereavement  
(Prerequisite: BER 600)
- BER 602 Culture and Bereavement  
(Prerequisite: BER 600)
- BER 603 Bereavement Throughout Life  
(Prerequisite: BER 600)
- BER 604 Dying Patient and the Family  
(Prerequisite: BER 600)
- BER 605 Bereavement and Spirituality  
(Prerequisite: BER 600)
- BER 606 Bereavement in the Workplace  
(Prerequisite: BER 600)
- BER 699 Integrated Seminar  
(Prerequisites: BER 600 and four courses in the Bereavement Certificate Program)

## ● Undergraduate Certificate in Chinese Language and Culture

(670-502)

Faculty Advisor: Michael M. Day • (858) 642-8327 • mday@nu.edu

### Certificate Requirements

(6 courses; 18 quarter units)

To receive the Certificate in Chinese Language and Culture, students must complete at least 18 quarter units as listed below:

- CHN 100 Beginning Chinese I  
(Co-requisite: CHN 100A)
- CHN 100A Beginning Chinese I Lab (1.5 quarter units)  
(Co-requisite: CHN 100)
- CHN 101 Beginning Chinese II  
(Prerequisite: CHN 100/100A)  
(Co-requisite: CHN 101A)
- CHN 101A Beginning Chinese II Lab (1.5 quarter units)  
(Prerequisite: CHN 100/100A)  
(Co-requisite: CHN 101)
- CHN 200 Intermediate Chinese I  
(Prerequisite: CHN 101/101A)  
(Co-requisite: CHN 200A)
- CHN 200A Intermediate Chinese I Lab (1.5 quarter units)  
(Prerequisites: CHN 101/101A)  
(Co-requisite: CHN 200)

## ● Undergraduate Certificate in Criminal Justice Administration

(670-000-466)

Faculty Advisor: James Larson • (858) 642-8418 • jlarson@nu.edu

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

This certificate provides students with an overview of some of the most important pillars of the criminal justice field. Students will gain insight into the principles, problems and solutions of supervision and management of personnel in the criminal justice agencies, the issues and theories surrounding the field of corrections, an understanding of the behavioral, psychological, sociological motivational factors of criminality and finally, a study of the intricacies within the judicial process of criminal justice.

### Certificate Requirements

(4 courses; 18 quarter units)

- CJA 446 Criminal Justice Management and Leadership
- CJA 440 Corrections
- CJA 431 Criminology
- CJA 451 Court Systems and the Judicial Process

## ● Graduate Certificate in Forensic and Crime Scene Investigations

The Certificate in Forensic & Crime Scene Investigation (FCSI) is designed to prepare individuals to enter the field of forensic & crime scene investigation and for those currently in the field as law enforcement personnel, criminal investigators, evidence technicians, forensic nurses, prosecutors, attorneys, judges and other members of the multidisciplinary team involved in criminal investigation who would like to further develop their skills and expertise.

### Program Learning Outcomes

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

- Demonstrate understanding of basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, and identification of unknown dead bodies.
- Differentiate the characteristic features of the various types of violent death with the circumstances under which those deaths occur and to meaningfully interact with the forensic pathologist

# College of Letters and Sciences

- and medico-legal death investigators.
- Demonstrate and describe the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Identify, collect, transport, preserve, and explain the evidentiary value of physical evidence including chain of custody.
- Explain & use the investigative techniques utilized in the processing, and interpretation of evidence of computer and multimedia (video, image, audio) forensics, and the application of the field in both the criminal and civil arenas.
- Analyze the constitutional tensions between the interests of society, on the one hand, and the rights of individuals, on the other, in connection with various criminal procedures and contexts.
- Demonstrate understanding of friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.

Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward the MFS degree, assuming they meet the GPA and other requirements of that degree program.

## Certificate Requirements (7 courses, 31.5 quarter units)

To receive a Certificate in Forensic Crime and Death Investigations, students must possess a Bachelor's degree from an accredited university and complete the 7 of the courses listed below.

FSC 630	Forensic Pathology I
FSC 642	Forensic Pathology II (Prerequisite: FSC 630)
FSC 647	Crime Scene Investigation
FSC 620	Advanced Criminalistics
FSC 621	Digital Evidence
FSC 622	Law and Criminal Procedure
FSC 623	Fingerprint Analysis

## ● Graduate Certificate in Patient Advocacy (770-789)

Faculty Advisor: *Jacque Lynn Foltyn* • (858) 642-8469 • [jfoltyn@nu.edu](mailto:jfoltyn@nu.edu)

The successful completion of the Patient Advocacy Certificate Program (PAC) provides students with the necessary skills to work as patient advocate specialists, patient representatives, and ombudsmen. Patient advocates help guide patients and their families through the healthcare system to assure that patient medical and health needs are met. Patient advocates are trained to be leaders and communication specialists who empower others and work collaboratively with health care providers to mediate conflict and facilitate positive change in both the lives of patients and in the healthcare industry.

Patient Advocates work to protect and enhance patients' rights and become agents of change in the healthcare system. When not working in direct patient care, Advocates may choose to work for governmental or non-governmental agencies, in private enterprise, for disease-specific organizations, voluntary associations, or for grassroots or national health policy organizations which foster patients' rights and strengthen capacity among community health providers. Patient Advocates work in physical and mental health organizations, in the media, and in a variety of hospital and clinic settings.

The interdisciplinary Patient Advocacy Certificate program trains students in the history of patient advocacy and development of U.S. healthcare policy, personal and professional ethics, creative leadership, negotiation and mediation, and community advocacy design.

## Requirements for the Certificate

- Candidates for the certificate program must possess a Bachelor's degree from an accredited university. Concurrent enrollment in an undergraduate program is not allowed.
- Some course work in anatomy and physiology is recommended at the undergraduate level.
- Candidates must complete two-thirds of the coursework, including PAC 600 and PAC 670 in residence at National University. Coursework transferred from other universities must have the approval of the Lead Faculty.
- Students wishing to pursue a Master's degree can apply some or all of the academic credits awarded in the certificate program toward that degree, assuming they meet the GPA and other requirements of that degree program and the coursework is applicable and approved for the degree program being pursued.

## Certificate Requirements (6 courses; 27 quarter units)

PAC 600	Seminar in Patient Advocacy
HUB 601D	Creative Leadership
HUB 646	Personal and Professional Ethics
ADR 605	Negotiation
ADR 615	Mediation
PAC 670	Patient Advocacy in Action (Prerequisite: PAC 600)

## ● Undergraduate Certificate in Persian Language and Culture

(670-589)

Faculty Advisor: *Ramin Sarraf* • (858) 642-8580 • [rsarraf@nu.edu](mailto:rsarraf@nu.edu)

To receive the Certificate in Persian Language and Culture, students must complete at least 18 quarter units as listed below:

## Certificate Requirements (6 courses, 18.0 quarter units)

PRS 100	Beginning Persian I (Co-requisite: PRS 100A)
PRS 100A	Beginning Persian I Lab (1.5 quarter units) (Co-requisite: PRS 100)
PRS 101	Beginning Persian II (Prerequisites: PRS 100/100A) (Co-requisite: PRS 101A)
PRS 101A	Beginning Persian II Lab (1.5 quarter units) (Prerequisites: PRS 100/100A) (Co-requisite: PRS 101)
PRS 200	Intermediate Persian I (Prerequisites: PRS 101/101A) (Co-requisite: PRS 200A)
PRS 200A	Intermediate Persian I Lab (1.5 quarter units) (Prerequisites: PRS 101/101A) (Co-requisite: PRS 200)

## CERTIFICATE PROGRAMS IN THE NATIONAL UNIVERSITY GOLF ACADEMY

Faculty Advisor: *Charles Powell* • (619) 268-1581 • [cpowell@nu.edu](mailto:cpowell@nu.edu)

Students pursuing golf management certificate programs can apply credit towards associate or bachelor degrees. 100 level courses are available to eligible high school students attending the Virtual High School. Dual credit towards high school completion and college credit can be earned.

## THE PROFESSIONAL GOLF MANAGEMENT AND THE ADVANCED PROFESSIONAL GOLF MANAGEMENT CERTIFICATES

Responding to one of the fastest growing recreational sports industries, the Professional Golf Management Certificate will provide learners a fundamental understanding of the knowledge and skills required for introductory level positions within the golf industry and for golf enthusiasts seeking career options in the expanding arena. The Advanced Professional Golf Management Certificate will prepare candidates for progressive accelerated management opportunities associated with the supervision of golf operations and marketing.

The courses focus upon common managerial and administrative competencies unique to supporting a wide realm of recreational and professional support positions in the field of golf. The Professional Certificate in Golf Management provides:

1. A broad-based core of administrative competencies coupled with essential sports management fundamentals oriented to the field of golf,
2. An introductory understanding of the processes that enable specific administrative functions in the recreation and golf industry; and
3. A foundation in applied academic rudiments to include critical thinking, writing, and communication skills required in today's recreational golf industry.

### Program Learning Outcomes

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

- Identify fundamental business support activities, theoretical and practical, related to golf management;
- Recognize ethical issues as they apply to cross-functional management activities in the golf industry;
- Identify current and emerging trends in the golf industry in marketing, branding, finance, issues of sustainability, and the evolving customer base;
- Recognize the importance of diversity and multiculturalism in the global golf industry;
- Demonstrate undergraduate-level written communication skills;
- Demonstrate oral communications and presentation skills;
- Apply analytical and critical thinking skills in understanding the complex network of challenges and opportunities associated with the burgeoning recreational golfing market; and
- Prepare students for preparation in apprentice golf professional positions.

## ● Certificate in Professional Golf Management

(670-563)

(8 courses, 36 quarter units of undergraduate credit)

PGM100	History of Sport
PGM 101	Philosophy of Coaching
PGM 102	Facility Operations
PGM 103	Acct. & Business Practices
PGM 104	Tournament Operations
PGM 216	Mental Prep & Short Game
PGM 213	Merchandising & Invent Mgmt
PGM 214	Supervising & Delegating

## ● Certificate in Advanced Professional Golf Management

(670-564)

(8 courses, 36 quarter units of undergraduate credit)

PGM 200	Personnel Dev & Human Relation
PGM 201	Hospitality & Resort Mgmt
PGM 202	Sustainable Golf & Turf Mgmt
PGM 203	Instruction & Player Dev II
PGM 204	Sports Marketing & Promotion
PGM 210	Modern Swing Concepts
PGM 215	Facilities Ops & Green Apps
PGM 220	Adv Sem. Instr. Player Develop



# School of Business and Management

Ahmad Hosseini, C.P.A., Ph.D.  
Accounting  
University of Missouri-Columbia

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FOR FURTHER INFORMATION

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*The University of Values*



# Degree Programs Offered

## Undergraduate Degrees

### Bachelor of Arts

*with Majors in:*

Management <sup>Ⓜ</sup>

*with Concentrations in:*

Alternative Dispute Resolution

Business Law

Economics <sup>Ⓜ</sup>

Entrepreneurship

Hospitality and Casino Management <sup>Ⓜ</sup>

Human Resource Management <sup>Ⓜ</sup>

Marketing

Project Management

Marketing <sup>Ⓜ</sup>

### Bachelor of Business Administration

*with Concentrations in:*

Accountancy <sup>Ⓜ</sup>

Alternative Dispute Resolution

Business Law

Economics <sup>Ⓜ</sup>

Entrepreneurship

Finance <sup>Ⓜ</sup>

Hospitality and Casino Management <sup>Ⓜ</sup>

Human Resource Management <sup>Ⓜ</sup>

Marketing <sup>Ⓜ</sup>

Project Management

### Bachelor of Science

*with Majors in:*

Accountancy <sup>Ⓜ</sup>

Financial Management <sup>Ⓜ</sup>

Hospitality and Casino Management

Organizational Leadership <sup>Ⓜ</sup>

### Minors

Accountancy <sup>Ⓜ</sup>

Business Administration

Business Studies

Economics <sup>Ⓜ</sup>

## Transition Programs

### Bachelor of Arts in Management to Master of Arts in Management

### Bachelor of Business Administration to Master of Business Administration

### Bachelor of Science in Accountancy to Master of Business Administration

## Graduate Degrees

### Master of Accountancy

### Master of Arts

*with Fields of Study in:*

Human Resource Management <sup>Ⓜ</sup>

*With Areas of Specialization in:*

Organizational Development and Change Management <sup>Ⓜ</sup>

Organizational Leadership <sup>Ⓜ</sup>

Management <sup>Ⓜ</sup>

### Master of Business Administration <sup>Ⓜ</sup>

*with Areas of Specialization in:*

Accountancy <sup>Ⓜ</sup>

Alternative Dispute Resolution

Electronic Business <sup>Ⓜ</sup>

Financial Management <sup>Ⓜ</sup>

Human Resource Management <sup>Ⓜ</sup>

International Business <sup>Ⓜ</sup>

Marketing <sup>Ⓜ</sup>

Organizational Leadership <sup>Ⓜ</sup>

Technology Management <sup>Ⓜ</sup>

### Master of Science

*with Fields of Study in:*

Corporate and International Finance

Knowledge Management <sup>Ⓜ</sup>

Organizational Leadership <sup>Ⓜ</sup>

## Certificate Programs

Accountancy <sup>Ⓜ</sup>

Basic Human Resource Management

Basic Sales and Marketing

Basics of Casino Management

Electronic Business <sup>Ⓜ</sup>

Finance <sup>Ⓜ</sup>

Hospitality and Casino Management <sup>Ⓜ</sup>

Human Resource Management <sup>Ⓜ</sup>

International Business <sup>Ⓜ</sup>

Marketing <sup>Ⓜ</sup>

<sup>Ⓜ</sup> denotes program also offered or partially offered online.

*Note: Not all online programs or courses are offered in entirety via Internet.*

*Note: Not all courses or programs listed in this catalog are available at every campus.*

Various undergraduate minors are available in some degree programs.



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# School of Business and Management

## VISION STATEMENT

The vision of the School of Business and Management is to build a learning community of educators, scholars, and students who are people of integrity, with competitive knowledge, with the capacity for innovation, and with cultural sophistication who are recognized for their capable, purposeful, and ethical leadership in a changing world.

## MISSION STATEMENT

The mission of the School of Business and Management is to provide nontraditional as well as traditional students with flexible access to relevant business and professional education, in order to enhance their opportunities as ethical, effective, and knowledgeable leaders in a global economy. Programs provide rigor, currency, and continuous improvement and are delivered by a faculty that synthesizes its scholarly activity and practitioner experience into an optimal blend of theory and practice.

## HONOR SOCIETIES

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

### SIGMA BETA DELTA HONOR SOCIETY

Sigma Beta Delta, founded in 1994, is an honor society which recognizes scholarship and achievement by students of business, management, or administration who have attained superior records at universities with regional accreditation. The society characterizes itself by three principles: wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm, as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind. The Dean of the School of Business and Management invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to the Society's "Aspirations" newsletter. Dark green and gold cords worn during commencement exercises designate Sigma Beta Delta graduates.

## UNDERGRADUATE DEGREES

### ■ BACHELOR OF ARTS

(610)

#### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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 A-G: GENERAL EDUCATION**  
(Minimum 13.5 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.

### ◆ MAJOR IN MANAGEMENT

(610-413)

Faculty Advisor: Mohammad Bsar • (858) 642-8336 • mbsar@nu.edu

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

### Bachelor of Arts in Management / Master of Arts in Management (BA MGT / MA MGT) Transition Program

Students who are currently enrolled in the Bachelor of Arts in Management program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the Bachelor of Arts in Management/Master of Arts in Management (BA MGT/MA MGT) transition program.

Students in the BAMGT transition program may take up to two MA MGT classes as electives during the BA MGT. The two courses are: MGT 601M and LED 601.

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

The number of courses required to earn an MA/MGT degree for transition program students is reduced from 12 to as few as 10 courses, depending on classes selected and grades earned.

# School of Business and Management

## Program Learning Outcomes

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

- Describe the basic functions of management and their practical implications.
- Analyze and evaluate management, leadership, and motivation theories.
- Identify organizational behavior, communications, and change theories and their practical implications.
- Explain the effect of international business environmental factors (legal, economic, and cultural) on the conduct of global business.
- Explain the principles and theories of ethical decision-making and their practical implications in the everyday conduct of business.

## Degree Requirements

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

### Preparation for the Major

(3 courses; 13.5 quarter units)

ECO 203	Principles of Microeconomics*
ECO 204	Principles of Macroeconomics*
LAW 304	Legal Aspects of Business I

\*May be used to satisfy general education requirements.

### Requirements for the Major

(9 courses; 40.5 quarter units)

ODV 420	Introduction to Organizational Behavior
BKM 400	Business Knowledge Management Strategies
MGT 309C	Principles of Management and Organization
MGT 400	Ethics in Law, Business and Management
HRM 409B	Survey in Human Resources Management and Organization Development
MKT 302A	Marketing Fundamentals
MGT 430	Survey of Global Business (Prerequisites: ECO 203 and ECO 204)
LED 400	Introduction to Leadership
BUS 480	Integrated Business Policy (capstone course) (Prerequisites: At least nine (9) preparation or core courses)

### Upper-Division Electives

(6 courses; 27 quarter units)

Students may choose to take any one of the concentrations listed below or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BKM, ECO, FIN, HRM, LAW, MGT, MKT, MNS, LED, and ODV.

If students plan to do an internship for academic credit, they must take BUS 491 as an elective.

## ▲ Concentration in Alternative Dispute Resolution

(185)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

This concentration is designed for those students majoring in business administration or management who may seek entry into the

Alternative Dispute Resolution (ADR) field. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the ADR program will provide students with the necessary skills to become effective negotiators, mediators and facilitators and to promote peace and understanding between diverse cultures.

### Requirements for the Concentration

(4 courses; 18 quarter units)

Choose any four of the following:

ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 410	Facilitation Fundamentals
ADR 415	Mediation Fundamentals
ADR 420	Communication and Conflict
ADR 425	Cultural Issues in Conflict Management
ADR 430	Ethics and Neutrality

## ▲ Concentration in Business Law

(484)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

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

### Requirements for the Concentration

(6 courses; 27 quarter units)

LAW 400	Current Legal Issues
LAW 304	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II (Prerequisite: LAW 304)
MGT 400	Ethics in Law, Business, and Management
ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals

## ▲ Concentration in Economics

(480)

Faculty Advisor: Nelson Altamirano • (858) 642-8428 • [naltamirano@nu.edu](mailto:naltamirano@nu.edu)

This concentration is designed for those students who seek to gain specialized knowledge in the field of economics. This concentration emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and nonprofit organizations. Economics also provides very good preparation for graduate level work, including in business, law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers placing third out of fifteen academic fields (behind only engineering and agriculture/forestry). By concentrating in economics, students can take advantage of some of the increased earnings potential that economics makes possible.

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

Students must successfully complete five of the following courses for a concentration in economics, completing three of them in residence at National University. Three of the five courses completed for the concentration must be ECO 401, 402, and ECO 430. It is

# School of Business and Management

recommended that students take the courses needed for the concentration in economics toward the end of their program.

## Requirements for the Concentration

(5 courses; 22.5 quarter units)

ECO 401	Market Process Economics I
ECO 402	Market Process Economics II
ECO 430	Economics and Philosophy

Plus any two of the following

ECO 447	Money and Banking (Prerequisite: ECO 203 and 204)
ECO 415	Labor Economics (Prerequisite: ECO 203 and 204)
ECO 420	International Economics (Prerequisite: ECO 203 and 204)

## ▲ Concentration in Entrepreneurship

(487)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • [bbuchowicz@nu.edu](mailto:bbuchowicz@nu.edu)

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

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the Bachelor of Arts in Management program will significantly enhance the earning potential of a student.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

## Program Learning Outcomes

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

- Identify the origin and development of entrepreneurship.
- Analyze risk taking and innovation.
- Describe marketing of goods and services.
- Comprehend financial plan and control of small business.
- Apply the basics of e-commerce through technology.
- Analyze e-commerce servers and clients.
- Distinguish family business from other forms of business.
- Examine the impact of family business both nationally and globally.

## Requirements for the Concentration

(4 courses; 18 quarter units)

Students must successfully complete the following four courses:

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

## ▲ Concentration in Hospitality and Casino Management

(479)

Faculty Advisor: Michael Pickett • (909) 919-7631 • [mpickett@nu.edu](mailto:mpickett@nu.edu)

This concentration is designed for those majoring in management who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing and community relations in hotels, restaurants, tourism facilities, and visitors bureaus.

## Requirements for the Concentration

(7 courses; 31.5 quarter units)

SMG 432	Principles of Leisure Services Management
HCM 400	Princ of Hosp & Casino Acct
HCM 430	Principles of Hospitality and Casino Staffing
HCM 450	Native American Tribal Community Development
HCM 440	Cultural Diversity and Hospitality Management
HCM 420	Hospitality and Casino Mkt
HCM 410	Hospitality and Gaming Law

## ▲ Concentration in Human Resource Management

(470)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

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

## Requirements for the Concentration

(6 courses; 27 quarter units)

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

HRM 432	Recruiting, Selection, Promotion, and Retention
HRM 433	Pay and Benefit Administration, and HR Technology
HRM 439	Legal, Regulatory, and Labor Relation Concerns in HRM
ODV 410	Organizational Development, Career Systems, and Training and Development

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

## ▲ Concentration in Marketing

(469)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • [mnadeem@nu.edu](mailto:mnadeem@nu.edu)

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion, and international marketing.

Students must successfully complete the following courses for a concentration in marketing, completing at least four of them in

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residence at National University. It is recommended that students take these courses at or near the end of their program after completing the upper-division BBA major courses.

## Requirements for the Concentration

(6 courses; 27 quarter units)

- MKT 420 Principles of Consumer Behavior  
(Prerequisite: MKT 302A)
- MKT 430 Introduction to Global Marketing  
(Prerequisite: MKT 302A)
- MKT 434 Introduction to Market Research  
(Prerequisite: MKT 302A)
- MKT 443 Introduction to Advertising  
(Prerequisite: MKT 302A)

Plus any two of the following courses:

- MKT 440A Sales Techniques and Methodology  
(Prerequisite: MKT 302A)
- MKT 441 Channel and Value Networks  
(Prerequisite: MKT 302A)
- MKT 442A Introduction to Public Relations  
(Prerequisite: MKT 302A)
- MKT 445 E-Marketing  
(Prerequisite: MKT 302A)
- MKT 446 Introduction to Services Marketing  
(Prerequisite: MKT 302A)
- MKT 447 Marketing for Entrepreneurs  
(Prerequisite: MKT 302A)

## ▲ Concentration in Project Management

(487)

Faculty Advisor: George Agrimis • (858) 642-8273 • [gagrimis@nu.edu](mailto:gagrimis@nu.edu)

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

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

## Program Learning Outcomes

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

- Compare and distinguish between projects and the on-going nature of operations.
- Explain the elements of project initiation, project implementation and termination.
- Design the project and define work breakdown structure, develop budgets and schedules, resource allocations, and project control techniques.
- Apply cost accounting concepts to a project according to its contractual parameters, and track the project according to its planned milestones and measurement of value.
- Analyze the elements of a contractual agreement by its terms and conditions, and ensure compliance during implementation and execution of the project.
- Formulate a plan to create an infrastructure of parallel projects that builds critical chains to multitask efforts.

## Requirements for the Concentration

(6 courses; 27 quarter units)

Students must successfully complete the following courses for a

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

## Prerequisite

(1 course; 4.5 quarter units)

- MGT 451 Production and Operations Management I

## Concentration Core requirements

(6 courses; 27 quarter units)

- PMB 400 Project Management Essentials  
(Prerequisite: MGT451)
- PMB 410 Project Planning and Control  
(Prerequisites: MGT451 and PMB400)
- PMB 420 Program Management  
(Prerequisites: MGT451 and PMB400)
- PMB 430 Project Accounting Fundamentals  
(Prerequisites: MGT451 and PMB400)
- PMB 440 Contract Management  
(Prerequisites: MGT451 and PMB400)
- MGT 422 Team Building and Management

## ◆ MAJOR IN MARKETING

(610-415)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • [mnadeem@nu.edu](mailto:mnadeem@nu.edu)

The Bachelor of Arts in Marketing provides learners with a solid foundation in strategic marketing concepts focused on the application of marketing theory and practice in the global marketplace. Emphasis is placed on the development of technical marketing skills and knowledge, strategic planning and decision-making, relevant use of technology, and communication throughout the global community.

## Degree Requirements

To receive a BA in Marketing, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

## Program Learning Outcomes

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

- Demonstrate an understanding of concepts, techniques, and tools used in marketing.
- Demonstrate effective written and oral communication consistent with a professional marketing environment.
- Criticize the marketing strategies that reflect environmental, globalization, and diversity considerations.
- Evaluate different marketing strategies for products and services utilizing contemporary buyer behavior.
- Select market research relevant to the development of strategies for the marketing of products and services.
- Integrate program content to develop a basic marketing plan that contains all required elements.
- Demonstrate the ability to work effectively on teams in diverse situations.

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## Preparation for the Major

(5 courses; 22.5 quarter units)

ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals (Prerequisite: ACC 201)
ECO 203	Principles of Microeconomics*
ECO 204	Principles of Macroeconomics*
MNS 205	Introduction to Quantitative Methods for Business* (Prerequisite: Placement Evaluation)

\* May be used to satisfy general education requirements.

## Requirements for the Major

(12 courses; 54 quarter units)

MKT 302A	Marketing Fundamentals
MKT 420	Principles of Consumer Behavior (Prerequisite: MKT 302A)
MKT 430	Introduction to Global Marketing (Prerequisite: MKT 302A)
MKT 434	Introduction to Market Research (Prerequisite: MKT 302A)
MKT 440A	Sales Techniques and Methodology (Prerequisite: MKT 302A)
MKT 441	Channel and Value Networks (Prerequisite: MKT 302A)
MKT 442A	Introduction to Public Relations (Prerequisite: MKT 302A)
MKT 443	Introduction to Advertising (Prerequisite: MKT 302A)
MKT 445	E-Marketing (Prerequisite: MKT 302A)
MKT 446	Introduction to Services Marketing (Prerequisite: MKT 302A)
MKT 448	Not for Profit Marketing (Prerequisite: MKT 302A)
MKT 480	Marketing Capstone (Prerequisite: MKT 302A and completion of 31.5 quarter units of upper-division major requirements)

MKT302A is eligible for credit-by-exam waiver.

If students plan to do an internship for academic credit, they must take BUS 491 as an elective.

## Upper-Division Electives

(4 courses; 18 quarter units)

Please select any upper-division course from the School of Business and Management.

## ■ BACHELOR OF BUSINESS

### ADMINISTRATION

(630)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • [bbuchowicz@mu.edu](mailto:bbuchowicz@mu.edu)

The Bachelor of Business Administration (BBA) degree prepares students for career opportunities and advancement in business and industry. Successful completion of lower- and upper-division BBA requirements ensures that graduates comprehend the relationships among marketing, quantitative theory, accountancy, economic principles and financial, human and organizational management. The BBA gives students an opportunity to specialize in designated fields by pursuing concentrations and minors, or to choose an individualized set of general BBA electives.

### Bachelor of Business Administration/Master of Business Administration (BBA/MBA) Transition Program

Students must complete graduate-level coursework taken as part of

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

Students in the BBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the following courses: MKT 602, LED 601, ECO 602.

The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned.

## Program Learning Outcomes

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

- Comprehend and apply the principles of business ethics
- Obtain the quantitative skills and knowledge needed to make sound business decisions
- Acquire knowledge in the fields of business, including management, international business, marketing, business law, accountancy, finance, economics, and knowledge management, and apply these skills to different business environments
- Integrate the knowledge acquired in the program to analyze a business to identify its strengths and weaknesses and determine what changes can be made for improvement
- Conduct independent research relevant to business-related issues
- Demonstrate written and oral presentation skills expected of a business school graduate

## Degree Requirements

To receive a BBA, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. (In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree.) Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

## General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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)

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## 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 A-G: GENERAL EDUCATION

(Minimum 13.5 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.

### Preparation for the Major

(6 courses; 27 quarter units)

MNS 205	Introduction to Quantitative Methods for Business* (Prerequisite: Placement Evaluation)
ECO 203	Principles of Microeconomics*
ECO 204	Principles of Macroeconomics*
ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals (Prerequisite: ACC 201)
LAW 304	Legal Aspects of Business I

\* May be used to satisfy general education requirements.

### Requirements for the Major

(8 courses; 36 quarter units)

BKM 400	Business Knowledge Management Strategies
MGT309C	Principles of Management and Organization
FIN 310	Business Finance (Prerequisite: ACC 201)
MNS 407	Management Science (Prerequisite: MNS 205)
MKT 302A	Marketing Fundamentals
MGT 430	Survey of Global Business (Prerequisites: ECO 203 and ECO 204)
MGT 451	Production and Operations Management I
BUS 480	Integrated Business Policy (Capstone Course) (Prerequisites: At least nine BBA preparation and core courses)

### Upper-Division Electives

(8 courses; 36 quarter units)

Students may choose to take one of the BBA Concentrations listed below, and/or appropriate elective courses to satisfy the total units for the degree with the following prefixes: ACC, BKM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV, or HUB.

### Recommended Electives

BUS 491	Internship Project (Prerequisites: 31.5 quarter units in business or business-related courses and a 2.5 GPA)
FIN 446	International Financial Management (Prerequisite: FIN 310)
FIN 440	Financial Institutions (Prerequisite: FIN 310)
HRM 409B	Survey in Human Resources Management and Organization Development
HRM 432	Recruiting, Selection, Promotion, and Retention
HRM 439	Legal, Regulatory, and Labor Relations Concerns in HRM

LAW 305	Legal Aspects of Business II (Prerequisite: LAW 304)
MGT 400	Ethics in Law, Business and Management
MGT 442	Strategic Business Management
MKT 430	Introduction to Global Marketing (Prerequisite: MKT 302A)
MKT 434	Introduction to Market Research (Prerequisite: MKT 302A)
MKT 443	Introduction to Advertising (Prerequisite: MKT 302A)

## ▲ Concentration in Accountancy

(472)

Faculty Advisor: Connie Fajardo • (916) 855-4137 • cfajardo@nu.edu

This concentration is designed for those majoring in business administration with its broad base of business-related disciplines, but who also wish to gain the intermediate-level accounting knowledge and skills appropriate for careers in the accounting and finance departments of a business, nonprofit, or government entity.

Students are encouraged to seek a nationally recognized accounting designation such as the CMA (Certified Management Accountant) or CFM (Certified in Financial Management). Those who are considering a CPA designation (Certified Public Accountant) are best served by enrolling in the B.S. in Accountancy degree program.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

Students must successfully complete the following courses for a concentration in Accountancy and must have successfully completed ACC 201 before enrolling in any of these courses:

### Requirements for the Concentration

(6 courses; 27 quarter units)

ACC 410A	Intermediate Accounting I (Prerequisite: ACC 201)
ACC 410B	Intermediate Accounting II (Prerequisite: ACC 410A)

Plus any four of the following courses:

ACC 410C	Intermediate Accounting III (Prerequisite: ACC 410B)
ACC 431	Advanced Accounting (Prerequisite: ACC410C)
ACC 432A	Taxation - Individual (Prerequisite: ACC 431)
ACC 432B	Taxation - Business (Prerequisite: ACC 432A)
ACC 433A	Managerial Accounting I (Prerequisite: ACC 201)
ACC 433B	Managerial Accounting II (Prerequisite: ACC 433A)
ACC 434	Government and Nonprofit Accounting (Prerequisite: ACC 201)
ACC 435A	Auditing I (Prerequisite: ACC 431)
ACC 435B	Auditing II (Prerequisite: ACC 435A)

## ▲ Concentration in Alternative Dispute Resolution

(185)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • jhamlin@nu.edu

This concentration is designed for those students majoring in

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business administration who may seek entry into the Alternative Dispute Resolution field. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the ADR program will provide students with the necessary skills to become effective negotiators, mediators and facilitators and to promote peace and understanding between diverse cultures.

## Requirements for the Concentration

(4 courses; 18 quarter units)

Choose any four of the following:

- ADR 400 Alternative Dispute Resolution
- ADR 405 Negotiation Fundamentals
- ADR 410 Facilitation Fundamentals
- ADR 415 Mediation Fundamentals
- ADR 420 Communication and Conflict
- ADR 425 Cultural Issues in Conflict Management
- ADR 430 Ethics and Neutrality

## ▲ Concentration in Business Law

(484)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

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

## Requirements for the Concentration

(6 courses; 27 quarter units)

Choose six courses from the following:

- LAW 400 Current Legal Issues
- LAW 304 Legal Aspect of Business I
- LAW 305 Legal Aspect of Business II  
(Prerequisite: LAW304)
- LAW 440 Comparative International Law
- LAW 445 Administrative Law for Business
- LAW 455 Public Contracting
- ADR 400 Alternative Dispute Resolution
- ADR 405 Negotiation Fundamentals

## ▲ Concentration in Economics

(480)

Faculty Advisor: Nelson Altamirano • (858) 642-8428 • [naltamirano@nu.edu](mailto:naltamirano@nu.edu)

This concentration is designed for those students who seek to gain specialized knowledge in the field of economics. This concentration emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and nonprofit organizations. Economics also provides very good preparation for graduate level work, including in business, law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers. They place third out of fifteen academic fields (behind only engineering and agriculture/forestry). By concentrating in economics, students can take advantage of some of the increased earnings potential that economics makes possible.

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

Students must successfully complete five of the following courses for a concentration in Economics. Students must complete at least three of the courses in residence at National University. Three of the five courses completed for the concentration must be ECO 401, 402, and ECO 430. It is recommended that students take the courses needed for the concentration in economics at or near the end of their program.

## Requirements for the Concentration

(5 courses; 22.5 quarter units)

- ECO 401 Market Process Economics I
- ECO 402 Market Process Economics II
- ECO 430 Economics and Philosophy

Plus any two of the following

- ECO 447 Money and Banking  
(Prerequisite: ECO 203 and 204)
- ECO 415 Labor Economics  
(Prerequisite: ECO 203 and 204)
- ECO 420 International Economics  
(Prerequisite: ECO 203 and 204)

## ▲ Concentration in Entrepreneurship

(487)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • [bbuchowicz@nu.edu](mailto:bbuchowicz@nu.edu)

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

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

## Program Learning Outcomes

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

- Identify the origin and development of entrepreneurship
- Analyze risk taking and innovation
- Describe marketing of goods and services
- Comprehend financial plan and control of small business
- Apply the basics of e-commerce through technology
- Analyze E-Commerce servers and clients
- Distinguish family business from other forms of business
- Examine the impact of family business both nationally and globally

## Requirements for the Concentration

(4 courses; 18 quarter units)

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



## ▲ Concentration in Finance

(467)

Faculty Advisor: Farhang Mossavar-Rahmani • (858) 642-8409 • [fmossava@nu.edu](mailto:fmossava@nu.edu)

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

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

### Requirements for the Concentration

(6 courses; 27 quarter units)

- FIN 440 Financial Institutions  
(Prerequisite: FIN 310)
- FIN 442 Investments  
(Prerequisites: FIN 310 and FIN 440)
- FIN 443 Working Capital Management  
(Prerequisite: FIN 310)
- FIN 444 Risk Management and Insurance  
(Prerequisite: FIN 310)
- FIN 446 International Financial Management  
(Prerequisite: FIN 310)
- FIN 447 Financial Planning  
(Prerequisites: FIN 310 and FIN 442)

## ▲ Concentration in Hospitality and Casino Management

(479)

Faculty Advisor: Michael Pickett • (909) 919-7631 • [mpickett@nu.edu](mailto:mpickett@nu.edu)

This concentration is designed for those majoring in business administration who seek entry or advancement in the management of hospitality and casino industries. There is a wide and growing range of opportunities for graduates including management, marketing, and community relations in hotels, restaurants, tourism facilities, and visitors bureaus.

### Requirements for the Concentration

(7 courses; 31.5 quarter units)

- SMG 432 Principles of Leisure Services Management
- HCM 400 Princ of Hosp & Casino Acct
- HCM 430 Principles of Hospitality and Casino Staffing
- HCM 450 Native American Tribal Community Development
- HCM 440 Cultural Diversity and Hospitality Management
- HCM 420 Hospitality and Casino Mkt
- HCM 410 Hospitality and Gaming Law

## ▲ Concentration in Human Resource Management

(468)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

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

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

### Requirements for the Concentration

(6 courses; 27 quarter units)

- HRM 409B Survey in Human Resources Management and Organization Development
- HRM 432 Recruiting, Selection, Promotion, and Retention
- HRM 433 Pay and Benefit Administration, and HR Technology
- HRM 439 Legal, Regulatory, and Labor Relation Concerns in HRM
- ODV 410 Organizational Development, Career Systems, and Training and Development
- ODV 420 Introduction to Organizational Behavior

## ▲ Concentration in Marketing

(469)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • [mnadeem@nu.edu](mailto:mnadeem@nu.edu)

This concentration is organized around a managerial framework that gives students an understanding of the concepts of marketing as well as the application of these concepts in making decisions and managing marketing activities. There is a wide range of opportunities in marketing, including marketing management, marketing research, purchasing manager/buyer, market analysis, product/branch manager, retailing, sales promotion, and international marketing.

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

### Requirements for the Concentration

(6 courses; 27 quarter units)

- MKT 420 Principles of Consumer Behavior  
(Prerequisite: MKT 302A)
- MKT 430 Introduction to Global Marketing  
(Prerequisite: MKT 302A)
- MKT 434 Introduction to Market Research  
(Prerequisite: MKT 302A)
- MKT 443 Introduction to Advertising  
(Prerequisite: MKT 302A)

Plus any two of the following courses:

- MKT 440A Sales Techniques and Methodology  
(Prerequisite: MKT 302A)
- MKT 441 Channel and Value Networks  
(Prerequisite: MKT 302A)
- MKT 442A Introduction to Public Relations  
(Prerequisite: MKT 302A)
- MKT 445 e-Marketing  
(Prerequisite: MKT 302A)
- MKT 446 Introduction to Services Marketing  
(Prerequisite: MKT 302A)
- MKT 447 Marketing for Entrepreneurs  
(Prerequisite: MKT 302A)

# School of Business and Management

## ▲ Concentration in Project Management

(487)

Faculty Advisor: George Agrimis • (858) 642-8273 • [gagrimis@nu.edu](mailto:gagrimis@nu.edu)

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

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

### Program Learning Outcomes

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

- Compare and distinguish between projects and the on-going nature of operations.
- Explain the elements of project initiation, project implementation and termination.
- Design the project and define work breakdown structure, develop budgets and schedules, resource allocations, and project control techniques.
- Apply cost accounting concepts to a project according to its contractual parameters, and track the project according to its planned milestones and measurement of value.
- Analyze the elements of a contractual agreement by its terms and conditions, and ensure compliance during implementation and execution of the project.
- Formulate a plan to create an infrastructure of parallel projects that builds critical chains to multitask efforts.

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

### Requirements for the Concentration

(6 courses; 27 quarter units)

#### Prerequisite

(1 course; 4.5 quarter units)

MGT 451 Production and Operations Management I

#### Concentration Core Requirements

(6 courses; 27 quarter units)

PMB 400	Project Management Essentials (Prerequisite: MGT451)
PMB 410	Project Planning and Control (Prerequisites: MGT451 and PMB400)
PMB 420	Program Management (Prerequisites: MGT451 and PMB400)
PMB 430	Project Accting Fundamentals (Prerequisites: MGT451 and PMB400)
PMB 440	Contract Management (Prerequisites: MGT451 and PMB400)
MGT 422	Team Building and Management

## ■ BACHELOR OF SCIENCE

(620)

### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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 A-G: GENERAL EDUCATION

(Minimum 13.5 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.

## ◆ MAJOR IN ACCOUNTANCY

(620-411)

Faculty Advisor: Connie Fajardo • (916) 855-4137 • [cfajardo@nu.edu](mailto:cfajardo@nu.edu)

This program is designed for students who wish to prepare for entry into the accounting profession and who plan to take the examinations leading to the attainment of the Certified Public Accountant (CPA) license.

### Bachelor of Science in Accountancy to Master of Business Administration (MBA/BS ACC) Transition Program

Students who are currently enrolled in the Bachelor of Science in Accountancy program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the BS ACC/MBA transition program.

Students in the BS ACC/MBA transition program may take up to three MBA classes as electives during the BS ACC. Students can select any three graduate-level accounting courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: ECO 602, MKT 602, and LED 601.

Students must complete graduate-level coursework taken as part of the BS ACC degree with a grade of B or better. This coursework, which counts as electives in the BS ACC, will not transfer as graduate-level credit to National University or any other institution

# School of Business and Management

as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must apply for and begin the MBA program within six months after completing their final BBA course.

The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.

## Program Learning Outcomes

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

- Apply the conceptual framework underlying the principles of accounting.
- Utilize computerized accounting software and spread sheet models in financial accounting and reporting.
- Measure and properly report information related to accounting for the assets, liabilities, equities, revenues and expenses, and cash flows of business enterprises.
- Measure and properly report information related to accounting for the assets, liabilities, equities, revenues and expenses, and cash flows of governmental and not-for-profit entities.
- Apply the basic concepts underlying federal taxation of individuals and business enterprises.
- Prepare cost and managerial accounting reports for internal & external decision-making
- Integrate and use concepts in auditing public, private, government, and not-for-profit entities.
- Utilize ethical and legal concepts to accounting and tax related issues.
- Demonstrate written communication skills at the level required for the accounting profession.

## Online Course Availability

All of the coursework in this program can be taken online. Most online courses offer one or two live voice/visual evening sessions per week, in which instructors orally explain important concepts, visually illustrate problem-solving techniques, and respond to student questions. These sessions are recorded so that students who are unable to attend at the scheduled time can play back the video recording at a convenient time.

## Degree Requirements

To receive a Bachelor of Science with a major in Accountancy, students must complete at least 180 quarter units as described below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission requirements for specific information regarding admission and evaluation.

## Preparation for the Major

(4 courses; 18 quarter units)

MNS 205	Introduction to Quantitative Methods for Business * (Prerequisite: Placement Evaluation)
ECO 203	Principles of Microeconomics*
ECO 204	Principles of Macroeconomics*
ACC 201	Financial Accounting Fundamentals**

\* May be used to satisfy general education Requirements

\*\* Eligible for Credit-By-Exam waiver: contact Faculty Advisor

## Requirements for the Major

(17 courses; 76.5 quarter units)

To receive a Bachelor of Science with a major in Accountancy, students must successfully complete the courses listed below. Students can request waivers of any of the courses if they have completed an upper-division undergraduate or graduate course of similar content at a regionally-accredited college or university with a grade of "C" or better. Students must take at least six of the courses in the major in residence at National University.

## Core Business Requirements

(5 courses; 22.5 quarter units)

BKM 400 Business Knowledge Management Strategies  
LAW 304 Legal Aspects of Business I  
MGT 309C Principles of Management and Organization  
FIN 310 Business Finance  
(Prerequisite: ACC 201)

and

MGT 430 Survey of Global Business  
(Prerequisites: ECO 203 and ECO 204)

or

MKT 302A Marketing Fundamentals

or

MNS 407 Management Science  
(Prerequisite: MNS 205)  
(Recommended for students considering the CPA, CMA or CFM designation)

## Prerequisite for all Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

## Core Accounting Requirements

(12 courses; 54 quarter units)

ACC 300 Applied Technology for Accountants\*\*  
(Prerequisite: ACC 201)

ACC 410A Intermediate Accounting I  
(Prerequisite: ACC 201)

ACC 410B Intermediate Accounting II  
(Prerequisite: ACC 410A)

ACC 410C Intermediate Accounting III  
(Prerequisite: ACC 410B)

ACC 431 Advanced Accounting  
(Prerequisite: ACC 410C)

ACC 432A Taxation - Individual  
(Prerequisite: ACC 431)

ACC 432B Taxation - Business  
(Prerequisite: ACC432A)

ACC 433A Managerial Accounting I  
(Prerequisite: ACC 201)

ACC 433B Managerial Accounting II  
(Prerequisite: ACC 433A)

ACC 434 Government and Nonprofit Accounting  
(Prerequisite: ACC 201)

ACC 435A Auditing I  
(Prerequisite: ACC 431)

ACC 435B Auditing II  
(Prerequisite: ACC 435A)

\*\*Eligible for Credit-By-Exam: contact Faculty Advisor

# School of Business and Management

## ◆ MAJOR IN FINANCIAL MANAGEMENT

(620-409)

Faculty Advisor: Farhang Mossavar-Rahmani • (858) 642-8409 •  
fmossava@nu.edu

The objective of the major in Financial Management is to prepare students for positions in the field of corporate financial management. The program helps prepare students for the Certified in Financial Management (CFM) exam which is the principal certification for corporate financial officers. It also prepares students for the Certified Cash Manager (CCM) exam. The CCM designation signifies a high degree of expertise in the field of cash and treasury management.

### Program Learning Outcomes

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

- Develop essential skills in problem-solving with emphasis on wealth maximization
- Integrate ethical and global issues that impact business and finance.
- Gain a greater understanding of political, social, legal, regulatory, and technological issues in the context of micro and macro finance.
- Equip themselves with an integrated view of the theoretical and practical aspects of Finance.
- Prepare themselves for careers in financial management, financial institutions, financial markets, law, government service, and related fields.

### Degree Requirements

To receive a Bachelor of Science with a major in financial management, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. The following 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. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

### Preparation for the Major

(5 courses; 22.5 quarter units)

MNS 205	Introduction to Quantitative Methods for Business * (Prerequisite: Placement evaluation)
ECO 203	Principles of Microeconomics *
ECO 204	Principles of Macroeconomics *
ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals (Prerequisite: ACC 201)

\* May be used to satisfy general education requirements.

### Requirements for the Major

(17 courses; 76.5 quarter units)

### Core Business Requirements

(7 courses; 31.5 quarter units)

BKM 400	Business Knowledge Management Strategies
MNS 407	Management Science (Prerequisite: MNS 205)
MGT 309C	Principles of Management and Organization
FIN 310	Business Finance (Prerequisite: ACC 201)
MKT 302A	Marketing Fundamentals
LAW 304	Legal Aspects of Business I
ACC 300	Applied Technology for Accountants (Prerequisite: ACC 201)

### Core Finance Courses

(10 courses; 45 quarter units)

FIN 440	Financial Institutions (Prerequisite: FIN 310)
FIN 442	Investments (Prerequisites: FIN 310 and FIN 440)
FIN 443	Working Capital Management (Prerequisite: FIN 310)
FIN 444	Risk Management and Insurance (Prerequisite: FIN 310)
FIN 446	International Financial Management (Prerequisite: FIN 310)
FIN 447	Financial Planning (Prerequisites: FIN 310 and FIN 442)
FIN 449	Analysis of Financial Statements (Prerequisite: FIN 310)
FIN 450	Bank Management (Prerequisite: FIN 310)
FIN 451	Real Estate Finance (Prerequisite: FIN 310)
FIN 448	Seminar in Finance (Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, and FIN 446)

## ◆ MAJOR IN HOSPITALITY AND CASINO MANAGEMENT

(620-451)

Faculty Advisor: Michael Pickett • (909) 919-7631 • mpickett@nu.edu

The Bachelor of Science in Hospitality and Casino Management degree is intended to prepare students to work in the rapidly expanding field of Tribal Government Gaming Enterprises. This term includes all aspects of the casino operations and all ancillary departments that are tied into the infrastructure of such casino resorts. Combining general business and management courses with casino specific skill level and management courses, students will be prepared for an entry level position or advancement within the industry. In addition to acquiring general business and management skills, students will become familiar with the hospitality environment; understand the basic regulatory issues, including the terminology and implications for game protection. Working in collaborative teams, actual scenarios from industry will be discussed and analyzed through problem resolution processes. This program will prepare graduates to develop and lead world class hospitality services and value-added customer partnerships.

### Program Learning Outcomes

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

- Communicate professionally and effectively with various levels of organizational leadership, customers, and team members in a variety of formats to include oral, visual, and written.
- Demonstrate broad-based skills including the application of casino specific management and leadership skills, the ability to apply Minimum Internal Control Standards (MICS) and marketing concepts, and define the unique role of Tribal Government Gaming Enterprises within the business and hospitality industry.
- Identify current hospitality and casino management guest service concepts and customer loyalty strategies recognized as industry standards.
- Develop and employ information and knowledge resources to maximize workplace learning, problem solving, and decision-making.
- Explain and differentiate the major components of security and surveillance methods to include game protection, asset protection, and fair gaming procedures.
- Apply critical thinking skills and techniques in managerial

# School of Business and Management

- decision-making processes.
- Demonstrate an understanding of team problem solving tools, quality management for service organizations, and a clear sense of what is required to build effective teams in the hospitality and gaming industry.
- Analyze and synthesize business policy, market opportunity, and organizational development linking technology policy with organizational strategy.
- Describe the organizational and human aspects of the quality service in the hospitality industry to include key concepts of ethics, change management, communication, and managing resistance within today's organizations.

## Degree Requirements

To receive a Bachelor of Science with a Major in Hospitality and Casino Management, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

## Requirements for the Major

(13 courses; 58.5 quarter units)

### Business Foundation Courses

(4 courses, 18 quarter units)

MGT 309C Principles of Management and Organization  
HRM 409B Survey in HRM & OD  
HCM 420 Hospitality and Casino Mkt.  
HCM 400 Princ of Hosp & Casino Acct

### Technology Foundation Course

(1 course, 4.5 quarter units)

BKM400 Business Knowledge Mgmt Strat

### Hospitality and Casino Core Courses

(7 courses, 31.5 quarter units)

HCM401 Intro to Casino Management  
HCM402 Service in the Casino Industry  
HCM405 Casino Operations Management  
HCM415 Gaming Rules and Regulations  
HCM425 Management of Gaming Revenues  
HCM435 Casino Security/Surveillance  
HCM445 Player Development Program

### Capstone Project

(1 course, 4.5 quarter units)

Select one of the following:

HCM 480 Casino Internship  
or  
HCM 490 Capstone Project

### Upper Division Elective Requirement

(3 courses; 13.5 quarter units)

Students may choose appropriate elective courses to satisfy the total upper division units needed for the degree with the following prefixes: ACC, BKM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV or HCM.

## ◆ MAJOR IN ORGANIZATIONAL LEADERSHIP

(620-435)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • [jbuchanan@nu.edu](mailto:jbuchanan@nu.edu)

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

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

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

## Program Learning Outcomes

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

- Develop a personal leadership approach.
- Compare and contrast the concepts of leadership and power.
- Identify challenges and advantages of diverse groups in organizations.
- Analyze negotiating styles of leaders and evaluate their effectiveness.
- Analyze the strategies leaders use to motivate and evaluate members of groups and teams.
- Analyze and evaluate aspects of leadership in organizational culture.
- Evaluate the ethical implications of leadership decisions and strategies.
- Compare and analyze strategies and frameworks used by leaders to initiate change in organizations.
- Compare and explain classic studies that inform the understanding and application of leadership and organizational theory.
- Apply appropriate technology to leadership decision making in organizations.
- Communicate orally and in writing using proper business communication formats.

## Degree Requirements

To receive a Bachelor of Science in Organizational Leadership, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation. Students must maintain a C average.

## Requirements for the Major

(14 courses, 63 quarter units)

## Non-Leadership Course Requirements

(4 courses, 18 quarter units)

LAW 304 Legal Aspects of Business I

# School of Business and Management

MGT 309C Principles of Management and Organization  
HRM 409B Survey in Human Resources Management and Organization Development  
or  
ODV 410 Organizational Development, Career Systems, and Training & Development

COM 334 Persuasion  
(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

or  
COM 354 Professional Presentations  
(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

or  
COM 420A Public Relations Strategies  
(Prerequisites: COM 334 and COM 394)

## Leadership Courses in the Major

(10 courses, 45 quarter units)

LED 400 Introduction to Leadership  
LED 410 Leading in Diverse Groups and Teams  
LED 420 Adaptive Leadership in Change  
LED 430 Conflict and Negotiation for Leaders  
LED 440 Leadership Overview of Organizational Functions  
LED 450 Advanced Group Dynamic Theory  
(Prerequisites: LED 400 and LED 410)

LED 460 Ethics and Decision Making in Leadership  
LED 470 Classic Studies of Leadership  
LED 480 Research for Leaders  
(Prerequisites: LED 410 and LED 420)

LED 490 Leadership Capstone Project  
(Prerequisites: completion of 6 LED courses)

## Upper-Division Electives

(2 courses, 9 quarter units)

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

## School of Business and Management Minors

### ● Minor in Accountancy

(450)

Faculty Advisor: Connie Fajardo • (916) 855-4137 • cfajardo@nu.edu

#### Requirements for the Minor

(6 courses; 27 quarter units)

Students can earn a minor in accountancy if they have successfully completed ACC 410A and at least five of the upper-division accounting courses required in the major. See "Major in Accountancy." Prerequisites may be required depending on courses chosen.

### ● Minor in Business Administration

(463)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • bbuchowicz@nu.edu

#### Requirements for the Minor

(11 courses; 49.5 quarter units)

#### Prerequisites for the Minor

(5 courses; 22.5 quarter units)

ACC 201 Financial Accounting Fundamentals  
ACC 202 Managerial Accounting Fundamentals  
(Prerequisite: ACC 201)

ECO 203 Principles of Microeconomics\*  
ECO 204 Principles of Macroeconomics\*  
MNS 205 Introduction to Quantitative Methods for Business\*  
(Prerequisite: Placement Evaluation)

\*May be used to satisfy general education requirements.

#### Core Requirements

(6 courses; 27 quarter units)

FIN 310 Business Finance  
(Prerequisite: ACC 201)  
MGT309C Principles of Management  
MNS 407 Management Science  
(Prerequisite: MNS 205)  
HRM 409B Survey in Human Resources Management and Organization Development  
MKT302A Marketing Fundamentals  
MGT 430 Survey of Global Business  
(Prerequisites ECO 203 and ECO 204)

### ● Minor in Business Studies

(451)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • bbuchowicz@nu.edu

#### Requirements for the Minor

(11 courses; 49.5 quarter units)

#### Prerequisites for the Minor

(5 courses; 22.5 quarter units)

ACC 201 Financial Accounting Fundamentals  
ACC 202 Managerial Accounting Fundamentals  
(Prerequisite: ACC 201)  
ECO 203 Principles of Microeconomics\*  
ECO 204 Principles of Macroeconomics\*  
MNS 205 Introduction to Quantitative Methods for Business\*  
(Prerequisite: Placement Evaluation)

#### Core Requirements

(6 courses; 27 quarter units)

MGT 309C Principles of Management and Organization  
FIN 310 Business Finance  
(Prerequisite: ACC 201)  
LAW 410 Introduction to Law and Legal Analysis  
MGT 430 Survey of Global Business  
(Prerequisites: ECO 203 and ECO 204)  
MKT 302A Marketing Fundamentals  
MNS 407 Management Science  
(Prerequisite: MNS 205)

### ● Minor in Economics

(481)

Faculty Advisor: Nelson Altamirano • (858) 642-8428 • naltamirano@nu.edu

#### Requirements for the Minor

(8 courses; 36 quarter units)

This minor is designed for those students who seek to gain specialized knowledge in the field of economics. It emphasizes market process (or free market) economics. Economics prepares students for careers in business, government, and nonprofit organizations. Economics also provides very good preparation for graduate level work, including in business, law, public policy, and public administration.

Knowledge of economics can increase one's earning potential relative

to other academic fields (including business and management). According to a U.S. Department of Commerce report, those with undergraduate economic degrees are among the highest paid workers. They place third out of fifteen academic fields (behind only engineering and agriculture/forestry). By choosing a minor in economics, students can take advantage of some of the increased earnings potential that economics makes possible. Students must successfully complete the following courses for a minor in economics.

## Prerequisites for the Minor

(2 courses; 9 quarter units)

ECO 203 Principles of Microeconomics\*

ECO 204 Principles of Macroeconomics\*

\* May be used to satisfy general education requirements.

Note: ECO 203 and ECO 204 are not prerequisites for all courses in the minor.

## Requirements for the Minor

(6 courses; 27 quarter units)

ECO 401	Market Process Economics I
ECO 402	Market Process Economics II
ECO 447	Money and Banking (Prerequisites: ECO 203 and 204)
ECO 415	Labor Economics (Prerequisites: ECO 203 and 204)
ECO 420	International Economics (Prerequisites: ECO 203 and 204)
ECO 430	Economics and Philosophy

## GRADUATE DEGREES

### ■ MASTER OF ACCOUNTANCY

(742)

Lead Faculty: Connie Fajardo • (916) 855-4137 • cfajardo@nu.edu

The Master of Accountancy (MAcc) program prepares students for a professional career in both public and private sector accounting. It is designed for students with little or no previous accounting background who wish to enter the accounting profession. Course content is based largely on the published content specifications of the Uniform CPA Exam. However, the CPA Exam contains questions in areas other than accounting, including business law, economics, and finance. Students whose undergraduate coursework did not include these subjects are advised to supplement the content of this degree program with college level courses and/or enrollment in one of the recognized CPA Exam review courses.

Applicants must have a minimum of a bachelor's degree in any discipline. However, students who have a bachelor's degree in Accounting must email the Lead Faculty for the program and obtain written approval to enroll in the program. All students are advised to contact a full-time accounting faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student's career objectives and providing guidance regarding the courses to be selected.

### Program Learning Outcomes

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

- Evaluate the conceptual framework underlying the principles of accounting.
- Measure, prepare, analyze, and report accounting information of businesses for internal and external users.
- Measure, prepare, analyze, and report accounting information of

governmental and non-profit entities.

- Integrate and utilize current information technologies, methodologies, and systems, to plan, implement, execute, and analyze performance of the organization and its resources
- Evaluate tax rules and regulations applicable to individuals and business enterprises.
- Analyze cost and managerial accounting data and other qualitative information to prepare reports for external and internal decision-making.
- Assess auditing principles and procedures applicable to business, governmental, and not-for-profit entities.
- Apply ethical and legal concepts to accounting and tax problems.
- Conduct independent research to synthesize and communicate accounting information both orally and in writing at the level required for accounting professionals.
- Apply knowledge from the core areas of accounting.

### Degree Requirements

(13 courses, 58.5 quarter units, exam option)

(14 courses, 63.0 quarter units, capstone option)

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

### Core Requirements

(13 courses, 58.5 quarter units, exam option)

(14 courses, 63.0 quarter units, capstone option)

- ACC 601M Foundations of Financial Accounting
  - ACC 610M Financial Accounting I  
(Prerequisite: ACC 601M)
  - ACC 611M Financial Accounting II  
(Prerequisite: ACC 610M)
  - ACC 612M Financial Accounting III  
(Prerequisite: ACC 611M)
  - ACC 615M Advanced Financial Accounting  
(Prerequisite: ACC 612M)
  - ACC 620M Taxation of Individuals  
(Prerequisite: ACC 615M)
  - ACC 621M Taxation of Business and Other Entities  
(Prerequisite: ACC 620M)
  - ACC 630M Cost Accounting  
(Prerequisite: ACC 601M)
  - ACC 631M Advanced Managerial Accounting  
(Prerequisite: ACC 630M)
  - ACC 640M Accounting for Governmental and Not-for-Profit Entities  
(Prerequisite: ACC 601M)
  - ACC 657 Accounting Information Systems  
(Prerequisite: ACC 612M)
  - ACC 650M Auditing Principles  
(Prerequisite: ACC 621M)
  - ACC 651M Auditing Procedures  
(Prerequisite: ACC 650M)
- and
- ACC 1EXM Comprehensive Exam (0 quarter units; no graduate credit)  
(Prerequisite: completion of all core requirements)
- or
- ACC 695M Cases in Accounting & Auditing  
(Prerequisite: completion of all core requirements)

# School of Business and Management

## ■ MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT

(710-817)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

The Master of Arts in Human Resource Management provides students with both the critical skills and knowledge required to be effective in this continuously growing domain through case study, experiential learning opportunities, and best practices. This program serves to increase skills and abilities for a professional to either serve as a senior management team member or as a consultant to organization leadership on human resource management and organizational change issues.

The program integrates the many facets of human resource management in the 21st century through concept, theory, critical analysis and application of recruitment, staffing, training and development, organizational behavior, performance improvement, compensation, benefits, insurance, technology, legal aspects, labor relations, work groups and teams, organizational change and adaptation, ethical issues, and safety concerns in the workplace. The curriculum, incorporating relevant HRM and ODV technology and best practices for both consultants and internal practitioners, is much more in-depth and geared toward those already in the field of practice (HRM and ODV) and for business professionals who want to extend their knowledge beyond operations management. This cutting edge program is designed to offer an innovative multi-disciplinary approach to the growing field of human resource management and the continuum of organizational change in the 21st century.

### Tracks

It is highly recommended that students complete the core courses prior to moving into the areas of specialization tracks. This will help ensure the students have a solid foundation in human resource management. Operating outside of this recommendation is at the student's own discretion and he or she should seek advisement from a counselor and/or lead faculty of the program.

### Program Learning Outcomes

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training, and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Assess and develop methods designed to prevent employer liability and labor relation issues (anti-discrimination statutes, employee and labor relations, union, and non-union environment issues).
- Develop a consulting proposal and course of action for an organization regarding a particular organizational challenge and/or change process.
- Recognize, analyze, and effectively address ethical, legal, and safety challenges faced in the workplace.
- Use knowledge acquired in this program to improve one's job performance, develop one's career, and contribute to the achievement of one's organization's goals and objectives.

### Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Arts in Human Resource Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. It is recommended that students take the project course as their last course in the sequence of the program.

### Core Requirements

(9 courses; 40.5 quarter units)

HRM 660	Theory and Practice of Human Resource Management
HRM 630	Legal, Ethical and Safety Issues in Human Resource Management
HRM 637	Workforce Planning, Development, and Outsourcing
HRM 667	Compensation and Benefits
HRM 633A	Seminar in Employee Relations, Labor Relations, and Union Management
HRM 669	Research Seminar in Human Resource Management Corporate Strategy
ODV 600	Theory and Practice of Organizational Development
ODV 601	Integrating Performance Management, Technology & Organizational Communication
HRM 670	Project/Thesis

*(Prerequisite: Completion of six of the required core courses)*

### Program Electives

(3 courses; 13.5 quarter units)

To complete their program, students must select electives from any graduate level course offered by the School of Business and Management. Highly recommended in the choice of electives are FIN 600, Finance for Non-Financial Managers, and MGT 635, The Organizational Consulting Process.

In the alternative, students may complete their program by completing the specializations listed below. Completion of specialization in lieu of electives will increase the total number of courses by one.

### ▲ Specialization in Organizational Development and Change Management

(890)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

### Program Requirements

(4 courses; 18 quarter units)

ODV 606	Seminar in Training and Development
ODV 608	Research Seminar in Current Issues/trends In Applied Organizational Development
LED 602	Developing Groups and Teams
ODV 610	Advanced Studies in Organizational Behavior in a Diverse Society

### ▲ Specialization in Organizational Leadership

(888)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • [jbuchanan@nu.edu](mailto:jbuchanan@nu.edu)

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



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leaders in an international society by adding distinctive and challenging curricula.

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

## Program Requirements

(4 courses; 18 quarter units)

LED 602	Developing Groups and Teams
LED 603	Organizational Leadership
LED 604	Leading Change and Adaptation
LED 605	Negotiation and Conflict Resolution

## ■ MASTER OF ARTS IN MANAGEMENT

(710-804)

Faculty Advisor: Mark Dannenberg • (530) 226-4005 •  
mdannenberg@nu.edu

The Master of Arts in Management gives students in, or seeking, professional and mid-management careers the opportunity to obtain decision-making skills through a sequence of core courses in basic management and business subjects. Open electives allow students to achieve individual program design and to focus their studies on their professional disciplines.

This program is designed primarily for students who have undergraduate degrees in fields other than business, desire a flexible program, and are seeking graduate work in management.

## Bachelor of Arts in Management/Master of Arts in Management Transition Program

The Bachelor of Arts in Management/Master of Arts in Management (BAM/MAM) Transition Program allows currently enrolled BAM students with a cumulative grade point average of at least a 3.0 who are within completing their last six courses to register for two MAM courses as electives for their BAM degree. Students can take the following two courses: LED601 and MGT601M. The number of courses required to earn an MAM degree for Transition Program students is reduced from 12 to 10 courses. To be eligible for the Transition Program, students must apply for the MAM and begin their program of study within six months after completing their final BAM course. Students must complete the 12-course MAM program within four years with no break exceeding 12 months. Students must complete graduate-level course work taken as part of the BAM degree with a grade of B or better. The course work will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program.

## Program Learning Outcomes

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

- Frame managerial problems in a manner that fosters effective problem solving.
- Select and integrate concepts from the field to frame analysis of managerial problems.
- Judge what is being done well and what can be improved, as framed by concepts from the field.
- Select, based on analysis, action steps that will improve organizational performance.
- Evaluate the effectiveness of using chosen concepts to solve problem.
- Distinguish ethical aspects of managerial decisions
- Utilize information gathering, storage, and distribution to improve decision making.
- Design team processes to gain improved results.
- Demonstrate effective managerial communication.

- Evaluate global activities and opportunities in order to improve organizational performance.

## Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Arts in Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree.

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

## Core Requirements

(12 courses; 54 quarter units)

LED 601	Ethics and Theories of Leadership
MGT 630	Global Business Environment
ODV 600	Theory and Practice of Organizational Development
MKT 602	Marketing Management
FIN 600	Finance for Non-Financial Managers
MGT 601M	Principles of Management
MGT 603	Business Operations Management
MGT 604	Business Project Management
MGT 606	Service Management
MGT 607	Performance Management
MGT 602	Strategic Decision-Making (Prerequisite: completion of at least 22.5 quarter units of core requirements)
MGT610C	Graduate Business Project (Prerequisite: Completion of at least 27 quarter units of core requirements)

## ■ MASTER OF BUSINESS ADMINISTRATION

(730)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • bbuchowicz@nu.edu

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business, and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, leadership, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving.

## Program Learning Outcomes

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

- Formulate the appropriate business policies and strategies within an environment of change to meet the interests of the organization's stakeholders.
- Synthesize the impact of ethical, leadership, economic, and technological changes in an organization.
- Evaluate the financial position of an enterprise, and plan the use of its financial resources to achieve its objectives.
- Apply the basic theories of leadership, knowledge management, economics, and business statistics to solving business problems and taking advantage of business opportunities.
- Synthesize information from functional areas within an organization, such as operations, finance, accounting, management, and marketing, as they support decision-making processes throughout an organization.

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## Self-Paced Foundation Courses (optional)

The following non-credit, self-paced, and self-study courses are offered online, free of charge to registered MBA students. Self-assessment tests are available for students to ascertain their level of competency.

- BUS 500A Intermediate Algebra Foundation (strongly recommended before taking ECO 607)  
BUS 500C Macro and Microeconomics Foundation (strongly recommended before taking ECO 607)

## Two-Week Foundation Courses (Required)

(2 courses; 4.5 quarter units—no graduate level credit granted)

The following two foundation courses are required for all MBA students, but may be waived if a score of 75 percent or above is achieved on a challenge exam. Rather than being self-study and self-paced, these courses are scheduled in normal fashion with qualified instructors. Each is two weeks long: ACC 501 is offered in the first two weeks of an academic month, and FIN 501 is offered in the second two weeks. The two courses are offered online and at certain onsite campus locations. Grading is “S” for Satisfactory, or “U” for Unsatisfactory. Although these courses do not provide academic credit, they have substantial content that is not covered in the related core courses. They must be successfully completed in order to graduate from the MBA program.

- ACC 501 Accounting Fundamentals  
FIN 501 Finance Fundamentals  
(Prerequisite: ACC 501)

## MBA Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MBA transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 49.5 quarter units for their MBA degree. The number of units required for the MBA program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

## Degree Requirements

(14 courses; 63 quarter units)

To receive an MBA degree, students must complete at least 63 quarter units of graduate credit. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be applied to this degree, provided the units were not used in earning another advanced degree.

Refer to the section on graduate admission procedures for specific information regarding application and evaluation.

## Core Requirements

(10 courses; 45 quarter units)

- LED 601 Ethics and Theories of Leadership  
ECO 602 Global Context of Business  
MKT 602 Marketing Management  
MNS 601 Statistics for Business  
ECO 607 Economics for Managerial Decision-Making\*\*  
ACC 604 Managerial Accounting  
(Prerequisite: ACC 501)  
FIN 609A Financial Management  
(Prerequisite: FIN 501)  
MGT 608 Managerial Support Systems  
MGT 602 Strategic Decision-Making  
(Prerequisite : completion of 27 quarter units of MBA Core

### Requirements)

MGT 610C\* Graduate Business Project

(Prerequisite : completion of 31.5 quarter units of MBA Core Requirements)

\* The Graduate Business Project course MGT 610C is conducted in the manner described below. MGT 610C is two months in length.

\*\* It is strongly recommended that students take BUS500A and BUS500C prior to taking ECO607

The Graduate Business Project (MGT610C) is a comprehensive project that integrates prior course material. Therefore, students should schedule MGT 610C toward the end of their degree program, and after completing their area of specialization, if any. The minimum requirements are the completion of at least 31.5 quarter units of core requirements in the MBA program. To complete the project satisfactorily, students apply extensive effort in research and writing over a period of two months. Due to the time and effort required for this project, it is recommended that students dedicate themselves to the completion of this project without distraction. For more information, refer to the Business Project Handbook in the School of Business and Management section of the university’s website.

## General Electives

(4 courses; 18 quarter units)

Students can select any four electives from graduate courses offered by the School of Business and Management, including BUS 691 Internship Project. As an alternative, students may enroll in an Area of Specialization (see below).

## MBA Areas of Specialization

### Requirements for Areas of Specialization

In lieu of general electives, student can choose an area of specialization. In order to graduate with an area of specialization, students must complete all courses specified in the desired area in addition to all of the MBA program requirements. Students must take at least three-fourths of the courses in the area of specialization while in residence at National University.

### ▲ Specialization in Accountancy

(730-000-850)

Faculty Advisor: Connie Fajardo • (916) 855-4137 • cfajardo@nu.edu

Designed for students who wish to prepare for entry into the accounting profession and may be considering one of the recognized professional accounting designations other than the Certified Public Accountant (CPA). CPA Exam candidates should consider the B.S. in Accountancy or Masters in Accountancy programs which provide much greater in-depth preparation for the CPA Exam. CPA Exam candidates in California must have completed 24 semester units (36 quarter units) in accounting or tax and 24 semester units (36 quarter units) in business which includes business law, mathematics, statistics, computer science, and information systems.

Before taking any of the courses in the Accountancy Specialization students are strongly advised to contact a full-time accounting faculty member for a brief interview to review the student’s career objectives and provide guidance as to the courses to be selected.

### Prerequisite for Specialization

(1 course; 4.5 quarter units)

ACC 601M Foundations of Financial Accounting

## Program Requirements

(4 courses; 18 quarter units)

To receive a Specialization in Accountancy, students must complete any four graduate courses with the prefix ACC, in addition to ACC601M, for which the required prerequisite has been successfully completed. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the specialization in Accountancy.

## ▲ Specialization in Alternative Dispute Resolution

(730-000-898)

Faculty Advisor: Jack Hamlin • (858) 642-8405 • [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

This area of specialization is designed for students who wish to complete an MBA while focusing their graduate studies in Alternative Dispute Resolution, one of the fastest growing fields in the U.S. and the world at large. The program provides students with a broad knowledge of Alternative Dispute Resolution subjects and enables students to not only become effective mediators and negotiators but to also use these skills to resolve conflict in the workplace. Expertise in Alternative Dispute Resolution is in high demand in the business community, local, state and federal governments, and neighborhood communities.

## Program Requirements

(4 courses; 18 quarter units)

- ADR 600 Alternative Dispute Resolution
- ADR 605 Negotiation
- ADR 610 Facilitation
- ADR 615 Mediation

## ▲ Specialization in Electronic Business

(730-000-874)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • [mnadeem@nu.edu](mailto:mnadeem@nu.edu)

This specialization enables students to become familiar with the principles and theories of electronic business and has a strong managerial and business focus. It is built upon the requirement of business leaders to be able to take a holistic and strategic approach to transforming their organization and its business processes for E-Business. Online marketing, E-Logistics, and Cyber Law are some of the topics covered in the curriculum.

## Program Requirements

(4 courses; 18 quarter units)

- ELB 620 Principles of E-Business
- ELB 624 Internet Marketing  
(Prerequisite: ELB 620)
- ELB 635 E-Logistics and Supply Chain Management  
(Prerequisite: ELB 620)
- ELB 656 Cyber Law and E-Legal Issues  
(Prerequisite: ELB 620)

## ▲ Specialization in Financial Management

(730-000-851)

Faculty Advisor: Farhang Mossavar-Rahmani • (858) 642-8409 • [fmossava@nu.edu](mailto:fmossava@nu.edu)

The field of finance has undergone great changes in the last decade and now represents one of the most dynamic activities within companies of all sizes, as well as within nonprofit and governmental organizations. Executives with a background in finance head about one out of every three corporations today.

The financial management program is designed to provide both a sound theoretical and a conceptual framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure and case and/or research projects dealing with contemporary financial issues.

## Program Requirements

(4 courses; 18 quarter units)

- FIN 610 Topics in Financial Management  
(Prerequisite: FIN 609A)
- FIN 631 Security Analysis and Portfolio Management  
(Prerequisite: FIN 609A)
- FIN 635 International Finance  
(Prerequisite: FIN 609A)
- FIN 674 Managing Financial Institutions and Banking  
(Prerequisite: FIN 609A)

## ▲ Specialization in Human Resource Management

(730-000-852)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

This area of specialization focuses on managing people, the human resource of the organization. Moving beyond common sense and good interpersonal skills, these courses provide students with the knowledge to recruit, select, train, evaluate and compensate employees. Students learn how changes in the workplace, such as governmental regulations, global competition, developing technologies and organizational transformations, influence the performance and productivity of workers. Technical knowledge and practical skills for dealing with a multicultural workforce offer students new ideas on leadership and effective tools for managing human resource.

## Program Requirements

(4 courses; 18 quarter units)

- HRM 660 Theory and Practice of Human Resource Management
- HRM 630 Legal, Ethical, and Safety Issues in Human Resource Management
- HRM 637 Workforce Planning, Development, and Outsourcing
- HRM 667 Compensation and Benefits

## ▲ Specialization in International Business

(730-000-853)

Faculty Advisor: Juan España • (858) 642-8448 • [jespana@nu.edu](mailto:jespana@nu.edu)

Business activities have an increasingly global reach. Successful business professionals must have a thorough knowledge of international business environments and be able to operate within individual foreign markets.

In this specialization students have the option to travel to foreign locations where, under the guidance of National University professors, they attend lectures, visit universities, factories and cultural sites, thus achieving full immersion in a foreign environment such as China, Mexico, etc.

Specific issues covered in this specialization include cultural, economic and legal issues, as well as exporting, franchising, licensing, foreign direct investment and outsourcing. Students develop skills in areas such as international risk analysis, international human capital development, international communication, site selection, matching markets, and products/services, etc.

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## Program Requirements

(4 courses; 18 quarter units)

Student should choose 4 courses from the following:

MGT 630	Global Business Environment
MGT 637	Comparative International Management
MGT 680	Topics in International Business
IBU 653	Global Business and Strategic Planning
IBU 640	International Experience

## ▲ Specialization in Marketing

(730-000-855)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 •  
mnadeem@nu.edu

This area of specialization prepares students with the knowledge and tools they need to perform as a marketing department director or officer. The program emphasizes the global aspects of marketing, the preparation of various specialized plans for marketing, sales, and advertising and the relationship between the marketing department and other departments of the firm.

## Program Requirements

(4 courses; 18 quarter units)

MKT 620	Consumer Behavior (Prerequisite: MKT 602)
MKT 631	Global Marketing (Prerequisites: MKT 602)
MKT 634	Market Research (Prerequisites: MKT 602)
MKT 660	Strategic Operational Marketing (Prerequisites: MKT 602, MKT 620, MKT 631, MKT 634)

## ▲ Specialization in Organizational Leadership

(730-000-888)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchanan@nu.edu

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

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

## Program Requirements

(4 courses; 18 quarter units)

LED 602	Developing Groups and Teams
LED 603	Organizational Leadership
LED 604	Leading Change and Adaptation
LED 605	Negotiation and Conflict Resolution

## ▲ Specialization in Technology Management

(730-000-857)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 •  
sviswana@nu.edu

The field of technology management provides students with the essential management skills and understanding to take a proactive role in developing strategies to fully employ technology within their organization.

## Program Requirements

(4 courses; 18 quarter units)

TMG 620	Principles of Technology Management
TMG 635	Strategic Management of Technology and Innovation
TMG 640	Managing Technology Change
TMG 625	Systems Analysis and Design

Consult faculty advisor or the Chair of the Department of Computer Science and Information Systems.

## ■ MASTER OF SCIENCE IN CORPORATE AND INTERNATIONAL FINANCE

(720-819)

Faculty Advisor: Farhang Mossavar-Rahmani • (858) 642-8409 •  
fmossava@nu.edu

The Master of Science in Corporate and International Finance (MSCIF) program prepares students for a professional career in corporate and international finance. This program is designed to provide students with advanced skills in applied finance required in today's competitive international financial environment. It also provides an opportunity for in-depth study of the sophisticated analytical techniques and market transactions that drive financial innovation. Students with MS in Corporate and International Finance will be able to enter into one of four career paths: (1) a financial position in a private domestic and international corporate setting; (2) an investment strategist position; (3) a managerial position in financial institutions; and (4) a treasurer position in various governmental organizations.

## Program Learning Outcomes

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

- Evaluate the financial position of organizations through examination of financial statements, budget, financial planning and make proper recommendations.
- Conceptualize a complex issue, analyze it, and build on the existing body of knowledge in the area of finance.
- Integrate information technology and ethics into global financial activities and policies.
- Analyze important corporate financial issues in the overall context of maximization of firm value.

## Degree Requirements

(12 courses; 54 quarter units)

To receive a MSCIF, students must complete at least 12 courses for 54 quarter units as described below. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at other institutions, as they apply to this program and provided the units were not used in earning another advanced degree.

## Program Prerequisites

(2 courses; 4.5 quarter units)

The following two foundation courses are required for all MSCIF students, but may be waived if a score of 75 percent or above is achieved on a challenge exam. Each is two weeks long: ACC 501 is offered in the first two weeks of an academic month and FIN 501 is offered in the second two weeks. The two courses are offered online and at certain onsite campuses. Grading is "S" for Satisfactory, or "U" for Unsatisfactory. Although these courses do not provide academic credit, they have substantial content that is not covered in the related core courses, and they must be successfully completed to graduate from this program.

ACC 501 Accounting Fundamentals

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FIN 501 Finance Fundamentals  
(Prerequisite: ACC 501)

## Core Requirements

(12 courses; 54 quarter units)

ACC 604 Managerial Accounting  
(Prerequisite: ACC 501)

FIN 609A Financial Management  
(Prerequisite: FIN 501)

FIN 610 Topics in Financial Management  
(Prerequisite: FIN609A)

FIN 631 Security Analyses and Portfolio Management  
(Prerequisite: FIN 609A)

FIN 635 International Finance  
(Prerequisite: FIN 609A)

FIN 674 Managing Financial Institutions and Banking  
(Prerequisite: FIN 609A)

FIN 652 Real Estate Finance  
(Prerequisite: FIN 609A)

FIN 671 Credit Management  
(Prerequisite: FIN 609A)

ACC 672 International Acctg Standards  
Prerequisite(s): ACC 501 or ACC 201

FIN 675 World Economy, Trade and Finance  
(Prerequisite: FIN 609A)

FIN 676 International Banking  
(Prerequisite: FIN 609A)

FIN 655 Finance Research Project (Capstone Course)  
(Prerequisites: completion of FIN 609A and at least 36 quarter units of core courses)

or

MGT 610C Graduate Business Project (Capstone Course)  
(Research Project and Business Project options only)  
(Prerequisites: completion of FIN 609A and at least 36 quarter units of core courses)

## ■ MASTER OF SCIENCE IN KNOWLEDGE MANAGEMENT

(720-820)

Lead Faculty: Gary Parks • (858) 642-8414 • gparks@nu.edu

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.
- Use knowledge acquired in this program to improve one's job performance, develop one's career, and contribute to the achievement of one's organization's goals and objectives.

## 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 procedures 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 Leading Change and Adaptation

LED 602 Developing 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)

## ■ MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

(720-815)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchanan@nu.edu

The mission of the Master of Science in Organizational Leadership (MSOL) program is to prepare diverse nontraditional learners to become effective, change-oriented leaders in an international society. The program uses distinctive and challenging curriculum that integrates theory with practice, university with community, personal success with ethical service to others, and information technology with creativity, empathy, and democracy.

### Program Learning Outcomes

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

- Apply effective, change-oriented leadership skills in problem solving situations.
- Evaluate leadership styles within the context of an interdependent, pluralistic, global society.

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- Integrate leadership theories and practices derived from differing disciplines to change personal and organizational performance.
- Integrate ethical principles in social and diverse contexts.
- Integrate appropriate technology skills into personal and organizational leadership.
- Use appropriate written and oral presentation skills in discussing, evaluating, comparing, and contrasting organizational setting and leadership.
- Use knowledge acquired in this program to improve one's job performance, develop one's career, and contribute to the achievement of one's organization's goals and objectives.

## Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Science in Organizational Leadership, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission procedures for specific information regarding application and evaluation.

## Requirements for the Major

(10 courses; 45 quarter units)

LED 601	Ethics and Theories of Leadership
MNS 601	Statistics for Business
LED 602	Developing Groups and Teams
LED 603	Organizational Leadership
LED 604	Leading Change and Adaptation
LED 605	Negotiation and Conflict Resolution
LED 606	Information Management for Leaders
FIN600	Finance for Non-Financial Managers
LED 608	Seminars in Leadership (Prerequisite: completion of six of the preceding core courses)
LED 609	Capstone Project Course (Prerequisite: MNS 601 and five leadership courses)

## Program Electives

(2 courses; 9 quarter units)

Each student must complete two graduate courses from the School of Business and Management to meet the electives requirement.

## CERTIFICATE PROGRAMS

Students who are pursuing a bachelor's or master's degree may qualify for one of the certificates listed below provided that the student requests the certificate prior to the completion of their degree program. Certificates will not be issued once a degree has been awarded.

*Note: For further information regarding certificate programs, please see an admissions advisor.*

### ● Certificates in Accountancy

Faculty Advisor: Connie Fajardo • (916) 855-4137 • cfajardo@nu.edu

Designed for students who wish to prepare for entry into the accounting profession and may be considering one of the recognized professional accounting designations other than the Certified Public Accountant (CPA). CPA Exam candidates should consider the B.S. in Accountancy or Master in Accountancy which provide much greater in-depth preparation for the CPA Exam. CPA Exam candidates in California must have completed 24 semester units (36 quarter units)

in accounting or tax and 24 semester units (36 quarter units) in business which includes business law, mathematics, statistics, computer science, and information systems.

Students who wish to pursue a baccalaureate degree, a second baccalaureate degree, or a master's degree can apply some or all of the academic credits awarded in the certificate program toward that degree, depending upon its requirements and providing the coursework taken is at the same level as the degree program.

Before taking any of the courses in the Certificate in Accountancy program, students are strongly advised to contact a full-time accounting faculty member for a brief interview to review the student's career objectives and provide guidance as to the courses to be selected.

## Undergraduate Series

(670-000-450)

Available to both undergraduate and graduate students.

### Certificate Prerequisite

(1 course; 4.5 quarter units)

ACC 201 Financial Accounting Fundamentals  
(Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of "C" or better, unless they receive an equivalent grade on an accounting aptitude exam.)

### Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Accountancy, students must complete any six undergraduate courses with the prefix ACC for which the required prerequisite has been successfully completed. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.

## Graduate Series

Available to both undergraduate and graduate students.

(770-000-850)

### Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Accountancy, students must complete any six graduate courses with the prefix ACC for which the required prerequisite has been successfully completed. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.

### ● Certificate in Basic Human Resource Management

(670-000-560)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • bbaum@nu.edu

The Certificate in Basic Human Resource Management is designed to provide fundamental knowledge and skills for students seeking entry-level and supervisory positions in the field of human resource management. The program provides a basic knowledge of the foundations of managing human resources, including recruitment, selection, retention, compensation, development, and legal compliance in the workplace. The certificate program prepares students for expanded opportunities in diverse industries. Students will obtain valuable knowledge and skills in human resource management that will enable them to contribute to the ongoing process of attracting and retaining individuals who will assist in

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furthering an organization's interest in achieving its mission.

(Prerequisite: MKT 200)

## Program Learning Outcomes

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

- Comprehend the various functions of human resource management.
- Identify and describe the stages of the human resource planning process.
- Describe key issues in the motivation and compensation of employees.
- Explain human resource assessment as it relates to the mission of an organization.
- Recognize common concerns surrounding employer liability in the workplace.
- Interpret employment laws and explain their impact on an organization.
- Apply research techniques to the preparation of written assignments.

## Certificate Requirements

(4 courses; 18 quarter units)

HRM 200	Intro to Basic Human Resources
HRM 210	Staffing and Development (Prerequisite: HRM 200)
HRM 220	Compensating Employees (Prerequisite: HRM 200)
HRM 230	Legal Aspects of Basic HRM (Prerequisite: HRM 200)

## ● Certificate in Basic Sales and Marketing

(670-000-561)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • mnadeem@nu.edu

This program encompasses the foundations of the most important areas in sales and marketing including the fundamentals, advertising, consumer behavior and personal selling. Students will obtain valuable knowledge and skills in marketing and customer service to pursue entry and mid-level positions in a wide range of fields and industries.

## Program Learning Outcomes

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

- Comprehend the various elements of the sales and marketing fields and apply them to real-life situations.
- Describe how the Internet is changing marketing for all businesses.
- Identify market segments and target markets.
- Comprehend the basic marketing concepts and the four P's: Price, Promotion, Place and Product.
- Recognize the importance of understanding customer needs and expectations as well as customer service.
- Distinguish the key components of advertising and their impact to the business.
- Demonstrate the ability to use on-line resources to research and prepare written and oral assignments

## Certificate Requirements

(4 courses; 18 quarter units)

MKT200	Basic Marketing
MKT210	Intro to Consumer Behavior (Prerequisite: MKT 200)
MKT220	Intro to Personal Selling (Prerequisite: MKT 200)
MKT230	Basic Advertising Concepts

## ● Certificate in Basics of Casino Management

(670-000-562)

Faculty Advisor: Michael Pickett • (909) 919-7631 • mpickett@nu.edu

Covering one of the fastest growing industries, the Basics in Casino Management Certificate will provide learners a fundamental understanding of the knowledge and skills required for successful transition into supervisory positions within their organizations, while presenting the content in a delivery format that is modeled by a constructivist methodology thereby providing a catalyst into the higher education arena for underrepresented learners.

The Basics in Casino Management courses focus upon common supervisory competencies found in fast-paced hospitality and casino organizations. A Basics in Casino Management certificate provides:

1. A broad-based core of supervisory competencies coupled with essential technology-oriented business functions,
2. An introductory understanding of the processes that enable specific business functions in the hospitality and casino industry, and
3. A grounding in applied academic fundamentals to include critical thinking, writing, and communication skills required in today's hospitality and casino industry.

## Program Learning Outcomes

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

- Identify fundamental business activities, theoretical and practical, related to hospitality and casino management.
- Recognize ethical issues as they apply to cross-functional supervisory activities in the hospitality and casino industry.
- Identify current and emerging trends in the hospitality and casino industry as applied to Native American gaming institutions.
- Recognize the importance of diversity and multiculturalism in the hospitality and casino industry.
- Demonstrate undergraduate-level written communication skills.
- Demonstrate undergraduate-level oral communication and presentation skills.
- Apply analytical and critical thinking skills in interpreting the advantages and disadvantages of the gaming industry on tribal and community relations.

## Certificate Requirements

(6 courses; 27 quarter units)

HCM 200	Basic Accounting
HCM 210	Intro to Gaming Law (Prerequisite: HCM 200)
HCM 220	Intro to Casino Marketing (Prerequisite: HCM 200)
HCM 230	Hospitality Staffing (Prerequisite: HCM 200)
HCM 240	Hospitality Diversity (Prerequisite: HCM 200)
HCM 250	Tribal Community Dev. (Prerequisite: HCM 200)

## ● Graduate Certificate in Electronic Business

(770-000-874)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 • mnadeem@nu.edu

This certificate program is designed for individuals who want to become proficient in the new business models and technology involved in conducting business on the Internet and/or the World Wide Web. Qualified people in electronic business are needed as this

# School of Business and Management

field of study has matured. E-Business is a complex area of study that requires the ability to integrate managerial, technical and strategic knowledge. Managers at all levels and in all departments need to understand the fundamentals of e-business, so that they can ensure that their investments in new technologies support business objectives and provide a positive return on investment.

To receive certification, students are required to successfully complete five courses.

## Certificate Requirements

(5 courses; 22.5 quarter units)

ELB 620	Principles of E-Business
ELB 621	E-Strategies and Business Models (Prerequisite: ELB 620)
ELB 624	Internet Marketing (Prerequisite: ELB 620)
ELB 635	E-Logistics and Supply Chain Management (Prerequisite: ELB 620)
ELB 656	Cyber Law and E-Public Policies (Prerequisite: ELB 620)

## ● Undergraduate Certificate in Finance

(670-000-474)

Faculty Advisor: Farhang Mossavar-Rahmani • (858) 642-8409 • [fmossava@nu.edu](mailto:fmossava@nu.edu)

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met.

A certificate in Finance is designed for students who are interested in strengthening their business acumen, acquiring analytical skills, or supplementing their financial background. Career opportunities include three interrelated areas: financial institutions, investments, and financial management.

Expertise in finance is a sought after and unique skill. This certificate prepares students for managerial responsibilities in organizations such as banks, insurance companies, securities firms, commercial, and not-for-profit organizations. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of financial management.

Upon successful completion, students will have acquired critical skills in the analysis of accounting, market, and economic data. This will prepare them for expanded opportunities in diverse industries.

## Certificate Prerequisites

(5 courses; 22.5 quarter units)

ACC 201	Financial Accounting Fundamentals
ACC 202	Managerial Accounting Fundamentals (Prerequisite: ACC 201)
FIN 310	Business Finance (Prerequisite: ACC 201)
FIN 442	Investments (Prerequisites: FIN 310 and FIN 440)
FIN 443	Working Capital Management (Prerequisites: FIN 310)

## Certificate Requirements

(4 courses; 18 quarter units)

FIN 440	Financial Institutions (Prerequisite: FIN 310)
FIN 444	Risk Management and Insurance (Prerequisites: FIN 310)

FIN 446 International Financial Management  
(Prerequisites: FIN 310)

FIN 448 Seminar in Finance  
(Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443, and FIN 446)

## ● Undergraduate Certificate in Hospitality and Casino Management

(670-000-178)

Faculty Advisor: Michael Pickett • (909) 919-7631 • [mpickett@nu.edu](mailto:mpickett@nu.edu)

This coursework and the accompanying credits may be transferred to the BBA programs if all other requirements for admission are met.

## Certificate Requirements

(6 courses; 27 quarter units)

HCM 400	Princ of Hosp & Casino Acct
HCM 410	Hospitality and Gaming Law
HCM 420	Hospitality and Casino Mkt
HCM 430	Principles of Hospitality and Casino Staffing
HCM 440	Cultural Diversity and Hospitality Management
HCM 450	Native American Tribal Community Development

## ● Undergraduate Certificate in Human Resource Management

(670-000-475)

Faculty Advisor: Bernadette Baum • (858) 642-8404 • [bbaum@nu.edu](mailto:bbaum@nu.edu)

This certificate is designed for those who wish to gain the knowledge and skills in HRM which are appropriate for professional and supervisory careers in the field of human resource management.

## Certificate Requirements

(4 courses; 18 quarter units)

HRM 409B	Survey in Human Resource Management and Organization Development
HRM 432	Recruiting, Selection, Promotion, and Retention
HRM 433	Pay and Benefit Administration, and HR Technology
HRM 439	Legal, Regulatory and Labor Relation Concerns in HRM

## ● Graduate Certificate in International Business

(770-000-883)

Faculty Advisor: Juan España • (858) 642-8448 • [jespana@nu.edu](mailto:jespana@nu.edu)

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met.

This certificate program is designed for students who are either employed by a multinational company or interested in pursuing a career in international business. Expertise in this field is in high demand throughout the world. The four courses included in this certificate provide a comprehensive overview of trade principles and practices as well as a broad knowledge of global markets. Upon successful completion of this certificate, students will have developed skills enabling them to match markets with goods and services from a global perspective.

## Certificate Prerequisites

(3 courses; 13.5 quarter units)

ECO 203	Principles of Microeconomics
MKT 302A	Marketing Fundamentals



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or

MKT 602 Marketing Management  
ECO 630 Global Economic Geography  
(Prerequisites: ECO 607)

## Certificate Requirements

(4 courses; 18 quarter units)

MGT 630 Global Business Environment  
MGT 637 Comparative International Management  
MKT 631 Global Marketing  
(Prerequisite: MKT 602)  
ECO 631 Global Trade Policy and Procedures  
(Prerequisite: ECO 607)

## ● Undergraduate Certificate in Marketing

(670-000-476)

Faculty Advisor: Mohammed Nadeem • (408) 236-1150 •  
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This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met. To receive certification, students are required to successfully complete four courses and achieve a passing grade on a comprehensive test covering these four areas.

## Certificate Requirements

(4 courses; 18 quarter units)

MKT 302A Marketing Fundamentals  
MKT 420 Principles of Consumer Behavior  
(Prerequisite: MKT 302A)  
MKT 434 Introduction to Market Research  
(Prerequisite: MKT 302A)  
MKT 443 Introduction to Advertising  
(Prerequisite: MKT 302A)



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*The University of Values*



# Degree Programs Offered

## Undergraduate Degrees

### Bachelor of Arts

with Majors in:

- Biological Science with a California Preliminary Single Subject Credential
- Early Childhood Development with a California Preliminary Multiple Subject Credential
- Early Childhood Education
  - with Concentrations in
    - Early Childhood Administration
    - Teacher Education
- English with a California Preliminary Single Subject Credential (California)
- Interdisciplinary Studies with a California Preliminary Multiple Subject Teaching Credential
- Mathematics with a California Preliminary Single Subject Credential

## Graduate Degrees

### Master of Arts in Language Teaching and Learning

with Areas of Specialization in:

- Bilingual Cross-Cultural Language and Development
- Spanish Language Instruction
- Teaching and Learning in a Global Society

### Master of Arts in Teaching

with Areas of Specialization in:

- Autism
- Applied Behavior Analysis
- Best Practices
- Early Childhood Education
- Early Childhood Special Education
- Educational Technology
- National Board Certified Teacher Leadership
- Reading
- Special Education
- Teacher Leadership
- Teaching and Learning in a Global Society

### Master of Education Specializing in Cross-Cultural Teaching (with a Single or Multiple Subject Credential with BCLAD Option and Intern Credential Option)

### Master of Education Specializing in Best Practices (with a Single or Multiple Subject Credential with BCLAD Option and Intern Credential Option)

### Master of Education in Teaching

### Master of Science

with Fields of Study in:

- Applied School Leadership (in Partnership with Santa Clara County Office of Education [SCCOE])
- Educational Administration
- Educational Counseling
- Instructional Leadership
- Juvenile Justice Special Education
- School Psychology
- Special Education
- Special Education, Emphasis in the Deaf and Hard-of-Hearing

## Nevada Programs (Please see Nevada section of this catalog)

- Bachelor of Arts in Elementary Education with Nevada Licensure
- Bachelor of Arts in Mathematics Education with Nevada Licensure
- Bachelor of Arts in Secondary Education, Major in English with Nevada Licensure
- Master of Arts in Teaching
- Master of Education in Elementary Education with Nevada Licensure
- Master of Education in Secondary Education with Nevada Licensure
- Master of Science with Licensure in Special Education

## Credential Programs

(Approved by the Commission on Teacher Credentialing)

- Preliminary Multiple Subject Teaching Credential Program with BCLAD Option
- Preliminary Single Subject Credential Program with BCLAD Option
- Holders of a Ryan Credential with CLAD and AB 1059
- Holders of a Preliminary 2042 MS/SS Teaching Credential
- University Internship Credential Program for Multiple Subject/Single Subject Teaching
- Advanced 5th Year Study – Clear SB 2042 Credential
- Preliminary Administrative Services Certificate/Credential
- University Internship Administrative Services Credential
- Clear Administrative Services Credential
- Pupil Personnel Services Credential School Counseling (PPSC)
- Pupil Personnel Services Credential School Psychology (PPSP)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)
- Preliminary Level I Education Specialist Credential:
  - DHH with English Learner Authorization
  - DHH with Multiple or Single Subject Credential
  - Mild/Moderate Disabilities with English Learner Authorization
  - Moderate/Severe Disabilities with English Learner Authorization
  - Mild/Moderate Disabilities with Multiple or Single Subject Credential Concurrent with BCLAD Option
  - Moderate/Severe Disabilities with Multiple or Single Subject Concurrent Credential with BCLAD Option
- University Internship Education Specialist Credential:
  - Deaf or Hard-of-Hearing (DHH)
  - Mild/Moderate Disabilities
  - Moderate/Severe Disabilities
- Clear Level II Education Specialist: Mild/Moderate Disabilities
- Clear Level II Education Specialist: Moderate/Severe Disabilities
- Career Technical Education Credential

## Certificate Programs

- Applied Behavior Analysis
- Autism
- CA Reading Certificate
- Early Childhood
- Early Childhood Special Education
- Educational Technology Certificate
- National Board Certified Teacher Leadership

The following programs are also listed in the College of Letters and Sciences Section

### Bachelor of Arts

with Majors in:

- Biological Science with a California Preliminary Single Subject Credential
- English with a California Preliminary Single Subject Credential (California)
- Interdisciplinary Studies with a California Preliminary Multiple Subject Teaching Credential
- Mathematics with a California Preliminary Single Subject Credential (California)

☞ denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every campus.

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# School of Education

## HONOR SOCIETIES

### PI LAMBDA THETA HONOR SOCIETY

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The Dean of the School of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career search, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

## UNDERGRADUATE DEGREES

### ■ BACHELOR OF ARTS

#### ◆ MAJOR IN BIOLOGICAL SCIENCE WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-252)

*Faculty Advisor: For Science: Michael Maxwell • (858) 642-8413 • mmaxwell@nu.edu*

*For Credential: Ron Saltinski • (310) 662-2141 • rsaltins@nu.edu*

The Bachelor of Arts with a Major in Biological Science with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher at the middle and secondary school levels. The program stresses foundation in biological science and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

#### Biological Science Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- describe cell structure and physiological functioning of microbes and macroscopic organisms, including plants and animals;
- identify major human organ systems, and the roles of their constituent organs;
- explain structure and function of DNA and other important molecules (e.g., proteins), including patterns of chromosomal inheritance;
- discuss biodiversity and evolutionary history of Earth's organisms;
- describe ecological interactions at the levels of the population, community, and ecosystem;
- discuss fundamental concepts of natural and physical science,

including methods of scientific inquiry, ethics, and environmental processes.

#### Teacher Education Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- demonstrate knowledge of 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 with a Major in Biological Science 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.

#### Preparation for the Major

(12 courses, 42 quarter units)

- |          |   |
|----------|---|
| MTH 210  | Probability and Statistics*   |
| EES 103  | Fundamentals of Geology*  |
| EES 103A | Fundamentals of Geology Lab* (1.5 quarter units)<br>(Prerequisite: EES 103)       |
| CHE 141  | General Chemistry 1*<br>(Prerequisite: MTH 215 or equivalent)                     |
| CHE 142  | General Chemistry 2*<br>(Prerequisite: CHE 141)                                   |
| CHE 101A | Introductory Chemistry Lab* (1.5 quarter units)<br>(Prerequisite: CHE 141 or 101) |
| BIO 161  | General Biology 1*  |
| BIO 162  | General Biology 2*<br>(Prerequisite: BIO 161)                                     |
| BIO 100A | Survey Bioscience Lab* (1.5 quarter units)<br>(Prerequisite: BIO 100 or BIO 161)  |
| PHS 171  | General Physics 1*<br>(Prerequisite: MTH 215 or MTH 216A/B)                       |
| PHS 172  | General Physics 2*<br>(Prerequisite: PHS 171)                                     |
| PHS 104A | General Physics 1 Lab* (1.5 quarter units)<br>(Prerequisite: PHS 104 or PHS 171)  |

\* May satisfy a general education requirement

#### Requirements for the Major

(19 courses; 79.5 quarter units)

#### Biological Science Requirements

(12 courses, 48 quarter units)

- |         |                           |
|---------|---------------------------|
| EES 301 | Earth & Planetary Science |
| SCI 310 | Evolution                 |



	(Recommended: prior completion of BIO 161, 162 and 100A or BIO 100 and 100A or equivalent)
BIO 330	Ecology
EES 335	Environmental Science
BIO 380	Human Biology for Teachers** (Prerequisites: BIO 161, BIO 162, BIO 100A)
SCI 400	History of Science (Prerequisite: One 4.5 quarter unit science course from the Natural Sciences)
BIO 405	Cell & Molecular Biology (Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
BIO 405A	Cell & Molecular Biology Lab (Prerequisite: BIO 405)
BIO 408	Genetics & Hereditary (Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
BIO 411	Biodiversity (Recommended: prior completion of BIO 161, 162 & 100A, or BIO 100 & 100A, or equivalent)
BIO 412	General Zoology (Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)
BIO 412A	General Zoology Lab (Prerequisite: BIO 412)

\*\* May be waived for equivalent coursework (e.g., SCI 201 and SCI 202) but the student must contact the Faculty Advisor and submit the appropriate forms to initiate the waiver.

## Education Theory and Methodology Requirements

(7 courses, 31.5 quarter units)

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 305	Teaching as a Profession (15 hours field experience required)
TED 300	Fundamentals of Education (Prerequisite: TED 305 or 320)
TED 310	Development and Learning (Prerequisite: TED 305 or 320)
TED 330B	Reading and Language Arts (Prerequisite: TED 305 or 320)
TED 420	Diversity in Schooling (Prerequisite: TED 305 or 320)
TED 430	Special Needs Students (Prerequisite: TED 305 or 320)
TED 455	Methods of Teaching Biological Science (Prerequisite: TED 305 or 320)

## Student Teaching Requirements

(4 courses, 18 quarter units)

Prerequisites: All major coursework must be completed satisfactorily including the GPA requirement for TED courses; TPA 1 must be passed and TPA 2 should be submitted before beginning student teaching

Students must pass CSET prior to beginning student teaching. TED 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 (Prerequisite: Completion of all upper division required coursework)
TED 465B	Student Teaching II (Prerequisite: Completion of all upper division required coursework)

TED 465C	Student Teaching III (Prerequisite: Completion of all upper division required coursework)
TED 465D	Student Teaching IV (Prerequisite: Completion of all upper division required coursework)

## Credentialing Requirements

(2 courses, 9 quarter units)

HEDX 1201X	Health Education for Teachers
EDX 1201X	Computer Tech in Classroom

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. (See Credentialing Program Requirements)

## ◆ MAJOR IN EARLY CHILDHOOD DEVELOPMENT, WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

(610-106)

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • [cschubert@nu.edu](mailto:cschubert@nu.edu)

Faculty Advisor: John Carta-Falsa • (858) 642-8380 • [jcartafa@nu.edu](mailto:jcartafa@nu.edu)

The Bachelor of Arts majoring in Early Childhood Development with a California Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum that incorporates content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas including academic Subject and resources to deepen their understanding. .
- Demonstrate communication skills in utilizing complex characteristics of children's families and communities.
- Create environments that are healthy, respectful, supportive, and challenging that demonstrate understanding of young children's characteristics and needs, and multiple interacting influences on children's development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible manner in partnership with families and other professionals to positively influence children's development and learning.
- Design, implement and evaluate experiences that promote positive development and learning for all children.
- Use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.
- Design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children
- Know and apply appropriate ethical guidelines and other professional standards related to early childhood practice.

# School of Education

- Create positive relationships and supportive interactions as the foundation for their work with young children.
- Understand and apply educational technology to meet the needs of all learners including those with special needs and linguistically and culturally diverse students
- Design, implement and assess standards-based lesson plans for learning and achievement in content areas.
- Adhere to professional standards and ethics

## Degree Requirements

To receive a Bachelor of Arts in Early Childhood with a California Preliminary Multiple Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 70.5 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. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Credential requirements include completion of an E-portfolio. Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

*Note: Candidates must register for Task Stream at the beginning of ECE 301 and remain registered in their Task Stream account until all credential courses and TPA Tasks are completed. Task Stream fees are located in the General Fees area of the catalog.*

## Preparation for the Major

(3 courses; 13.5 quarter units)

ECE 201	The Growing Child: Zero to 8
ECE 210	Child, Family, School & Comm.
HED 220	Health, Nutrition & Safety

## Requirements for the Major

(23 courses; 103.5 quarter units)

All Teacher Education courses (TED) and Early Childhood courses (ECE) have field experience components. Students must maintain a 3.0 GPA within all coursework. Grades of "D" or "F" are not acceptable in TED and ECE courses.

## Orientation Course

ECE 301	Early Childhood Teaching* (A two-month course)
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\*ECE 301 is a two (2) month course and is required prior to beginning coursework in this degree program.

## Foundation Courses

ECE 330	Early Cognition (Prerequisites: ECE 201, ECE 210, HED 220 and ECE 301)
ECE 310	Diversity: Development & Education
ECE 464	Ethical and Legal Issues (Prerequisite: HED 220)

## Method Courses

### Cluster 1 (Reading)

ECE 410	Early Language and Literacy (Prerequisite: ECE 330)
ECE 446	Literature and Young Children

TED 330A	Elementary Language Arts Methods (Prerequisite: Admission to the Teacher Education Program, TED 305 or TED 320 or ECE 301 [for ECD majors only])
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### Cluster 2 (Curriculum and Instruction)

ECE 415	Designing Emergent Curriculum (Prerequisite: ECE 330)
ECE 430	Play as Pedagogy (Prerequisite: ECE 330)
ECE 435	Music, Movement, Drama, Dance
ART 400	Expressive and Integrated Art

### Cluster 3 (Math and Science)

ECE 420	Nature, Numbers and Technology (Prerequisite: ECE 330)
TED 350	Math and Science Methods (Prerequisite: ENG 100/101, TED 305 or TED 320 or ECE 301 (for ECD majors only))

### Cluster 4 (Special Needs, Assessment, Classroom Management)

ECE 440	Observing, Assessing & Planning (Prerequisites: ECE 330)
ECE 445	Strategies: Guiding Behaviors (Prerequisites: ECE 330)
ECE 465	Crisis, Trauma and Abuse
TED 430	Special Needs Children (Prerequisite: ENG 100/101 m TED 305 or TED 320 or ECE 301 [for ECD majors only])

### Cluster 5 (History and Social Science)

HIS 410	California History
TED 355	Hist/Social Science Methods (Prerequisites: Admission to the Teacher Education program, TED 305 or TED 320 or ECE 301 [for ECD majors only])

## Student Teaching Requirements

(4 courses; 18.0 quarter units)

All ECE and TED required major course work must be completed satisfactorily including the GPA requirement for TED and ECE courses prior to student teaching. RICA may be taken before or after student teaching. TED 465A, TED 465B, TED 465C and TED 465D are field experience and seminar courses. Grading is (S) Satisfactory or (U) Unsatisfactory and is not factored into the cumulative GPA.

TED 465A	Student Teaching- I (Prerequisites: Completion of all upper-division course requirements, including all ECE and TED coursework)
TED 465B	Student Teaching- II (Prerequisites: Completion of all upper-division course requirements, including all ECE and TED coursework)
TED 465C	Student Teaching- III (Prerequisites: Completion of all upper-division course requirements, including all ECE and TED coursework)
TED 465D	Student Teaching – IV (Prerequisites: Completion of all upper-division course requirements, including all ECE and TED coursework)

Candidates must meet all state of California requirements for the multiple subject credential to be recommended to the Commission on Teacher Credentialing (CTC) (See Credential Program Requirements)

## ◆ MAJOR IN EARLY CHILDHOOD EDUCATION

(610-444)

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The Bachelor of Arts degree in Early Childhood Education (BAECE) has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC); the Child Development Associates National Competency Standards (CDA); and the National Head Start Association (NHSA). The completion of the BAECE degree program meets the educational requirements needed for the Child Development Associates National Credentialing program and meets the requirements of the State of California Child Development Permits.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the BAECE degree program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

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.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Identify essential concepts, inquiry tools, and structure of content areas including academic Subject and resources to deepen their understanding.
- Demonstrate communication skills in utilizing complex characteristics of children's families and communities.
- Create environments that are healthy, respectful, supportive, and challenging that demonstrate understanding of young children's characteristics and needs, and multiple interacting influences on children's development and learning.
- Use systematic observations, documentation, and other effective assessment strategies in a responsible manner in partnership with families and other professionals to positively influence children's development and learning.
- Design, implement and evaluate experiences that promote positive development and learning for all children.
- Use a wide array of effective approaches, strategies, and tools to positively influence children's development and learning.
- Design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for all young children.
- Know and apply appropriate ethical guidelines and other professional standards related to early childhood practice.
- Create positive relationships and supportive interactions as the foundation for their work with young children.

## Degree Requirements

To receive a Bachelor of Arts in Early Childhood Education degree, 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 procedures for specific information regarding admission and evaluation.

## Preparation for the Major

(4 courses; 18 quarter units)

PSY 100	Introduction to Psychology*
ECE 201	The Growing Child: Zero to 8
ECE 210	Child, Family, School & Comm. (Prerequisites: PSY 100 and ECE 201)
HED 220	Health, Nutrition & Safety (Prerequisites: PSY 100 and ECE 201)

\*May be used to meet a general education requirement.

## Requirements for the Major

(10 courses; 45 quarter hours)

ECE 464	Ethical and Legal Issues (Prerequisite: HED 220)
ECE 310	Diversity: Development & Ed.
ECE 330	Early Cognition (Prerequisites: ECE 201, ECE 210, HED 220 and ECE 310)
ECE 410	Early Language and Literacy (Prerequisite: ECE 330)
ECE 415	Designing Emergent Curriculum (Prerequisite: ECE 330)
ECE 420	Nature, Numbers and Technology (Prerequisite: ECE 330)
ECE 430	Play as Pedagogy (Prerequisite: ECE 330)
ECE 440	Observing, Assessing & Planning (Prerequisites: ECE 330, ECE 415, and ECE 430)
ECE 445	Strategies: Guiding Behaviors (Prerequisites: ECE 330, ECE 415, and ECE 430)
ECE 450	Academic Seminar/Field Experience (Prerequisite: Student must have successfully completed all major 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)

Candidates 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 490 in combination of approved elective courses within either concentration

ECE 312	Infant and Toddler Care (Prerequisites: ECE 330 and ECE 430)
ECE 314	Experiences: Infant and Toddlers (Prerequisite: ECE 312)
ECE 465	Crisis, Trauma, and Abuse
ECE 490	Guided Study (1.5 – 4.5 quarter units)

## ▲ Concentration in Teacher Education

(354)

Faculty Advisor: John Carta-Falsa • (858) 642-8380 • [jcartafa@nu.edu](mailto:jcartafa@nu.edu)

Candidates must successfully complete the following courses for a Concentration in Teacher Education in Early Childhood Education. It is recommended that students take these classes 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

# School of Education

completing their last six courses to register for three prerequisites – HED 602, EDX 1201X, and, EXC 625 – for the California teaching credential program as electives.

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 Young Children
HED 602	Introductory Health Ed: K-12
EDX 1201X	Computer Based Technology in the Classroom
EXC 625	Children w/Excep. in class
ECE 435	Music, Movement, Drama, Dance
ART 400	Expressive and Integrative Art (Prerequisites waived for ECE Majors)

## ▲ Concentration in Early Childhood Administration

(353)

Faculty Advisor: John Carta-Falsa • (858) 642-8380 • [jcartafa@nu.edu](mailto:jcartafa@nu.edu)

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

ECE 461	Leadership and Supervision
ECE 460	Program Administration
ECE 462	Financial Management & Resources
HRM 432	Recruiting, Selection, Promotion, and Retention
ECE 466	Planning Physical Environments
HUB 401	Conflict Resolution (Prerequisites: ENG 100, ENG 101 and PSY 100)

## ◆ MAJOR IN ENGLISH WITH A PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

(610-114-200)

Faculty Advisor: For English B.A.: John Miller • (714) 429-5146 • [jmiller@nu.edu](mailto:jmiller@nu.edu)

For Credential: Mary Anne Weegar • (858) 642-8360 • [mweegar@nu.edu](mailto:mweegar@nu.edu)

The Bachelor of Arts 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. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Knowledgeably discuss and analyze the major writers, works, movements, and periods of the British and American literary traditions.
- Evaluate the relationships of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze and interpret literary works within their historical and cultural contexts

- Analyze and interpret works of literature in the context of the conventions and histories of their genres.
- Analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Understand and identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.

### Degree Requirements

To receive a Bachelor of Arts 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.

### Preparation for the Major

(1 course; 4.5 quarter units)

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

\*May also be used to satisfy General Education requirements.

### Requirements for the Major

(25 courses; 112.5 quarter units)

### English Requirements

(11 courses; 49.5 quarter units)

ENG 350 Fundamentals of Linguistics  
(Prerequisite: ENG 101)

or

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 360 Literary Theory  
(Prerequisite: LIT 100)

LIT 463 20th Century World Literature  
(Prerequisite: LIT 100)

LIT 498 English Capstone Project  
(Prerequisite: completion of at least eight upper-division LIT classes)

and

Any two additional upper division Literature (LIT) courses from available offerings.

## Education Orientation, Theory and Methodology Requirements

(8 courses; 36 quarter units)

- Students must complete TED 305 prior to TPA 1
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisite: TED 305 or TED 320)
TED 430	Special Needs Student (Prerequisites: TED 305 or TED 320)
TED 410	Survey of Multicultural Lit. (Prerequisite: TED 305 or TED 320)
TED 310	Development and Learning (Prerequisite: TED 305 or TED 320)
TED 420	Diversity in Schooling (Prerequisite: TED 305 or TED 320)
TED 330B	Reading and Language Arts (Prerequisite: TED 305 or TED 320)
TED 450	Methods of Teaching English (Prerequisite: TED 305 or TED 320)

## Student Teaching Requirements

(4 courses; 18 quarter units)

*Prerequisites: Completion of all other Requirements for the Major with satisfactory GPA and fulfillment of Single Subject Matter Preparation (SSMP) requirement by passage of the CSET or completion of an approved SSMP program. TPA 1 must be passed and TPA 2 should be submitted before beginning student teaching.)* TED 456A, B, C, and D are field experience courses. Grades awarded are Honors, Satisfactory, or Unsatisfactory and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Prerequisite: completion of all upper division course requirements)
TED 465B	Student Teaching II (Prerequisite: completion of all upper division course requirements)
TED 465C	Student Teaching III (Prerequisite: completion of all upper division course requirements)
TED 465D	Student Teaching IV (Prerequisite: completion of all upper division course requirements)

## Credentialing Requirements

(2 courses; 9 quarter units)

Students must have senior standing to enroll in these two classes. The EDX1201X class is considered graduate level. These courses will not transfer to any graduate level program (at National University or elsewhere).

EDX 1201X	Computer-based Technology in the Classroom
HEDX 1201X	Health Education for Teachers

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

## ◆ MAJOR IN INTERDISCIPLINARY STUDIES WITH A CALIFORNIA PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

(610-102-203)

Faculty Advisor: Mary Anne Weegar • (858) 642-8360 • [mweegar@nu.edu](mailto:mweegar@nu.edu)  
Jacqueline Caesar • (858) 642-8350 • [jcaesar@nu.edu](mailto:jcaesar@nu.edu)

The Bachelor of Arts 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 applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking 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. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

### Program Learning Outcomes

Upon successful completion of the program, 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 view.
- 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 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

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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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Preparation for the Major

(3 courses; 13.5 quarter units required)

LIT 100	Introduction to Literature (Prerequisites: ENG 100/101)
HIS 410	California History (Prerequisites: ENG 100/101)
MTH 209A	Fundamentals of Mathematics I (Prerequisite: Placement evaluation)

## Requirements for the Major

(22 courses; 99 quarter units)

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. Students should take the CBEST prior to enrolling in any of the blended major classes. Passage of Basic Skills (CBEST) requirement is required for entry into student teaching. All major coursework must be completed and the CSET passed prior to student teaching.

## Interdisciplinary Major Requirements

(18 courses; 81 quarter units)

- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

BIS 301	Introduction to Interdisciplinary Studies
COM 380	Democracy in the Information Age (Prerequisites: ENG 100/101)
ENG 350	Fundamentals of Linguistics (Prerequisites: ENG 100/101)
MTH 301	Fundamentals of Mathematics II (Prerequisite: MTH 209A)
BIS 401	Interdisciplinary Practice: Integrating Knowledge with Technology (Prerequisite: BIS 301 and four additional courses from the major)

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
EES 301	Earth & Planetary Science
BIO 330	Ecology
EES 335	Environmental Science
BIO 411	Biodiversity (Recommended: Prior completion of BIO 100/100A, or

BIO 161, 162 and 100A or equivalent)	
BIO 450	Natural History of California

## Education Orientation, Theory, and Methodology Requirements

TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisite: Admission to the Teacher Education program, TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or 320)
TED 410	Survey of Multicultural Lit (Prerequisites: TED 305 or 320)
TED 310	Development and Learning
TED 350	Math and Science Methods (Prerequisites: TED 305 or 320)
TED 355	Hist/Social Science Methods (Prerequisite: TED 305 or 320)
TED 380	Arts/PE/Health Methods (Prerequisite: TED 305 or 320)
TED 330A	Elementary Lang. Arts Methods (Prerequisite: TED 305 or 320)
TED 440	Leadership and Assessment (Prerequisite: TED 305 or 320)
Capstone Course	
BIS 499	Interdisciplinary Studies Project

## Student Teaching Requirements

(4 courses; 18 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 465 A, B, C, and D are field experience or seminar courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465B	Student Teaching II (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465C	Student Teaching III (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465D	Student Teaching IV (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

## ◆ MAJOR IN MATHEMATICS WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

(610-105-205)

Faculty Advisor: For Mathematics B.A.: Igor Subbotin • (310) 662-2150 • [isubboti@nu.edu](mailto:isubboti@nu.edu)

For Credential: Zhonghe Wu • (310) 662-2134 • [zww@nu.edu](mailto:zww@nu.edu)

The Bachelor of Art in Mathematics with a Preliminary Single Subject Credential provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single subject teachers in a changing cultural and economic environment. All candidates must take the CBEST or other Basic Skills option prior to Admission and pass the examination before student teaching. CSET passage is also required before student teaching.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
- Develop fundamental knowledge in geometry
- Model real world problems with a variety of algebraic and transcendental functions in order to translate between the tabular, symbolic, and graphical representation of functions
- Use advanced statistics and probability concepts and methods to analyze and study different real-world problems
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.
- Demonstrate professional standards and ethics.

## Degree Requirements

To receive a Bachelor of Art in Mathematics 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. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Preparation for the Major

(6 courses; 27 quarter units)

- MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)
- MTH 215 College Algebra  
(Prerequisite: Placement Evaluation)

- or
- MTH 216A College Algebra I (3 quarter units)  
(Prerequisite: Placement Evaluation)
- and
- MTH 216B College Algebra II (3 quarter units)  
(Prerequisite: Placement Evaluation)
- MTH 220 Calculus I  
(Prerequisites: MTH 215, or 216 A/B, or Placement Evaluation)
- or
- CSC 208 Calculus for Comp Science I  
(Prerequisite: MTH 215)
- MTH 221 Calculus II  
(Prerequisite: MTH 220)
- MTH 222 Calculus III  
(Prerequisite: MTH 221)
- MTH 223 Calculus IV  
(Prerequisite: MTH 222)

### Requirements for the Major

(21 courses; 94.5 quarter units)

Passage of Basic Skills requirement and completion of TED 305 is required before taking any other TED courses required for the major.

### Mathematics Requirements

(9 courses; 40.5 quarter units)

- MTH 311 Topics from Geometry  
(Prerequisites: MTH 215/ MTH 216B or placement evaluation)
- MTH 325 Discrete Mathematics  
(Prerequisites: MTH 215/MTH 216 B, or placement evaluation)
- or
- CSC 331 Discrete Structures and Logic  
(Prerequisite: CSC 252, CSC 310)
- MTH 411 Number Theory  
(Prerequisites: MTH 215/MTH 216 B, or 209A, or placement evaluation)
- MTH 435 Linear Algebra  
(Prerequisites: MTH 325 and MTH 220)
- MTH 416 Algebraic Structures  
(Prerequisites: MTH 325 and MTH 435)
- MTH 417 Foundation of Geometry  
(Prerequisites: MTH 215/216B and MTH 311)
- MTH 418 Statistical Analysis  
(Prerequisites: MTH 210 and MTH 223)
- MTH 412 History of Mathematics  
(Prerequisites: MTH 215/MTH 216B, or MTH 301)
- MTH 410 Technology in Math Education  
(Prerequisites: MTH 215/ MTH 216 B or MTH 301)

### Education Theory and Methodology Requirements

(7 courses; 31.5 quarter units)

- Students must complete TED 305 prior to TPA 1.
- Students must satisfy all Teacher Performance Assessment (TPA) requirements as described in the Credentials section of this Catalog (see Index).
- All Teacher Education (TED) courses include a field experience component.
- Students must maintain a 3.0 GPA for all TED courses; grades of "D" or "F" will not be considered passing.

It is strongly recommended students take the following courses in the order they are listed.

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TED 305	Teaching as a Profession
TED 300	Fundamentals of Education (Prerequisites: TED 305 or 320)
TED 430	Special Needs Students (Prerequisites: TED 305 or TED 320)
TED 310	Development and Learning (Prerequisites: TED 305 or TED 320)
TED 420	Diversity in Schooling (Prerequisites: TED 305 or TED 320)
TED 330B	Reading and Language Arts (Prerequisites: TED 305 or TED 320)
TED 461	Mathematics Teaching Methods (Prerequisite: TED 305 or 320)

## Student Teaching Requirements

(4 courses; 18 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 465 A, B, C, and D are field experience courses receiving an Honors, Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A	Student Teaching I (Completion of all upper-division course requirements, including all TED coursework.)
TED 465B	Student Teaching II (Completion of all upper-division course requirements, including all TED coursework.)
TED 465C	Student Teaching III (Completion of all upper-division course requirements, including all TED coursework.)
TED 465D	Student Teaching IV (Completion of all upper-division course requirements, including all TED coursework.)

## Credentialing Requirement

Additional courses for satisfying SB 2042 and CTC for California Teaching Credential.

(1 course; 4.5 quarter units)

\*Students must have senior standing to enroll in these classes. The grade earned must be a "B" or better. This course will not transfer to any graduate level program (at National University or elsewhere).

HEDX 1201X	Health Education for Teachers
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Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. Further information on both the TPA requirements and the Credential requirements can be found in the Credentials Program section under the School of Education in this catalog.

## GRADUATE DEGREE PROGRAMS

### ■ MASTER OF ARTS IN ACCOMPLISHED COLLABORATIVE LEADERSHIP

(710-726)

Faculty Advisors: Rae Adams • (858) 642-8352 • radams@nu.edu  
Sidney R. Castle • (858) 642-8363 • scastle@nu.edu

This program is designed for teachers who wish to become National Board Certified and who also want to develop the leadership skills necessary to work collaboratively with school administrators to effect meaningful school change. An accomplished school leader is a teacher with National Board Certification who may assume a

collaborative leadership role by leading the school through serving on school committees, acting as club sponsors, or team coaches, and may work with administrators as a change agent within the school. This program combines the MAT NBCT courses and the MAT 650 series courses that were developed using textbooks from Dr. Doug Reeves' Leadership and Learning Center (LLC) in Denver, Colorado. At the conclusion of the program, in addition to receiving a master of arts degree, candidates have an opportunity to submit their portfolios and take the exam required for the National Board for Professional Teaching Standards certification process.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate an understanding of the principles of effective educational accountability;
- Demonstrate ability to analyze implicit, and explicit, educational accountability systems;
- Apply principles of effective accountability in educational settings;
- Engage with colleagues in developing new educational accountability systems; and
- Provide constructive feedback and suggestions for improving existing educational accountability systems.

### Degree Requirements

(10 courses; 45 quarter units)

To receive a Master of Arts in Accomplished Collaborative Leadership, 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 level work completed, as it applies to this degree and if the units were not used in earning another advanced degree.

### Core Requirements

(10 courses; 45 quarter units)

MAT 651	Assessing Educational Leaders
MAT 652	Leadership Accountability
MAT 653	Motivational Leadership
MAT 654	Seminar in Social Issues
MAT 655	Leadership Impact Seminar
NBC 680	Quality Teaching and Learning
NBC 681	Membership in Learning Communities
NBC 682	Videotape Analysis
NBC 683	Student Work and Assessments
NBC 639	Leadership Portfolio

### ■ MASTER OF ARTS IN LANGUAGE TEACHING AND LEARNING

(710-725)

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • cschubert@nu.edu

Faculty Advisor: Jo Birdsell • (858) 642-8361 • jbirdsell@nu.edu

The Master of Arts degree in Language Teaching and Learning is designed for practicing and potential educators interested in acquiring the knowledge, skills, abilities and authorization to deliver instruction in classrooms of English Language Learners. Candidates will develop a strong foundation in additional language acquisition, linguistics and language development, teaching methods and materials, standards based-assessment and culturally inclusive and responsive instruction. The program includes Specializations for candidates interested in teaching in bilingual classrooms where the students' language of origin is predominately Spanish. An additional Specialization in Teaching and Learning in a Global Society is designed to provide non Spanish speaking candidates with knowledge, skills, and dispositions to effectively teach diverse



students in our society.

## Program Prerequisites

This program is designed for candidates who hold a California (CA) multiple Subject or single subject teaching credential.

Candidates seeking the specialization in Bilingual Cross-Cultural Language or the specialization in Spanish Language Instruction must be proficient in Spanish upon admission to the program and obtain a passing score on a grammar, reading, and composition examination through the National University Testing Center and an oral interview conducted by the program lead faculty.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge of educational philosophy, perspectives and practices related to language teaching and learning.
- Differentiate between factors of first and second language acquisition to analyze teaching and learning strategies.
- Demonstrate effective strategies, resources, and technologies for teaching English Language Learners (EL).
- Implement effective standards-based assessments of learning outcomes for EL learners.
- Analyze and apply culturally responsive and inclusive teaching strategies, including multicultural and multilingual approaches.
- Construct an Applied Research Project that reports findings from applied research and a presentation that describes the research findings.

*Note: Using multiple measures of evaluation, the assessment of candidate's performance will be based upon their mastery of the knowledge, skills and abilities presented in each of the courses.*

## Degree Requirements

(10 courses; 45 quarter units)

To receive a Master of Arts in Language Teaching and Learning, 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.

## Core Requirements

(6 courses; 27 quarter units)

## Required Courses

LTL 600	Found of Lang Teach & Learn
LTL 602	Linguistics and Lang Learn
LTL 604A	Teach Methods: Elem Schs
or	
LTL 604B	Teach Methods: Sec Schs
LTL 606A	S-B Assessment: Elem Schs
or	
LTL 606B	S-B Assessment: Sec Schs
LTL 608	Culturally Responsive Inst
LTL 690	Applied Research
	<i>(Prerequisites: Completion of all core and one area of specialization)</i>

## ▲ Specialization in Bilingual Cross-Cultural Language and Development

(792)

Faculty Advisor: Jo Birdsell • (858) 642-8361 • jbirdsell@nu.edu

This Specialization is designed to equip candidates with the skills

necessary to provide specialized English Language Development (ELD) instruction to English Learners (EL).

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate proficiency in using a variety of resources and processes to identify, describe and interpret geographic, demographic, sociopolitical, and socio-cultural events and contexts for Latinos in their countries of origin and in the United States
- Examine and apply instructional theories and approaches for bilingual education and bilingualism.
- Analyze and apply Spanish language and communication processes in instructional and community contexts.
- Develop and analyze program design, implementation and advocacy practices for programs designed to serve language minority and/or language majority students.

## Required Courses

(4 courses; 18 quarter units)

LTL 612S	Culture: Experiences in U.S.
LTL 614S	Bilingual Methods & Material
LTL 616S	Language & Comm: Spanish
LTL 618S	Program Design & Advocacy

## ▲ Specialization in Spanish Language Instruction

(793)

Faculty Advisor: Jo Birdsell • (858) 642-8361 • jbirdsell@nu.edu

This specialization is designed to equip candidates with the skills necessary to provide English Language Development (ELD); Specially Designed Academic Instruction Delivered In English (SDAIE); and content instruction delivered in the primary language.

## Specialization Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate proficiency in reading, writing, listening and speaking Spanish for a variety of purposes in authentic contexts
- Analyze and apply the linguistic and cultural structures and functions of Spanish and English
- Analyze and compare Spanish and Latin American cultural traditions, perspectives, products, and practices from a historical, social and political perspective
- Examine and implement a variety of effective strategies, techniques, and approaches to teaching listening, speaking, reading, writing and cultural knowledge in Spanish

## Required Courses

(4 courses; 18 quarter units)

LTL 620S	Contrastive Analysis: Sp & Eng
LTL 622S	Cultural Texts & Traditions
LTL 624S	Lang Teach & Assess: Spanish
LTL 616S	Language & Comm: Spanish

## ▲ Specialization in Teaching and Learning in a Global Society

(746)

Faculty Advisor: Gwendolyn Stowers • (858) 642-8333 • gstowers@nu.edu

This specialization is designed to provide candidates with the

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necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms.

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Investigate global issues including Immigration, poverty, distribution of resources and power and how these issues affect classroom learning.
- Create anti-biased learning environments that foster respect for differences with equity and justice in pedagogy and curriculum.
- Think systematically, reflect on their practice, learn from and apply those experiences.

## Required Courses

(4 courses; 18 quarter units)

TED 665	Cognition, Lang. & Cult
TED 666	Cultural and Linguistics
TED 667	Diversity and Change
TED 668	Multicultural Literature

## ■ MASTER OF ARTS IN TEACHING

(710-716)

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • [cschubert@nu.edu](mailto:cschubert@nu.edu)

Faculty Advisor: Darla Fabry • (858) 642-8381 • [dfabry@nu.edu](mailto:dfabry@nu.edu)

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

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Reflect on their own teaching practice which includes professional and ethical conduct;
- 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;
- Design and Implement assessments 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.

## Core Requirements

(6 courses; 27 quarter units)

EDT 612 Creating Meaningful Learning with Technology  
MAT 641 Education and Social Pluralism  
MAT 642 Program Design  
MAT 643 Models of Teaching  
MAT 644 Foundations of Curriculum  
MAT 640 Applications of Research  
(To be taken as the last course in the MAT program)

or

NBC 639 Leadership Portfolio \*  
(Only for students in the National Board Certified Teacher Leadership Specialization)

or

MAT 655 Leadership Impact Seminar \*  
(\* Only for students in the Teacher Leadership Specialization)

or

MAT 640C Action Res for the Read Spec (Only for students in the Reading Specialization)  
(Prerequisites: Successful completion of MAT 645, MAT 646, MAT 647A, & MAT 647B)

## ▲ Applied Behavior Analysis (ABA) Specialization

(903)

Faculty Advisor: Bill Matthew • (661) 864-2360 • [wmatthew@nu.edu](mailto:wmatthew@nu.edu)

The five course sequence in applied behavior analysis is designed to prepare candidates for the national certification examination sponsored by the Behavior Analyst Certification Board. Applicants for the Certification as a Behavior Analyst will have to meet additional requirements to qualify. All five ABA courses must be taken from National University in order to earn this certificate.

Note: Upon successful completion of this five course sequence, the candidate will receive a Certificate of Completion from National University. This is NOT professional certification by the Behavioral Analysis Certification Board, Inc. (BACB) and does NOT entitle the candidate to claim that they are certified behavior analysis or Board Certified Behavior Analysts. Candidates must take the national certification exam and apply for the professional certificate.

Candidates who are pursuing the Master of Arts in Teaching may qualify for the Certificate in Behavioral Analysis provided that the candidate requests the certificate prior to the completion of their degree program.

Prior to qualifying to take the national Board Certified Behavior Analyst exam, candidates must complete 1500 hours of fieldwork, which is supervised by BACB member. National University does not provide this supervision.

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Read, understand and apply techniques and methods of applied behavior.
- Present data and information from applied behavior analysis procedures in graphic, textual, and oral formats.
- Apply methods of behavior analysis in applied settings.
- Articulate orally and in writing the principles of applied behavior analysis as they relate to the basic laws of learning common to multicultural environments.
- Articulate orally and in writing the basic, overall practice guidelines and code of ethics in the field of applied behavior analysis.
- Critically read the relevant research literature as well as use idiographic research methods to solve problems that are germane to the field of applied behavior analysis.
- Understand the importance of the use of multiple data sources and points of view in the design, implementation, and evaluation

of applied behavior analytic goals.

## Required Courses

(5 courses; 22.5 quarter units)

ABA 601	Assessment in ABA
ABA 602	Processes of ABA (Prerequisite: ABA 601)
ABA 603	Applications of ABA (Prerequisite: ABA 602)
ABA 604	Advanced Applications I (Prerequisite: ABA 603)
ABA 605	Advanced Applications II (Prerequisite: ABA 603)

## ▲ Autism Specialization and Certificate

(904)

Faculty Advisor: KayDee Caywood • (310) 258-6672 • [kaywood@nu.edu](mailto:kaywood@nu.edu)

This specialization is designed for those interested in working with and teaching students that fall within the Autism Spectrum Disorder.

### Specialization Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.
- Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.
- Demonstrate knowledge of the background and orientation of the terms included in Autism Spectrum Disorder (ASD) category.
- Demonstrate skills needed for working collaboratively with diverse populations in ASD.
- Demonstrate understanding of differing evidence-based strategies for teaching students with autism.
- Demonstrate an understanding of federal and state laws.
- Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.

## Required Courses

(4 courses; 18 quarter units)

EXC 621	Intro Students w/Autism Spect
EXC 622	Assess & Behavioral App in Aut.
EXC 623	Intervention/Instr. w/Aut.
EXC 624	Autism Collab w/Parents & Fam.

## ▲ Best Practices Specialization

(744)

Faculty Advisor: Linda Ventriglia-Nova • (916) 855-4160 • [lventrig@nu.edu](mailto:lventrig@nu.edu)

The Best Practices program implements research-based practices that accelerate student achievement. It involves the following effective teaching practices: vocabulary development, comprehensive strategies, accelerated English language learning, higher level questioning, differentiated and targeted instruction, student engagement strategies, cooperative grouping patterns, and standard-based instruction. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans.

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Integrate Best Practices for Standards-based instruction across content areas
- Use Best Practice teaching strategies across the curriculum.
- Integrate Best Practices for standards-based instruction across content areas.
- Apply to their teaching the framework of Teach, Practice and Apply using Best Practice teaching strategies.
- Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension, and interdisciplinary learning.
- Integrate Best Practices in multimedia-interactive classroom instruction.
- Demonstrate a repertoire of differentiated instructional strategies.

## Required Courses

(4 courses; 18 quarter units)

MAT 670	Theory Best Practice Teaching
MAT 671	Applied Best Practice Strategies in Classroom Instruction
MAT 674	Differentiated Instruction
MAT 675	Integrating Multimedia

## ▲ Early Childhood Education Specialization/Certificate

(741)

Faculty Advisor: Susan Gilbert • (310) 662-2163 • [sgilbert@nu.edu](mailto:sgilbert@nu.edu)

The Early Childhood Education Specialization program has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) Advanced Program standards. The certificate is also structured to meet the State of California Child Development Permit Matrix requirements for employment in pre-school settings and does not confer a State of California teaching credential or license.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the certificate program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The four course sequence specializing in early childhood education is designed to prepare candidates with teaching experience for meeting the unique needs of teaching children from birth to age 8.

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Analyze and evaluate teaching strengths, challenges, and importance of addressing key transitions
- Modify existing curriculum to include both intentional and differentiated instructional strategies, so that it is developmentally appropriate, integrates content across the core content areas, and includes the appropriate standards and means of assessment
- Create a plan for addressing transition issues that includes all stakeholders: the child, primary caregivers, teachers, administrators, and policy makers
- Analyze and evaluate teaching strengths which includes professional and ethical conduct

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- Propose further, action based research that will contribute to the existing research base
- Develop a plan for continued growth in accordance with CTC Professional Growth Manual Guidelines
- Analyze and articulate the strengths and challenges of current research and theory on how children learn upon classroom practice

## Required Courses

(4 courses; 18 quarter units)

ECE 650	The Early Childhood Teacher
ECE 651	Transitions in Early Childhood
ECE 652	Cognition and the Young Child
ECE 653	Best ECE Teaching Practices

## ▲ Early Childhood Special Education Specialization

(898)

Faculty Advisor: Lucinda Kramer • (714) 429-3132 • lkramer@nu.edu

This specialization is designed for individuals who have completed Level II coursework in special education and hold a Professional Specialist Credential, Mild/Moderate or Moderate/Severe disabilities. Completion of the specialization extends teaching authorization from birth through 22.

### Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate the knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed
- Demonstrate the use of information literacy skills to make researched -based decisions to modify child and family outcomes and intervention priorities.
- Demonstrate an understanding of current federal and state laws and regulations governing and/or impacting programs and assessment of young children with special needs and their families.
- Demonstrate and affirm cultural and linguistic responsiveness to support home language and promote anti-bias approaches through creation of developmentally appropriate learning environments and experiences.
- Demonstrate expertise in administering and interpreting various assessment tools across developmental domains including developmental checklists, adaptive behavior scales, developmental scales, behavioral rating checklists, informal observational data, critical incident techniques, time samplings, that support families' relationships with their children and confidence in their children's and their own abilities.
- Demonstrate competence to translate assessment information into functional long-term goals and short-term objectives and effectively communicate the results to the family and appropriate professionals.

### Prerequisites

Completion of Level II coursework in either Mild/Moderate, Moderate/Severe Education Specialist credential, Learning, Handicapped or Severely Handicapped credentials, and experience in early childhood development with a concentration in infants, toddlers, and preschoolers. Professionals in other fields should schedule an appointment with lead faculty in special education for admission.

## Required Courses

(6 courses; 27 quarter units)

EXC 603	Dev. EC Spec Needs
EXC 605	Assessment ECSE
EXC 606	ECSE Family & Partnership
EXC 607	IFSP Process
EXC 608	ECSE Interventions
EXC 609	ECSE Field Experience (must be the last course)

## Additional Requirements for the Certificate and Application Information

After completing their coursework successfully, students must meet with a credential advisor to complete the exit paperwork and application for the certificate to the CTC.

## ▲ Educational Technology Specialization

(745)

Faculty Advisor: Cynthia Chandler • (858) 309-3457 • cchandler@nu.edu

This specialization is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting.

### Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Explore and analyze various learning theories such as behaviorism, cognitivism, constructivism and neurocognition and apply those theories to instruction with technology.
- Research and report the ways that technology can be used to support specific types of learners.
- Identify and demonstrate methods and techniques to accommodate learners in an online or blended environment.
- Identify ways in which new learning technologies are supported by research.
- Participate in online community-building and in web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware as an instructional delivery system.
- Describe the critical issues involved in designing effective distance educational programs, including formation of instructional goals and objectives, media/technology selection, and financial considerations.
- Design web-based courses using web page design authoring tools
- Discuss the hardware and software requirements which need to be met in order to effectively utilize online learning.
- Analyze appropriate Internet resources to use in designing curriculum.

## Required Courses

(4 courses; 18 quarter units)

EDT 605	Education Theory & Technology
EDT 610	Teaching Online
EDT 660	Multimedia and Interactive Technologies
EDT 671	Curriculum Design for Online Learning

## ▲ National Board Certified Teacher Leadership Specialization and Certificate

(897)

Faculty Advisor and NBCT Program Director: Ronarae Adams • (858) 642-8352 • radams@nu.edu

The five-course NBCT sequence is designed to meet the needs of

several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

The NBCT Specialization engages teachers in the preparation and submission of the NBPTS portfolio in any one of 24 certificate areas (as defined by the NBPTS organization (nbpts.org).

The School of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following online and on-site services, opportunities and program options for new, practicing, and accomplished educators:

- Support and Assistance for NBCT Candidates and School Districts
- Access to Candidate Support Providers (CSPs) and NBCT Faculty
- Holding National Board Certification meets requirements for clearing preliminary credentials
- Master of Arts in Teaching, Master of Science in Instructional Leadership, Master's in Accomplished Collaborative Leadership
- Teachers Leader and Professional Development Opportunities
- Networking and Celebration of Accomplishments

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Demonstrate a commitment to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Demonstrate knowledge of how to teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.

## Required Courses

(4 courses; 18 quarter units)

(NBC 639 is the capstone course and replaces the general MAT 640 required for the Master of Arts in Teaching.) (please see core requirements)

NBC 680 Quality Teaching and Learning

or

NBCX1201X NBCT

NBC 681 Membership in Learning Communities

NBC 682 Videotape Analysis

NBC 683 Student Work and Assessments

## ▲ Reading Specialization and Certificate

(740)

Faculty Advisor: Marilyn Moore • (858) 642-8301 • mmoore@nu.edu

This five-course sequence is designed to meet the needs of teachers who already have a valid teaching credential and want to attain a specialty in assessing student reading capabilities and provide appropriate reading instruction in response to those assessments. (MAT 640C is the capstone course and replaces the general MAT 640 required for the Master of Arts in Teaching.)

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Conduct individualized informal literacy assessments for struggling readers at early and intermediate levels, including English language learners.
- Design and conduct tutorial, small-group, and whole-class language arts instruction.
- Utilize the ability to incorporate instructional technology into language arts instruction.
- Make decisions about what ALL students need to succeed (Social Justice).
- Conduct individualized informal literacy assessments for struggling readers at early and intermediate levels, including English language learners.
- Portray a professional image, model integrity, and reflect continuously on actions and interactions.
- Communicate results of individualized informal assessments to parents.
- Communicate plans for tutorial, small-group, and whole-class language arts instruction to principal and other school personnel, including assessment-based rationale.
- Show knowledge about theories and research related to effective reading and language arts instruction.
- Prepare an Action Research Proposal with recommendations for instructional interventions, based on individualized informal literacy assessments.

## Required Courses

(4 courses; 18 quarter units)

MAT 645 Dev. Fluency in Reading

MAT 646 Comprehension Strategies

MAT 647A Lang Arts Assess and Instruc I

(Prerequisites: MAT 645, MAT 646)

MAT 647B Fld St: Lan Art Assess & In II

(Prerequisites: MAT 645, MAT 646, MAT 647A)

Completion of the reading specialization qualifies the candidate for a state of California Reading Certificate. Upon successful completion, the candidate should contact their credential advisor for the reading certification application procedures. All courses must be taken at National University. No coursework is accepted from another university for this program and no substitutions are allowed.

## ▲ Special Education Specialization

(747) (5 courses; 18 quarter units for students seeking a CA Level II Education Specialist Credential)

(905) (4 courses; 18 quarter units for students not seeking a CA Level II Education Specialist Credential)

Faculty Advisor : Stuart Schwartz 858-642-8371. sschwartz@nu.edu

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate data-based decision-making skills.
- Demonstrate advanced skills in systems that assess, plan, and provide academic instruction to support students with behavioral and emotional needs.
- Demonstrate knowledge of current research, theory, legislation, policy, and practice.
- Demonstrate ability to successfully plan transitional life experiences for students.
- Expand the scope and depth of study in candidates' area of special emphasis.
- Candidates in the mild/moderate specialization will also demonstrate advanced skills in the areas of assessment, curriculum and collaboration.
- Candidates in the moderate/severe specialization will also

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demonstrate advanced skills in the areas of communication and leadership.

Individuals who desire to obtain the Level II Education Specialist Credential (CA) must complete the following five courses:

EXC 655A Professional Induction Seminar (3 quarter units)  
EXC 656 Best Practices Spec Needs Stud  
EXC 657 Comm. Resources & Transition  
EXC 658 Adv. Spc. Mild/Moderate  
or  
EXC 659 Adv. Spc. Moderate/Severe  
EXC 655B Exit Seminar (1.5 quarter units)

Individuals who are not seeking the Level II Education Specialist Credential (CA) should complete the following three courses and choose one elective from the below list:

EXC 656 Best Practices Spec Needs Stud  
EXC 657 Comm. Resource & Transition  
EXC 658 Adv. Spc. Mild/Moderate  
or  
EXC 659 Adv. Spc. Moderate/Severe

#### Elective:

EXC 615 Tech for Persons w/Disab.  
EXC 620 Positive Behavior Support  
EXC 644 Reading Methods for Special Education  
EXC 650 Consultation and Collaboration

### ▲ Teacher Leadership Specialization

(899)

Faculty Advisor: Sid Castle • (858) 642-9351 • [scastle@nu.edu](mailto: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 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 MAT 640 Applications of Research for the Art of Teaching. The capstone course is MAT 655 Leadership Impact: Synthesis of Theory and Practice.

#### Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate an understanding of the principles of effective educational accountability.
- Demonstrate the ability to analyze and understand research on educational leadership.
- Demonstrate an understanding of how to lead learning communities and cross-cultural educational initiatives within school and classroom
- Demonstrate the ability to build professional relationships and networks for instructional leadership.

#### Required Courses

(4 courses; 18 quarter units)

MAT 651 Assessing Educational Leaders  
MAT 652 Leadership Accountability  
MAT 653 Motivational Leadership  
MAT 654 Seminar in Social Issues

### ▲ Teaching and Learning in a Global Society Specialization

(746)

Faculty Advisor: Gwendolyn Stowers • (858) 642-8333 • [gstowers@nu.edu](mailto:gstowers@nu.edu)

The Teaching and Learning in a Global Society Specialization is geared to provide candidates with knowledge, skills, and dispositions to effectively teach the increasingly diverse students in our society.

#### Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Implement, evaluate and discuss effective strategies and classroom applications based on current research on multilingualism, diverse populations and multicultural literature. Examine the nature of the current model of schooling and how that might be transformed to make curricula accessible to an increasingly diverse population.
- Review and conduct action research on issues of international and immigrant populations, language, class, race, gender, ethnicity, and culture in the school and reflect on that research.
- Implement, evaluate and discuss non-discriminatory assessments and how assessments can be used to guide instruction and enhance learning and not to judge.
- Investigate the global issues of Immigration, Poverty, Environment, Distribution of Resources and Power and how these issues affect classroom learning.
- Think systematically, reflect on practice and learn from and apply those experiences.
- Create anti-biased learning environments using teaching strategies that foster respect for and valuing of differences, and foster equity and justice in pedagogy and curriculum.
- Develop community relationships with parents, teachers, administrators, and community resources that may help promote global awareness. Participate in Community Service Learning activities in field experiences and teaching practices.

#### Required Courses

(4 courses; 18 quarter units)

TED 665 Cognition, Lang. & Cult  
TED 666 Cultural and Linguistics  
TED 667 Diversity and Change  
TED 668 Multicultural Literature

### ■ MASTER OF EDUCATION SPECIALIZING IN CROSS-CULTURAL TEACHING WITH A SINGLE OR MULTIPLE SUBJECT CREDENTIAL WITH BCLAD OPTION AND INTERNSHIP OPTION

(750-710-362/363)

(753-710-362/363)-Internship

(21 courses; 90 quarter units TED-non internship)

(19 courses; 81 quarter units TED internship))

(22 courses; 94.5 quarter units BCLAD)

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • [cschubert@nu.edu](mailto:cschubert@nu.edu)

Faculty Advisor for Master of Education: Nedra Crow • (858) 642-8004 • [ncrow@nu.edu](mailto:ncrow@nu.edu)

Faculty Advisor for Multiple Subject:: Linda Gresik • (310) 662-2057 • [lresik@nu.edu](mailto:lresik@nu.edu)

Faculty Advisor for Single Subject: Nancy Falsetto • (909) 806-3312 • [nfalsetto@nu.edu](mailto:nfalsetto@nu.edu)

Faculty Advisor for BCLAD Option: Jo Birdsell • (858) 642-8361  
•jbirdsell@nu.edu

Faculty Advisor for University Internship: Clara Amador-Watson • (310) -  
258-6625 • camador@nu.edu

Faculty Advisor for Student Teaching: Marilyn Laughridge • (530) 225-  
0011 • mlaughridge@nu.edu

The Master of Education Specializing in Cross-Cultural Teaching is designed for students dedicated to instructional leadership in the K-12 setting. Courses meet the California Commission on Teacher Credentialing (CTC) requirements for a preliminary credential and meet requirements for a master's degree. This program has an internship option intended for students who want to obtain a preliminary credential and master's degree at the same time. Students not seeking to achieve a preliminary teaching credential, yet desiring to complete a master's degree should enroll in the Master of Arts in Teaching.

## Admission Requirements

- Complete TED 601 (Teaching and Credentialing).
- Receive and fully complete the Teacher Credential Packet and the "candidate statement" for admission to School of Education. The Packet must be fully completed (reviewed and signed by faculty advisor and credential advisor) before the end of TED 601 otherwise students will receive an "I" for the course.
- Proof of a conferred bachelor's degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence
- Proof of completion of Basic Skills Assessment (CBEST)
- Valid certificate of clearance or valid equivalent document.
- Proof of negative TB test within the past five years.

Students who are pursuing a credential and who want to make a program change to the Master of Education in Cross-Cultural Teaching may do so under these conditions:

- The student must make the program change before Student Teaching 1,
- The student must pass the subject matter competency (CSET) exam before enrolling in student teaching.

Bilingual emphasis students must pass language proficiency examinations.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

*Note: Candidates must register for Task Stream at the beginning of TED 601 and remained enrolled until all credential courses and TPA Tasks are completed. Task Stream fees are located in the General Fees area of the catalog.*

*Note: Students must have access to Microsoft Office on either a PC or Mac platform.*

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate the application of educational research, evidence-based practices and academic writing
- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.
- Demonstrate knowledge and abilities in assessing student learning.
- Demonstrate knowledge and abilities in engaging and supporting students in learning.
- Demonstrate knowledge and abilities in planning instruction

- and designing learning experiences for students.
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and abilities in developing as a professional educator.

## Degree Requirements

To receive a Master of Education Specializing in Cross-Cultural Teaching, students must complete at least 57 quarter units of graduate work, 48 of which must be taken in residence at National University.

**Students enrolled in the joint degree-credential program will not be awarded the master's degree until they complete all graduate and credential coursework, including student teaching.**

## Core Requirements

(5 courses; 19.5 quarter units TED)

(6 courses; 24 quarter units BCLAD)

TED 601	Teaching and Credentialing (1.5 quarter units) (This course may be taken concurrently with another course and must be taken within the first three courses)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
BTE 612	History and Culture of Latinos (BCLAD students only; taught in language of emphasis )
MAT 640	Applications of Research (must be taken as the last course in the program)

## Methods Courses

(4 courses; 18 quarter units)

*(Prerequisites: TED 615, TED 605, TED 611, and BTE 612 for BCLAD students)*

## Multiple Subject

(363/365)

TED 621A	Lang. Dev. Methods: Elem. Sch. <i>(Prerequisites: TED 615 or BTE 612 for BCLAD students only)</i>
TED621B/BTE 621B	Reading/Lang. Arts Methods <i>(Prerequisites: TED 615 and TED 621A)</i>
TED/BTE 622A	Curriculum and Instruction I <i>(Prerequisites: TED 615 and TED 621A)</i>
TED/BTE 622B	K-6 Math and Science <i>(Prerequisites: TED 615 and TED 621A)</i>

or

## Single Subject

(362/364)

TED 623	Lang. Dev. Methods: Secondary <i>(Prerequisite: TED 615)</i>
TED/BTE 625A	Curriculum Design Sec. Learner <i>(Prerequisites: TED 615 and TED 623)</i>
TED/BTE 625B	Instruction and Classroom Management for Secondary and Middle Schools <i>(Prerequisites: TED 615 and TED 625A or BTE 625A and TED 623)</i>
TED/BTE 624	Literacy for Content Areas <i>(Prerequisites: TED 615 and TED 623)</i>

*Note: All Foundations and Methods Courses require 4 hours of fieldwork in K-12 schools. Candidates must obtain a Certificate of Clearance from the*

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California Commission on Teacher Credentialing prior to beginning fieldwork in K-12 schools.

## Co-requisites

(3 courses; 13.5 quarter units)

These courses can be taken at any time in the program but are recommended prior to student teaching. These courses are required prior to applying for the credential.

HED 602 Introductory Health Ed: K-12  
EXC 625 Children w/Excep. in Class  
EDT 608 Computer-Based Technology in the Classroom

## Student Teaching and Internship Course Requirements

(5 courses; 21 quarter units for regular student teaching)  
(3 courses; 12 quarter units for the internship program)

The student teaching and intern courses are required for the preliminary credential, but do not grant graduate credit (except for TED 610, TED 629 or TED 629I).

## Student Teaching Requirements

(5 courses; 21 quarter units)

(Prerequisites: TED 615, TED 605, TED 611 and BTE/TED 621A, BTE/TED 621B, BTE/TED 622A, BTE/TED 622B; or BTE/TED 623, BTE/TED 624, BTE/TED 625A, BTE/TED 625B) TPA 1 must be passed and TPA 2 should be submitted prior to beginning student teaching.

TED 629 Student Teaching Seminar (3.0 quarter units)  
(must be taken concurrently with TED/BTE 630A-D)  
BTE/TED 630A Student Teaching I  
BTE/TED 630B Student Teaching  
(Prerequisite: TED 630A)  
BTE/TED 630C Student Teaching  
(Prerequisite: TED 630A)  
BTE/TED 630D Student Teaching  
(Prerequisite: TED 630A)

or

## Internship Requirements

(3 courses; 12 quarter units)

(Prerequisite: Student must be admitted to the internship program)

TED 610 Best Internship Practices  
TED 629I Intern Student Teaching Seminar (3.0 quarter units)  
TED 628I Internship Clinical Practice

An electronic portfolio is required for the assessment of all teacher credential candidates. The purpose of the e-portfolio is for candidates to show how their work in teacher education is linked to their own competency in the TPE Domains. Candidates will complete their portfolio in Task Stream. The portfolio will be reviewed by a National University faculty throughout the program and must be completed prior to exiting the credential program.

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. (See Credential Program Requirements)

## ▲ Specialization in Cross-Cultural Teaching

Faculty Advisor: Gwendolyn Stowers • (858) 642-8333 • gstowers@nu.edu

The Cross-Cultural Teaching Area of Specialization is geared to providing candidates with knowledge, skills, and dispositions to effectively teach the increasingly diverse students in our society.

## Specialization Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Review the literature on critical pedagogy as it relates to the education of students in diverse classrooms
- Examine multicultural literature and social factors producing language in cultures
- Compare changes in societal affecting educational success
- Examine historical and educational assumptions influencing research
- Identify models of community, school and university articulations to counter school resistance by building community
- Identify issues needed to transform Whiteness in the classroom
- Use literature to provide children with positive multicultural experiences and cross cultural understanding
- Compare children's and young adult multicultural literature and design effective strategies

## Required Courses

(4 courses; 18 quarter units)

TED 665 Cognition, Lang. & Cult  
TED 666 Cultural and Linguistics  
TED 667 Diversity and Change  
TED 668 Multicultural Literature

## ■ MASTER OF EDUCATION (M.ED.) SPECIALIZING IN BEST PRACTICES WITH A SINGLE OR MULTIPLE SUBJECT CREDENTIAL WITH BCLAD OPTION AND INTERNSHIP OPTION

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • cschubert@nu.edu  
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Faculty Advisor for Best Practices: Linda Ventriglia-Nova • (916) 855-4100 • lventrig@nu.edu  
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Faculty Advisor for BCLAD Option: Jo Birdsell • (858) 642-8361 • jbirdsell@nu.edu  
Faculty Advisor for University Internship: Clara Amador-Watson • (310) 258-6625 • camador@nu.edu  
Faculty Advisor for Student Teaching: Marilyn Laughridge • (530) 225-0011 • mlaughridge@nu.edu

The Master of Education Specializing in Best Practices is designed for students who are committed to completing the requirements for a credential in Multiple Subject or Single Subject in the state of California and specialize in Best Practices. Courses for this degree meet the Commission on Teacher Credentialing (CTC) requirements for a preliminary credential and meet requirements for a master's degree. This program interrelate theory and practice to drive assessment and reflection as bases for sound instructional decision making. The program, which has an internship option, is intended for students who want to obtain a preliminary credential and master's degree at the same time. Students seeking to complete only a master's degree should enroll in the Master of Arts in Teaching. Students who are pursuing a credential and who want to make a program change to the Master of Education specializing in Best Practices may do so under these conditions:

- The student must make the program change before Student Teaching 1.
- The student must pass the subject matter competency and the



Basic Skills exam before enrolling in student teaching.

The student is strongly encouraged to meet with a Credential Advisor within 30 days of enrollment to discuss CTC mandated requirements pertaining to their program of study.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.
- Demonstrate knowledge and abilities in assessing student learning.
- Demonstrate knowledge and abilities in engaging and supporting students in learning.
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and abilities in developing as a professional educator
- Bilingual emphasis students must pass language proficiency examinations.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

*Note: Candidates must register for Task Stream at the beginning of TED 601 and remained enrolled until all credential courses and TPA Tasks are completed. Task Stream fees are located in the General Fees area of the catalog.*

## Degree Requirements

To receive a Master of Education Specializing in Best Practices, students must complete at least 57 quarter units of graduate work, 48 of which must be taken in residence at National University.

**Students enrolled in the joint degree-credential program will not be awarded the master's degree until they complete all graduate and credential coursework, including student teaching.**

## Core Requirements

(5 courses; 19.5 quarter units TED)  
(6 courses; 24.0 quarter units BCLAD)

## Recommended Sequence

TED 601	Teaching and Credentialing (1.5 quarter units) (This course may be taken concurrently with another course, and must be taken within the first three courses)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
BTE 612	History & Culture of Latinos (taught in language of emphasis) (BCLAD students only)
MAT 640	Applications of Research (must be taken as the last course in the program)

## Methods Courses

(4 courses; 18 quarter units)  
(Prerequisites: HED 602, EXC 625, EDT 608, TED 615, TED 605, TED 611, and BTE 612 for BCLAD students)

## Multiple Subject

(363/365)

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

(Prerequisites: TED 615 or BTE 612 for BCLAD students only)

TED/BTE 621B

Reading/Lang. Arts Methods  
(Prerequisites: TED 615 and TED 621A)

TED/BTE 622A

Curriculum and Instruction I  
(Prerequisites: TED 615 and TED 621A)

TED/BTE 622B

K-6 Math and Science  
(Prerequisites: TED 615 and TED 621A)

or

## Single Subject

(362/364)

TED 623 Lang. Dev. Methods: Secondary  
(Prerequisite: TED 615)

TED/BTE 625A Curriculum Design Sec. Learner  
(Prerequisites: TED 615 and TED 623)

TED/BTE 625B Instruction and Classroom Management for Secondary and Middle Schools  
(Prerequisites: TED 615 and TED 625A or BTE 625A and TED 623)

TED/BTE 624 Literacy for Content Areas  
(Prerequisites: TED 615 and TED 623)

*Note: All Foundations and Methods Courses require 4 hours of fieldwork in K-12 schools. Candidates must obtain a Certificate of Clearance from the California Commission on Teacher Credentialing prior to beginning fieldwork in K-12 schools.*

## Co-requisites

(3 courses; 13.5 quarter units)

These courses can be taken at any time in the program but are recommended prior to student teaching. These courses are required prior to applying for the credential.

HED 602 Introductory Health Ed: K-12

EXC 625 Children w/Excep. in class

EDT 608 Computer-Based Technology in the Classroom

## Student Teaching and Internship Course Requirements

(5 courses; 21 quarter units for regular student teaching)  
(3 courses; 12 quarter units for the internship program)

The student teaching and intern courses are required for the preliminary credential, but do not grant graduate credit (except for TED 610, TED 629 or TED 629I).

## Student Teaching Requirements

(5 courses; 21 quarter units)

(Prerequisites: TED 615, TED 605, TED 611 and BTE/TED 621A, BTE/TED 621B, BTE/TED 622A, BTE/TED 622B; or BTE/TED 623, BTE/TED 624, BTE/TED 625A, BTE/TED 625B) TPA 1 must be passed and TPA 2 should be submitted prior to beginning student teaching.

TED 629 Student Teaching Seminar (3.0 quarter units)  
(must be taken concurrently with TED/BTE 630A-D)

BTE/TED 630A Student Teaching I

BTE/TED 630B Student Teaching  
(Prerequisite: BTE/TED 630A)

BTE/TED 630C Student Teaching  
(Prerequisite: BTE/TED 630A)

BTE/TED 630D Student Teaching  
(Prerequisite: BTE/TED 630A)

or

## Internship Requirements

(3 courses; 12 quarter units)

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*(Prerequisite: Student must be admitted to the internship program.)*

TED 610	Best Internship Practices
TED 629I	Intern Teaching Seminar (3.0 quarter units)
TED 628I	Internship Clinical Practice

Candidates who are not required to complete state mandated teacher performance assessment will be required to complete an electronic portfolio for the assessment of all teacher credential candidates. The purpose of the e-portfolio is for candidates to show how their work in teacher education is linked to their own competency in the TPE Domains. Candidates will complete their portfolio in Task Stream. The portfolio will be reviewed by a National University faculty throughout the program and must be completed prior to exiting the credential program.

The portfolio must be reviewed and approved by a National University faculty member prior to exiting the credential program.

Candidates must meet all state of California requirements for the multiple and single subject credential to be recommended to the Commission on Teacher Credentialing. (See Credential Program Requirements)

## ▲ Specialization in Best Practices

*Faculty Advisor: Linda Ventriglia-Nova • (916) 855-4100 • lventrig@nu.edu*

The Best Practices program implements research-based practices that accelerate student achievement. The Best Practices program involves the following effective teaching practices: vocabulary development, comprehensive strategies, accelerated English language learning, higher level questioning, differentiated and targeted instruction, student engagement strategies, cooperative grouping patterns, standard-based instruction. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Use Best Practice teaching strategies across the curriculum.
- Integrate Best Practices for standards-based instruction across content areas.
- Apply to their teaching the framework of Teach, Practice and Apply using Best Practice teaching strategies.
- Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension, and interdisciplinary learning.
- Integrate Best Practices in multimedia-interactive classroom instruction.
- Demonstrate a repertoire of differentiated instructional strategies.

## Required Courses

(4 courses; 18 quarter units)

MAT 670	Theory Best Practice Teaching
MAT 671	Applied Best Practice Strategies in Classroom Instruction
MAT 674	Differentiated Instruction
MAT 675	Integrating Multimedia

## ■ MASTER OF EDUCATION IN TEACHING (CURRENTLY OFFERED IN OFFSITE COHORTS ONLY)

(750-719-744)

*Department Chair: Cynthia Schubert-Irstorza • (858) 642-8339 • cschubert@nu.edu*

*Faculty Advisor: Thomas Doyle • (858) 619-8369 • tdoyle@nu.edu*

The Master of Education in Teaching degree is designed for practicing teachers who are currently working in a school district to complete their Induction program. National University is able to partner with districts to combine a teacher's work in the Induction program with the University's requirements for a master's degree. This program works to combine the work completed in the Preliminary teaching credential, the district Induction program, the Professional Clear SB2042 credential requirements.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Prepare professional educators for the classroom.
- Build professional relationships/networks.
- Use a variety of assessments.
- Provide support and coaching to teacher candidates.
- Understand cross cultural issues as they relate to education.
- Implement state approved standards.
- Model effective research-based strategies.
- Use research in teaching to guide instruction.
- Use technology effectively in the classroom.
- Reflect on teaching and learning.
- Model effective methods for teaching English language learners.

## Program Requirements

(13 courses; 58.5 quarter units)

There are four different components of coursework:

### Component 1 – Preliminary Credential Coursework

(2 courses; 9 quarter units)

Candidates may use two methodology courses completed towards their Preliminary Multiple or Single Subject teaching credential, or complete the two methodology courses that would be required if the candidates wanted to pursue another type of credential (multiple or single subject). Candidates who have taken equivalent courses at another university should submit an e-form course waiver through their Admissions Advisor or Credential Advisor. These courses must be graduate courses; and must not have been utilized in a conferred Masters degree.

#### Multiple Subject (choose two)

BTE/TED 621B Reading/Lang. Arts Methods  
*(Prerequisites: TED 615 and TED 621A)*

BTE/TED 622A Curriculum and Instruction I  
*(Prerequisites: TED 615 and TED 621A)*

BTE/TED 622B K-6 Math and Science  
*(Prerequisites: TED 615 and TED 621A)*

or

#### Single Subject (choose two)

BTE/TED 625A Curriculum Design Sec. Learner  
*(Prerequisites: TED 615 and TED 623)*

BTE/TED 625B Instruction and Classroom Management for Secondary and Middle Schools  
*(Prerequisites: TED 615 and TED 625A or BTE 625A and TED 623)*

BTE/TED 624 Literacy for Content Areas  
*(Prerequisites: TED 615 and TED 623)*

### Component 2 – District Induction Program

(2 courses; 9 quarter units)

MTE 600 Demonstrating Effective Teaching and Learning I: Assessment and Portfolio

MTE 601 Demonstrating Effective Teaching and Learning II: Assessment and Portfolio

### Component 3 – SB2042 Clear Coursework

(4 courses; 18 quarter units)

National University's partnering with a district Induction program may provide the following courses towards a candidate's SB2042 Clear credential.

EXC 604	Excep & Diversity in Clsrn
HED 620	Coordinated School Health Prog
EDT 655	Issues and Trends in Educational Technology
MAT 650	Teaching English Learners

Once candidates have completed the district Induction program and the courses from Component 3, they may apply for their Professional Clear teaching credential through their employing agency.

## Component 4 – Specialization in Best Practices

(744)  
(5 courses; 22.5 quarter units)

MAT 670	Theory Best Practice Teaching
MAT 671	Applied Best Practice Strategies in Classroom Instruction
MAT 674	Differentiated Instruction
MAT 675	Integrating Multimedia
MAT 640	Applications of Research

## ■ MASTER OF SCIENCE IN APPLIED SCHOOL LEADERSHIP (In Partnership with SCCOE)

(720-724)

*Department Chair: Gary Hoban • (858) 642-8144 • ghoban@nu.edu*  
*Regional Faculty Advisor: San Jose: Clifford Tyler • (408) 236-1135 • ctyler@nu.edu*  
*Coordinator School Leadership Services: Tish Nielsen • (408) 453-6974 • Tish\_Nielsen@sccoe.org*

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. This program is offered in collaboration with the Santa Clara County Office of Education (SCCOE) "Leaders in Educational Administration Program" (L.E.A.P), which is comprised of six courses leading to the Preliminary Administrative Services Credential. Students accepted into the program receive full National University graduate credit for the six SCCOE Tier I courses. In addition, students are required to enroll in two additional National University Tier I core courses, not including EDA 620B (Fieldwork in Educational Administration). The EDA 620B National University requirement is met through the completion of 75 hours of on-site administrative fieldwork embedded in the six SCCOE courses. Students must also take an additional four required National University Master of Science in Educational Administration courses for the completion of the Masters of Science in Applied Leadership Degree. Students must also pass the National University Exit Examination required of all candidates pursuing the Preliminary Administration Services Credential/Certificate and/or Master of Science (MS) in Educational Administration degree.

The student is strongly encouraged to meet with a Credential Advisor within 30 days of enrollment to discuss CTC mandated requirements pertaining to their program of study.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate an understanding of political, societal, economic, legal and cultural influences on schools; and understand, respond to and influence the larger political, social, economic, legal and cultural context of schools and leadership.
- Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts
- Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement,

based on assessment and appropriateness of multi-cultural classroom environments

- Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures
- Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining
- Make better decisions regarding the management of information technology within the organization, and how information and educational technology can be used to improve instructional programs and drive professional development of the staff
- Build consensus among stake-holders, evaluate, analyze and develop new school programs and paradigms
- Apply his or her acquired understanding and knowledge to a field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University.

## Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Science in Applied School Leadership in partnership with the Santa Clara County Office of Education, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. The student must also pass the National University Educational Administration Tier I Exit Examination required of all candidates pursuing the Preliminary Administrative Services Credential and/or the Master of Science (MS) in Educational Administration.

## Core Requirements

(12 courses; 54 quarter units)

- \*EDA 631 Shared Vision of Learning\*\*
- \*EDA 632 Teaching and Learning Culture \*\*
- \*EDA 633 Management for Teaching/Learning\*\*
- \*EDA 634 Diverse Families/Communities \*\*
- \*EDA 635 Personal Ethics for Leadership\*\*
- \*EDA 636 Political and Social Influences\*\*
- EDA 617 Philosophy and Leadership
- EDA 650 Ethics and School Leadership
- ILD 625 Research in Education
- EDA 694 Thesis  
*(Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.)*

or

- EDA 637 Action Research  
*(Prerequisite: ILD 625)*

Plus choose two additional National University core courses from the following list:

- EDA 623 Curriculum and Assessment
- EDA 624 Supervision of Instruction
- EDA 625 Technology and Data Analysis
- EDA 614 Educational Leadership Today
- EDA 626 Human Resources and Diversity
- EDA 618 School Law and Ethics
- EDA 619 Financial Leadership
- EDA 628 Summative Leadership Seminar  
(Choices to be jointly determined by the student and National University faculty advisor)

\* Required for the Preliminary Administrative Services Certificate/Credential. This credential is required for most administrative

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positions in California such as school principals, assistant principals, educational directors and assistant superintendents.

## \*\*SCCOE Courses

Fieldwork is required and the requirement is met through the completion of 75 hours of supervised on-site administrative fieldwork embedded in the six SCCOE courses)

## ■ MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION

(720-700)

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San Bernardino: David Kurth • (909) 806-3313 • dkurth@nu.edu

San Diego: Gary Hoban • (858) 642-8144 • ghoban@nu.edu

San Jose: Clifford Tyler • (408) 236-1135 • ctyler@nu.edu

Stockton: Glenn Sewell • (209) 475-1442 • gsewell@nu.edu

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. It can be completed with or without a credential option for those pursuing a career in the nonpublic education sector.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate an understanding of organizational development, and the benefits of mobilizing human and fiscal resources, restructuring, creating a school environment that identifies institutional needs for diversity and the administrative tasks of the principal and vice principal
- Apply landmark court cases, legislation, federal and state regulations governing student rights, due process, delivery of instruction, and general operation of school districts.
- Understand, evaluate, and apply school district procedures for curriculum implementation and instructional improvement, based on assessment and appropriateness of multi-cultural classroom environments.
- Understand, evaluate, and apply financial policies and practices used in schools and districts, which emphasize federal, state, and local revenue sources as well as district and school budgeting and financial management procedures.
- Examine the total operation of personnel and school management functions and staff development, which includes personnel management and administration, personnel relations, personnel laws, and collective bargaining.
- Make better decisions regarding the management of information technology within the organization, and how information and educational technology can be used to improve instructional programs and drive professional development of the staff.
- Build consensus among stake-holders, evaluate, analyze and develop new school programs and paradigms
- Demonstrate an understanding of various social and political forces that impact effective school community relations with an emphasis on diversity
- Apply his or her acquired understanding and knowledge to a

field experience in practical and real-world school settings, which is documented in a portfolio and supervised by a mentor in partnership with the University.

### Degree Requirements

(14 courses; 60 quarter units)

To receive a Master of Science in Educational Administration, students must complete at least 60 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students must also pass written and oral exit examinations.

### Core Requirements

(14 courses; 60 quarter units)

- EDA 601 Orientation and Advisory (1.5 quarter units)  
(Must be taken as the first course and may be taken concurrently with another course)
- EDA 623 Curriculum and Assessment \*
- EDA 624 Supervision of Instruction\*
- ILD 625 Educational Research
- EDA 625 Technology and Data Analysis \*
- EDA 614 Educational Leadership Today \*
- EDA 626 Human Resources and Diversity \*
- EDA 618 School Law and Ethics \*
- EDA 619 Financial Leadership \*
- EDA 620B Credential Field Experience\*  
(May be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of being scheduled. Students must complete three courses in the credential sequence – EDA 623, EDA 624, EDA 625, EDA 614, EDA 626, EDA 618, EDA 619 – before taking this course. This course must be completed in residence. (All students pursuing a career in public school administration, unless approved for the Intern program, must complete EDA 620B.)

or

- EDA 620 C Degree Field Experience  
This course must be completed in residence.

or

- EDA 620I Intern Field Experience (open only to students approved for the internship program)
- EDA 628 Summative Leadership Seminar \*
- EDA 617 Philosophy and Leadership  
(recommended to be completed as one of the first three courses in the program)
- EDA 650 Ethics and School Leadership
- EDA 694 Thesis  
(Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.)

or

- EDA 637 Action Research  
(Prerequisite: ILD 625 )

\* Required for the Preliminary Administrative Services Certificate/ Credential. This credential is required for most administrative positions in California, such as school principals, assistant principals, educational directors, and assistant superintendents. Students must possess a valid preliminary, professional clear, life, general, or service credential for admission to this credential. An emergency permit does not qualify as an accepted credential for admission.

## ■ MASTER OF SCIENCE IN EDUCATIONAL COUNSELING

(720-701)

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Program Faculty Advisor:

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Faculty Advisors:

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Stockton: Greg Kirkwood • (209) 475-1400

The Department of Pupil Personnel Services-School Counseling offers a graduate degree leading to the Master of Science in Educational Counseling and a recommendation for a Pupil Personnel School Counseling Credential (PPSC). This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and for public school employment or employment in a community college.

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 if completed no more than 7 years prior to application to the program. Candidates enrolled in the degree and credential program are not awarded the master's degree until they have successfully completed all coursework, the thesis/research project and the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence will not be granted for life experiences.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

### Admission Requirements

- Candidates must hold an accredited bachelor's degree and be admitted to National University.
- Complete all program prerequisites
- Enroll in CED 604, (School Counseling Orientation)
- Attendance to all sessions is mandatory and completion of required assignments is necessary.
- Receive a credential packet and completes a Write Placer exam (occurs in CED 604) that is reviewed and signed by faculty advisor for admission to School Counseling program.
- Return the credential packet to the credential advisor by the end of the CED 604 course, otherwise candidates will receive an "I" for the course. See a credential advisor for specific information regarding any of these requirements.
- Successful completion of CED 604 is mandatory prior to program admission.

### Program Advisement

All coursework must be completed within seven years with a 3.0 GPA. Candidates who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog.

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 604 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their internship, and (4) at the completion of internship hours.

Candidates who receive a grade lower than a "B minus" in more than two courses will be evaluated by the faculty and may be required to repeat the coursework at their own expense before being allowed to continue in the program.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge of major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and the impact of these stages on school behavior and learning.
- Demonstrate knowledge of common psychiatric disorders in childhood and adolescence
- Identify and effectively address relevant social and diversity concerns and crises of individuals and groups of students.
- Conduct needs assessments and use data to plan, develop, and implement and evaluate comprehensive guidance programs.
- Apply individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Apply group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Effectively apply positive consultative and collaborative relationships with school staff, parents, and community agencies in support of student academic, career, and personal/social success.
- Demonstrate knowledge of legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Demonstrate a basic understanding of descriptive statistics and test and survey construction, as well as the purpose and uses of standardized and un-standardized group and individual assessment.
- Understand and utilize computer technology relevant to the tasks and role of a school counselor.
- Demonstrate knowledge of learning theory, curriculum designs for diverse classrooms and the development of classroom intervention strategies.
- Demonstrate knowledge of major career development theories, and the impact of career development on school behavior and learning.
- Identify themselves as professional school counselors, understanding the history, development, and trends of the profession and acting as a professional leader to enhance the field of school counseling.

### Degree Requirements

(21 courses; 90 quarter units)

To receive a Master of Science in Educational Counseling, students must complete at least 81.0 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

### Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and

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that candidate-learning outcomes are attained.

After admission as a degree and credential-seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210, PSY 301)
- Complete CED 604, the next four graduate CED courses with a grade no lower than a B minus
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for remediation or possible dismissal from the program will be considered.

## Program Prerequisites

(2 courses; 9 quarter units)

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

PSY 301 Child Development  
(Prerequisites: ENG 100/101)

**Note: Only CED 604 and prerequisites can be taken prior to admission.**

## Program Requirements

(15 courses; 64.5 quarter units)

CED 604 School Counseling Orientation (1.5 quarter units)

CED 605 Learning & Instructional Design  
(Prerequisite: CED 604)

CED 600 Applied Child/Adolescent Development

CED 602 Societal Issues in the Schools

CED 606 Development & Evaluation

CED 610 Adv. Coun. Theories & Methods

CED 611 Group Counseling  
(Prerequisite: CED 610)

CED 603 Multicultural Counseling  
(Prerequisite: CED 611)

CED 601 Consultation in the Schools  
(Prerequisite: CED 603)

CED 612 Career & Academic Counseling

CED 613 Psycho-educational Assessment

CED 614 Legal and Ethical Practices

PED 676 Intro Applied Behavior Analysis

ILD 625 Educational Research

Choose either:

CED 637 School Counseling Action Research  
(Prerequisite: ILD 625 to be taken during internship hours)

or

CED 694 Thesis  
(Prerequisites: ILD 625 and successful completion of an undergraduate or graduate statistics course. Candidates must have written permission of faculty advisor to enroll in the course)

Practicum (100 hours)

- Candidates should refer to the current PPS Graduate Handbook for School Counseling found at [www.nu.edu](http://www.nu.edu) for specific information about the practicum and internship requirements.
- Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

## Internship Prerequisites

Before candidates can begin internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Pass CBEST (not required for Masters only candidates)
- Complete prerequisite coursework, 10 CED courses including CED 610, CED 611, CED 603, and CED 601 (except CED 637, CED 694 and CED 620)
- Complete 100 hours of logged, approved practicum
- Submit an Internship application to the Internship Coordinator (or lead faculty at a center other than San Diego) and be assigned a University Supervisor.
- Internships and CED 620 are then scheduled by Credential Advisors.

## Internship

(4 courses; 16.5 quarter units)

600 hours/ 2 levels

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels (Elementary and Secondary)

CED 620 Internship Seminar (3 quarter units)

CED 616 School Counseling Internship I (200 hours)

CED 617 School Counseling Internship II (200 hours)

CED 618 School Counseling Internship III (200 hours)

## Internship Requirements for Master's Degree only students

(4 courses; 16.5 quarter units)

For candidates that are **only** pursuing the MS degree in Educational Counseling (without the PPSC credential).

CED 619 Counseling Practicum Community College

CED 620 Internship Seminar (3 quarter units)

Plus any two of the following courses. Other electives may be chosen with approval from lead faculty.

TED 605 The Diverse Classroom

EDT 660 Multimedia and Interactive Technologies

EDA 614 Educational Leadership Today

EDA 617 Philosophy and Leadership

## Exit Requirements

In order to receive a Master's degree and a PPSC credential, candidates must complete courses within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, research project, practicum and internship.
- Successful completion of the ETS National Praxis (#0420) examination in School Counseling (passing score is 570).
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Successful completion of the Exit interview with faculty advisor or University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with credential advisor for final clearance and credential documents.
- Have a zero account balance.

## Credential Application Information

Candidates are expected to complete their internship either on a full-time basis of 3-4 months (40 hours per week) or a part-time basis of a minimum of 8 months (20 hours per week). Upon successful completion of the coursework and internship, candidates must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the PPSC School Counseling credential.

For credential requirements, please see Credential section of the catalog.

## ■ MASTER OF SCIENCE IN INSTRUCTIONAL LEADERSHIP

(720-723)

Department Chair: Gary Hoban • (858) 642-8144 • ghoban@nu.edu

Faculty Advisor: Sidney Castle • (858) 642-8363 • scastle@nu.edu

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 by 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 certified staff member who has an administrative degree and serves in an administrative position. The degree is a collaborative effort between the Teacher Education and Educational Administration Departments. It combines the five National Board Certified Teaching courses and five courses from the Educational Administration program 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.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate the ability to focus on student learning through a systematic study and reflection of ones own teaching practices and through shared knowledge gained from purposefully formed professional learning communities.
- Demonstrate a commitment to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Demonstrate knowledge of how to teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.
- 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
- Build consensus among stake holders by implementing procedures for curricular improvements based upon assessment and appropriateness of diverse classroom environments
- Evaluate, analyze, and develop new school programs and paradigms from the politics of school organizations for the improvement of instruction.
- Demonstrate instructional leadership in maintaining and increasing teaching effectiveness provided through relevant professional development opportunities

### Degree Requirements

To receive a Master of Science in Instructional Leadership, candidates

must complete 45 quarter units of graduate coursework, 22.5 of which must be taken from the National Certification program and 22.5 quarter units of graduate work from the Educational Administration program.

## ■ NATIONAL BOARD CERTIFICATION

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

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 subject by effectively accessing and using research based learning theories and assessment management strategies to educate all learners.

### Core Requirements (National Board Certification)

(5 courses; 22.5 quarter units)

NBC 680	Quality Teaching and Learning
NBC 681	Membership in Learning Communities
NBC 682	Videotape Analysis
NBC 683	Student Work and Assessments
NBC 639	Leadership Portfolio

## ■ EDUCATIONAL ADMINISTRATION COURSEWORK

Faculty Advisor: Sidney Castle • (858) 642-8363 • scastle@nu.edu

### Core Requirements (Educational Administration)

(5 courses; 22.5 quarter units)

EDA 614	Educational Leadership Today
EDA 618	School Law and Ethics
EDA 624	Supervision of Instruction
EDA 625	Technology and Data Analysis
EDA 626	Human Resources and Diversity

(The Capstone for this program is NBC 639: 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.)

## ■ MASTER OF SCIENCE IN JUVENILE JUSTICE SPECIAL EDUCATION

(720-727)

Faculty Advisor: Cindy Sytsma • (858) 642-8324 • csytsma

The Master of Science in Special Education with emphasis in Juvenile Justice is designed for educators and other professionals who want to become more knowledgeable about educational learning problems and teaching strategies to enhance performance of students in alternative educational settings, court school or reside in juvenile hall.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate graduate level written, verbal communication, and presentation skills.
- Apply analytical and critical thinking skills.
- Understand and articulate the differences and similarities of interacting and coordinating agencies.
- Understand and articulate the IDEA, federal, and state law requirements in non-public and residential placements.
- Understand and articulate the role of teachers in different

# School of Education

educational settings.

- Develop IEP's for adolescents with or without disabilities.
- Prepare a functional assessment of a student with behavior problems.
- Advocate for exceptional individuals with behavior and/or learning problems and design interventions to address a variety of problems within the classroom.
- Understand and articulate the advantages and limitations of instructional strategies and practices.
- Apply strategies for teaching individuals with emotional/behavior problems.

## Degree Requirements

(13 courses; 55.5 quarter units)

To receive a Master of Science in Special Education with an emphasis in Juvenile Justice, students must complete at least 55.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

## Core Requirements

(7 courses; 28.5 quarter units)

(Field experience course must be taken at the beginning of the program and may be taken concurrently with other courses.)

EXC 631	Field Exp. and Orientation (1.5 quarter units)
EXC 632	Instruct For Secondary LD/BD
EXC 633	Creating Alliances in Alt. Ed
EXC 634	Role of Teachers in Alt Ed
EXC 635	Mgmt. of Behaviors in Class
EXC 636	Professional Ethics in JJ
EXC 638	Delinquency & Gang Impact

## Interdisciplinary Core Requirements

(4 courses; 18 quarter units)

HUB 642	Theories of Behavior Change
PSY 635	Dev. Context Psychotherapy: Child & Adolescence
EXC 644	Reading and Language Arts
CHD 601	Drugs in American Society

## Research Coursework

(2 courses; 9 quarter units)

ILD 625	Educational Research
EXC 637	Action Research (Prerequisite: ILD 625)

or

EXC 694	Thesis (4.5 quarter units) (Prerequisite: ILD 625 and successful completion of an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in this course).
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(Note: students register for two months for the research courses; but individual projects may take 6-12 months).

## ■ MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY

(720-709)

Department Chair: Susan Eldred • (858) 642-8372 • seldred@nu.edu

Program Faculty Advisor:

San Diego: Michael Anderson • (858) 642-8353 • manderso@nu.edu

Faculty Advisors:

Bakersfield: Bill Matthew • (661) 864-2360 • wmatthew@nu.edu

Fresno: Carol Cerioni • (559) 256-4949 • ccerioni@nu.edu

Costa Mesa: Diana Wheeler • (714) 429-5129 • dwheeler@nu.edu

Los Angeles: Linda Smedley • (310) 662-2148 • lsmedley@nu.edu

Sacramento: Joe Cunha • (916) 855-4303 • jcunha@nu.edu

Barbara Ray • (916)855-4313 • bray@nu.edu

San Diego Practicum/Internship Coordinator: Mark Roybal •

moybal@nu.edu

The Department of Pupil Personnel Services-School Psychology offers a graduate degree leading to the Master of Science in School Psychology and a recommendation for a Pupil Personnel School Psychology credential (PPSP). Candidates cannot get a master's degree without a credential. This program is aligned with national standards and prepares candidates in California for the position of school psychologist. Graduates of this program generally seek employment as a school psychologist in P-12 school districts and must hold a PPSP credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship and successful completion of the ETS PRAXIS-School Psychology (#0400) exam (passage score is 148). Course equivalence cannot be granted for life experiences.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

## Admission Requirements

- Candidates must hold an accredited bachelor's degree and be admitted to National University.
- Complete all program prerequisites (MTH 210, PSY 430, PSY 301 and TED 430)
- Enroll in PED 504 (School Psychology Orientation). Attendance at all sessions is mandatory (make-up sessions not available) and completion of required assignments is mandatory.
- Receive a credential packet and completes a Write Placer exam (occurs in PED 504) that is reviewed and signed by faculty advisor for admission to the School Psychology program.
- Return the credential packet to the credential advisor by the end of the PED 504 course, otherwise candidates will receive an "I" for the course. See a credential advisor for specific information regarding any of these requirements.
- Successful completion of PED 504 and all prerequisites is mandatory prior to program admission.

## Program Advisement

All coursework must be completed within seven years with a 3.0 GPA. Candidates who are absent for a period of 12 months or more must re-enroll and be re-evaluated under a new catalog.

All PPSP candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only PED 504 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after 5 classes, (3) before starting their practicum and internship, (4) at the exit of the program.

Candidates who receive a grade lower than a "B minus" in two or more courses will be evaluated by the faculty and will be required to repeat the course(s) at their own expense before being allowed to continue in the program.



## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrates adept/advanced skills in all aspects of psycho-educational assessment; keeps current with technology in the field; presents information and teaches others new assessment techniques; becomes expert at aspects of various disabilities/learning problems of children and teaches others ways to evaluate
- Demonstrates outstanding leadership skills; well-versed in communicating results and information to others; demonstrates and applies consultation/collaboration techniques and models, and teaches those to others
- Demonstrate ability to independently researches cutting edge technologies related to learning, and learning problems; fully aware of current theories and is adept at instructing others; presents information on advances in the field; is completely competent in practice.
- Demonstrates full implementation of school-wide programs for social/behavioral needs of children; keeps up to date on emerging interventions and techniques; provides in-service training and expertise in the area of social and behavioral interventions
- Demonstrates advanced training and competence in working with individuals with diverse backgrounds; teaches other techniques and concerns for working with individuals of specific backgrounds.
- Demonstrates expertise in school systems knowledge and practice; works at both local and district level in programming and planning for effective schools; is knowledgeable about cutting edge technologies and programs for effective schools and teaches that material to others
- Demonstrates expertise in crisis prevention and intervention; consults with others in developing and implementing programs; demonstrates extensive knowledge in specific health related disorders and school-related safety issues; provides education and training in working with specific candidate populations
- Demonstrates expertise in collaboration skills; consults with others in developing programs and obtaining resources; acts as a resource to the school and community
- Demonstrates in-expert knowledge and ability in research; consults with others in developing and evaluating intervention or research plans; continues with independent research; produces published, or publishable, material
- Demonstrates in-depth knowledge of legal issues and shows the highest ethical standards in practice; educates others in developing ethical decision-based models for practice
- Demonstrates in-depth knowledge and understanding of technologies related to the field; can instruct others in the uses available; and can assess and make program or system-wide decisions for technology use.

## Degree Requirements

(30 courses; 126 quarter units)

To receive a Master of Science in School Psychology, students must complete at least 103.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship and action research (PED637) or thesis (PED694). Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

## Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate outcomes are attained.

To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210, PSY 430, PSY 301, and TED 430)
- Complete PED 504, first four graduate PED courses with a grade no lower than a B minus
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not advance to Candidacy. The candidate will be required to meet with faculty advisor. A plan for remediation or possible dismissal from the program will be considered.

## Program Prerequisites

(4 courses; 18 quarter units)

MTH 210	Probability and Statistics (Prerequisite: Placement Evaluation)
PSY 430	Introduction to Psychopathology (Prerequisites: ENG 100/101 and PSY 100)
PSY 301	Child Development
TED 430	Special Needs Students (Prerequisite: ENG100/101 and TED305 or 320 or equivalencies)

**Note: Only PED 504 and prerequisites can be taken prior to admission.**

## Program Requirements

(21 courses; 87 quarter units)

PED 504	School Psychology Orientation(1.5 quarter units)
PED 665	Tests and Measurements (Prerequisite: PED504)
PED 666	Human Neuropsychology (Prerequisite: PED 504)
PED 652	Child Psychopharmacology
PED 680	Roles, Issues and Ethics

## Advancement to Candidacy (Checkpoint)

PED 670	Advanced Social Psychology
PED 667	Advanced Child Psychopathology
CED 600	Applied Child/Adol Development
CED 601	Consultation in the Schools
CED 610	Advanced Counseling Theories & Methods (Prerequisite: CED 600)
PED 683	Program Evaluation
PED 671	Cognitive Assessment (Prerequisites: PED 504, PED 665, PED 680)
PED 672	Psycho-Academic Assessment (Prerequisite: PED 671)
PED 673	Emotional/Behavioral Assessment (Prerequisite: PED 672)
PED 674	Special Populations Assessment (Prerequisite: PED 673)
PED 675	Alternative Assessment (Prerequisite: PED 674)
PED 676	Intro Applied Behavior Analysis
PED 677	Curriculum Interventions (1.5 quarter units)
PED 678	Practicum in School Psychology (3 quarter units) (Prerequisites: all courses including undergraduate prerequisites, except ILD 625, PED 637 or PED 694)
ILD 625	Educational Research

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Choose either:

PED 637 School Psychology Research  
(Prerequisite: ILD 625)

or

PED 694 Thesis  
(Prerequisite: ILD 625 and successful completion of an undergraduate or graduate statistics course. Candidates must have written permission of faculty advisor to enroll in the course)

Practicum (450 hours)

- Candidates should refer to the current Graduate Manual for School Psychology for specific information about the practicum and internship requirements.
- Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist. National University school psychology candidates will complete school-based practicum during the PED 678 course (3-month course).
- In PED 678 (Practicum in School Psychology) candidates will do their practicum hours and experiences only in public school based settings (according to CCTC requirements). PED 678 course instructor and a credentialed school site psychologist through completion of course requirements will evaluate candidate performance. Complete PED 678.

**NOTE:** Candidates cannot be placed at practicum or internship sites where they are currently or have recently been employed. Dual roles and relationships will be prohibited. Discovery of such activity will result in candidates being removed from that site with accrued hours not counting toward practicum or internship.

## Internship Prerequisites

Before candidates can begin the internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Pass the CBEST
- Complete prerequisite coursework (all CED and PED courses (except PED 637 or PED 694 and PED 685)
- Complete 450 hours of logged, approved practicum
- Submit an Internship application and be assigned a University Supervisor.
- Internships and PED 685 are then scheduled by the Credential Advisors.

## Internship

(1200 hours/2 levels)

(5 courses; 21 quarter units)

A minimum of 1200 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 300 hours of internship, and submit logs to University Supervisor. The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels (Elementary and Secondary)

PED 685 Internship Seminar (3 quarter units)  
PED 687 School Psych Internship I (300 hours)  
PED 688 School Psych Internship II (300 hours)  
PED 689 School Psych Internship III (300 hours)  
PED 690 School Psych Internship IV (300 hours)

## Exit Requirements

In order to receive a Master's degree and a PPSP credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, research project, practicum and internship.
- Schedule and complete an exit appointment with faculty advisor or University Supervisor
- Successful completion of the ETS National Praxis (#0400) examination-School Psychology (passage score is 148)
  - Complete Program Evaluation Form-School Psychology
  - Submit written evaluations of performance in Internship experiences by Site Supervisor to University Supervisor
  - Schedule an exit appointment with credential advisor to receive final clearance and credential documents
  - Have a zero account balance

## Credential Application Information

Candidates are expected to complete their internship either on a full time basis of 8 months (40 hours per week) or part time basis of 17 months (20 hours per week). **Less than 20 hours per week at the internship site will not be approved.** Upon successful completion of the coursework and internship, candidates must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the PPSP School Psychology credential.

For credential requirements please see Credential section of the catalog.

## ■ MASTER OF SCIENCE IN SPECIAL EDUCATION

(720-708)

Department Chair: Britt Ferguson • (858) 642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)  
Regional Faculty Advisors:

Bakersfield: Maude Taylor • (661) 864-2385 • [mtaylor@nu.edu](mailto:mtaylor@nu.edu)

Costa Mesa: Lucinda Kramer • (714) 429-5132 • [lkramer@nu.edu](mailto:lkramer@nu.edu)

Fresno: Ennio Cipani • (559) 256-4943 • [ecipani@nu.edu](mailto:ecipani@nu.edu)

Los Angeles: KayDee Caywood • (310) 258-6672 • [kcaywood@nu.edu](mailto:kcaywood@nu.edu)

Ontario: Myrtis Irish • (909) 919-7600 • [mirish@nu.edu](mailto:mirish@nu.edu)

Sacramento: Denise Hexom • (209) 475-1448 • [dhexom@nu.edu](mailto:dhexom@nu.edu)

San Bernardino: Myrtis Irish • (909) 806-3346 • [mirish@nu.edu](mailto:mirish@nu.edu)

San Diego: Joan Sebastian • (858) 642-8137 • [jsebasti@nu.edu](mailto:jsebasti@nu.edu)

San Jose: Joy Kutaka-Kennedy • (408) 236-1146 • [jkutakak@nu.edu](mailto:jkutakak@nu.edu)

Stockton: Elizabeth Maloney • (209) 475-1448 • [emaloney@nu.edu](mailto:emaloney@nu.edu)

DHH Faculty Advisor: Colleen L. Smith • (858) 642-8322 •

[csmith2@nu.edu](mailto:csmith2@nu.edu)

The Master of Science in Special Education is designed for educators and other professionals who want to become knowledgeable about educational learning problems and teaching strategies to enhance student performance. To receive a Master of Science in Special Education, students must complete at least 64.5 quarter units of graduate work.

A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the joint degree credential program are not awarded the master's degree until they have completed all graduate and credential coursework, including student teaching. Course equivalence cannot be granted for life experience. Although many of the following courses are available online, EXC 630 and certain field experiences must be taken onsite.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

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

## Degree Requirements

(17 courses; 64.5 quarter units)

## Core Requirements

(9 courses; 37.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A Field Experience: Spc Ed (3 quarter units)  
 EXC 602B Fld Exper: Incl Settings (3 quarter units)  
 EXC 604 Excep & Diversity in Clsrm  
 ILD 625 Educational Research  
 TED 611 Educational Psychology  
 TED 621A Lang. Dev. Methods: Elem. Sch.  
*(Prerequisite: Master's only students are exempt from TED 615)*

or

TED 623 Lang. Dev. Methods: Secondary  
*(Prerequisite: Master's only students are exempt from TED 615)*

EXC 620 Positive Behavior Support  
 EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)  
 EXC 650 Collaboration and Consultation  
 Generic Core Exam

## Advanced Specialist Requirements

(7 courses; 22.5 quarter units)

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)  
 EXC 644A Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter unit)  
 EXC 660 Instruct of Learners w/MM Dis.  
 EXC 660A Field Study: Learners w/MM Dis (1.5 quarter unit)  
 or  
 EXC 665 Inst. Lrns Mod/Svr Disabs  
 EXC 665A Field Stdy: Mod/Severe Disabs (1.5 quarter unit)  
 plus  
 EXC 615 Tech for Persons w/Disab.  
 EXC 615A Fld Study: Technology (1.5 quarter units)

EXC 694 Thesis  
*(Prerequisite: ILD 625 and successful completion of an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.)*

or

EXC 637 Action Research  
*(Prerequisite: ILD 625)*

*(Note: students register for two months for the research courses; but individual projects may take 6-12 months.)*

For credential requirements please see credential section of the catalog.

Students seeking the Preliminary Level I Education Specialist: Mild/Moderate Disabilities credential must take:

EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
 EXC 685A Std. Teaching Mild/Moderate  
 EXC 685B Std. Teaching Mild/Moderate

Students seeking the Preliminary Level I Education Specialist: Moderate/Severe Disabilities credential must take:

EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
 EXC 690A Std. Teaching Mod/Severe  
 EXC 690B Std. Teaching Mod/Severe  
 EXC 685A, EXC 685B, EXC 690A, and EXC 690B do not fulfill elective requirements.  
 Exit Exam

*(Note: students register for two months for the research courses; but individual projects may take 6-12 months.)*

## Program Elective

(1 course; 4.5 quarter units)

To complete the Special Education degree program, students can select one elective from the School of Education graduate course offerings approved by the Special Education faculty. Students who plan to teach at the secondary level are encouraged to take TED 624.

## ■ MASTER OF SCIENCE IN SPECIAL EDUCATION-EMPHASIS IN THE DEAF AND HARD-OF-HEARING

(720-721)

Department Chair: Britt Ferguson • (858) 642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)  
 DHH Faculty Advisor: Colleen L. Smith • (858) 642-8322 • [csmith2@nu.edu](mailto:csmith2@nu.edu)

The Master of Science in Special Education with an emphasis in the deaf and hard-of-hearing (DHH) is designed for educators and other professionals who want to become knowledgeable about educational learning challenges and teaching strategies to enhance performance of students who are deaf and hard of hearing. To receive a Master of Science in Special Education with an emphasis on deaf and hard of hearing, students must complete at least 81 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students enrolled in the joint degree credentials program are not awarded the master's degree until they have completed all graduate and credential coursework, including student teaching. Course equivalence cannot be granted for life experience.

# School of Education

## Admission to the Program

Submit the following application documentation in ONE complete packet:

- Application for Admission to Education of the Deaf graduate program
- CD or DVD portfolio of ASL Fluency (video samples, 10 to 12 minutes maximum in length) including the following content:
  1. Introduce yourself and discuss your sign language acquisition experience
  2. Narrate an ASL story
  3. Narrate a selected work of children's literature
- Intermediate proficiency or better in American Sign Language competencies as assessed by Proficiency Interview
- Personal and professional goals essay (a writing sample, 1 full single spaced page maximum)

Send ONE complete application packet to:  
DHH Faculty Advisor  
National University, 11255 North Torrey Pines Rd.  
La Jolla, CA 92037-1011

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Utilize research knowledge to critique and synthesize cultural-historical perspectives, educational theories, and effective ASL-English learning practices.
- Implement and evaluate differentiated visual learning activities that motivate individual academic development and lifelong learning within our diverse communities.
- Implement and evaluate culturally relevant curriculum expanding students' metacognitive skills and multiple literacy skills.
- Critique communication policies and language planning frameworks, and implement the latest technology to facilitate individual student's identity development, nonverbal communication, and academic interaction skills.
- Demonstrate academic discourse competency in both ASL and written English, and utilize interpretation and translation skills between the two visual languages.
- Implement and evaluate creative ASL-English curriculum showing evidence of individual students' learning progresses based on learning interests and state content standards.
- Demonstrate negotiation skills by reconstructing new knowledge working as change agents advocating the communication and academic needs of ASL-English speakers.
- Demonstrate consultation and collaboration skills by linking reflective learning communities, working with and through professional organizations and families.

## Degree Requirements

### Prerequisites

(10 courses; 43.5 quarter units)

PSY 100	Introduction to Psychology (or equivalent course)
PSY 301	Child Development (Prerequisite: ENG 100/101)
PSY 427	Biological Psychology
PSY 431	Theories and Techniques of Psychological Testing (Prerequisites: ENG 100/101 and PSY 100)
HED 602	Introductory Health Ed: K-12
EDT 608	Computer based Technology in the Classroom
EXC 603	Dev. EC Spec Needs
EXC 604	Excep & Diversity in Clsrm
EXC 602B	Fld Exper: Incl Settings (3 quarter units)
CLD 627	Meth. Crosscult. Instr.

## Interdisciplinary Core Courses

(3 courses; 13.5 quarter units)

TED 615	The Foundations of Education
EXC 620	Positive Behavior Support
TED 621A	Lang. Dev. Methods: Elem. Sch. Generic Core Exam

## Core Courses for the Education Specialist: Deaf and Hard-of-Hearing

(8 courses; 36 quarter units)

DHH 600	ASL-English Bilingual Education
DHH 601	ASL Acquisition & Development
DHH 602	English Acquisition & Dev
DHH 603	Assessment for DHH Learners
DHH 604	Bi-literacy Education
DHH 605	Ed of Deaf Special Needs
DHH 606	Curriculum and Instruction
DHH 607	Bilingual – Multicultural Ed

## Research Coursework

(2 courses; 9 quarter units)

ILD 625	Educational Research
EXC 637	Action Research (Prerequisite: ILD 625)

or

EXC 694	Thesis (Prerequisite: ILD 625 and successful completion of an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.)
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Exit Exam

For credential requirements please see credential section of the catalog.

Students seeking the Preliminary Level I Education Specialist- DHH credential must demonstrate Intermediate-high proficiency or better in American Sign Language competence as assessed by Proficiency Interview before taking:

## Student Teaching

(3 courses; 12 quarter units)

DHH 609	Student Teaching Seminar (3 quarter units) (Must be taken concurrently with student teaching)
DHH 608A	Student Teaching I
DHH 608B	Student Teaching II
or	

## Internship Requirements

(for those in a DHH Internship program only)  
(3 courses; 10.5 quarter units)

EXC 655I	Internship Induction Sem. (3 quarter units over a 2 month period)
DHH 608I	Student Teaching for Interns
DHH 609	Student Teaching Seminar (3 quarter units)

## CREDENTIAL PROGRAMS

### INFORMATION FOR ALL CREDENTIAL PROGRAMS

Information specific to either an undergraduate blended program or a Graduate/Post Baccalaureate level program is notated.

#### Admission Requirements

Students seeking admission to a Credential program (at either undergraduate or graduate/post baccalaureate level) at National University should refer to the academic information for undergraduate or graduate admission procedures.

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

#### Admission Process

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

**Stage 1:** All credential students must attend a Faculty/Credential Advisement orientation and complete a candidate statement prior to the completion of TED 305 (undergraduate) or TED 601 (Graduate/Post baccalaureate) for Multiple or Single Subject candidates, or EXC 602A for Special Education candidates or CED 604 or PED 604 for Pupil Personnel Services candidates, or ORI3 for Administrative Services candidates 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 2:** Within 30 days of enrollment, student must provide the following:

- Valid Certificate of Clearance or equivalent document
- Completed Credential Packet
- Valid Negative TB Test
- Verification of attempt to take and pass the CBEST examination or alternative basic skills

**Stage 3:** Students must complete the credential packet and return this to the Credential Advisor.

Notes:

- Students are not eligible for financial aid until the evaluation is complete.
- Students transferring from a credential program from another university must provide a letter of good standing.
- Undergraduate students who have coursework in transfer that may meet coursework requirements at National University should coordinate with their admissions advisor.
- Graduate/Post Baccalaureate students may be eligible for up to 13.5 quarter units of transfer or content waiver based on previously completed coursework that is equivalent to a course at National University. An E Form waiver must be submitted for any course equivalencies and can be done via the student portal or with the assistance of your admissions advisor.

#### Credential Residency Requirements

All students enrolled in a Credential program must meet the

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.

#### Undergraduate Residency:

- Please see Academic Information for Undergraduate Degrees for overall degree residencies as well as your degree requirements for specific residencies

#### Graduate/Post Baccalaureate Residency:

- Candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the California Commission on Teacher Credentialing. Courses taken online are considered to be in-residence.
- The residency requirement does not apply to candidates in the following programs:
  - o Level II Special Education
  - o California Reading Certificate
  - o Early Childhood Special Education Certificate
  - o Professional/Tier II Administrative Services Credential
  - o An additional credential if one is previously held

Notes:

- All Credential related coursework must be completed with a GPA of 3.0 ("D" and "F" grades are not accepted and must 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 (CTC), all applicants for admission to 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.

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 programs and to graduating competent professional educators. As required by the California Commission on Teacher Credentialing (CTC), 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 CTC 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

# School of Education

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 CTC 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 CTC website at [www.ctc.ca.gov](http://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 Candidate Assistance Plan. The plan 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, 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 Policies and Procedures 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 specific programs. These advisors are a resource for specific questions students may have about classes, curriculum, and instructors.

Each student also has a Credential Advisor available to him/her 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 students to work closely with their local Credential Advisor to understand and educate themselves on the specifics of their 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.

## Student Teaching Placements

Candidates are placed in their student teaching assignment by the University. Students should not contact districts directly to obtain student teaching placement.

Detailed requirements for student teaching are listed in the Student Teaching Handbook for Multiple Subject/Single Subject and in other handbooks and/or orientation courses for other credentials.

## CANDIDATES WILL BE PLACED:

- By the University in their student teaching school under the supervision of a University Supervisor and Supervising Teacher(s).
- In a supervised full-time student teaching assignment within the appropriate credential area for one full academic semester.
- 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.
- 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.

## Credential Candidates Teaching Under Contract

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

- In an approved multiple subject assignment can complete the assignment in their own classroom. There must be documented experience with K-2 or beginning readers, otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In an approved single subject assignment (within the credential area) can complete the full semester in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels otherwise candidates must complete four weeks in an alternate setting with a certified teacher
- In a regionally (WASC) approved nonpublic school setting must complete a minimum of one course of the four-course sequence student teaching experience in a public school.
- Teach under the supervision of a University Supervisor and Supervising Teacher who model effective teaching, implement

state-adopted academic core curriculum, mentor the candidate, and work with the University Supervisor.

## University Internships

National University also provides University Internship credential programs which provide opportunities for Graduate/Post-Baccalaureate students to assume the responsibilities of full-time “teachers of record” while completing the credential coursework required for a preliminary credential. Interns are salaried credentialed employees of a school or agency, working on a two year Internship Credential valid only at the site of hire. University Internship credential students meet the requirements of No Child Left Behind (NCLB).

National University students who are interested in becoming a university intern must meet the internship eligibility requirements to be enrolled in the program. Please see the detailed University Internship requirements under each specific credential program in the catalog.

## Recommendation for a California Preliminary Credential

To be formally recommended for a California Preliminary Teaching Credential or Services Credential by National University students must have the following requirements:

- Undergraduate: Completed all requirements for the blended bachelor’s degree. (Completion must be verified by the Registrar’s office) or Graduate/Credential: Proof of a conferred bachelor’s degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence
- Successful completion of the National University Admissions process.
- Successful completion of the program coursework within seven years.
- Official transcripts from all colleges/universities attended on file at National University
- Proof of passing grade of “C” or better coursework or an examination covering the U.S. Constitution is only required for Teacher Education and Special Education candidates.
- Proof of passage of the Basic Skills Assessment.
- Proof of meeting the subject matter competency requirement. Only candidates getting a Single Subject credential or a Special Education credential through Single Subject competency may meet subject matter by either passing the appropriate Commission-approved examinations or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program verifying completion of the appropriate subject matter program. Multiple Subject teacher candidates and Special Education through Multiple Subject competency candidates must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subject (CSET).
- Completion of the undergraduate or graduate residency requirements
- Successful completion of the coursework with a minimum grade point average of 3.0. (Grades of “D” and “F” are not accepted.) All coursework must be completed within seven years to be accepted.
- Undergraduate students must also have a minimum of a 2.5 cumulative GPA overall for their bachelor’s degree.
- Successful completion of the exit process, including portfolio requirements.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching, and other practicum.
- Proof of passing the Reading Instruction Competence

Assessment (RICA). (Multiple Subject teacher education and Special Education candidates only)

- Teacher Education candidates in Multiple or Single Subject programs must successfully complete all four TPA Tasks.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for a Teacher Education or Special Education teaching credential)
- BCLAD only – verification of passing scores on oral and written language proficiency examinations.
- Valid Certificate of Clearance or equivalent document.
- Fulfillment of all financial obligations to the University before applying for the credential; zero account balance.
- A completed CTC credential application with valid credit card to pay for CTC online application fee.

## OUT-OF-STATE OPTIONS

### Option for of Student Teaching Out-of-State (Courtesy Placement)

Candidates who have completed their California credential program coursework who wish to do their student teaching in an area of residence outside of California.

### Option for Non-California Residents to obtain a Preliminary Multiple or Single Subject Credential

Candidates interested in completing a California preliminary credential who wishes to complete the entire program while holding residence outside of California. Only a limited number of candidates living outside of California may enroll in the teacher education program to complete their coursework online and their student teaching in their area of residence outside of California.

### Requirements for both Out-of-State Options:

Permission to student teach outside of California must be obtained by submitting a Courtesy Placement Request to the Courtesy Placement/Out-of-State department. The Out of State Program Specialist will review the candidate’s eligibility requirements, and will interview the applicant to assess the candidate’s knowledge, skills and dispositions. Successful completion of the student teaching program requirements and an interview will determine the candidate’s eligibility for out-of-state or courtesy placement. Students must meet all California program and testing requirements to be eligible for an out-of-state or courtesy placement.

Although National University makes every effort to find out-of-state or courtesy placements, the University is unable to guarantee placements. Out-of state requests are difficult to arrange because other states often have specific compliance requirements. Agreements between National University, a State Teaching Credential Office, Department of Defense (outside United States), and a cooperating university must be approved before placement is considered.

The school of choice must adhere to strict guidelines that correlate with California standards and practices, mirror a California Public school setting, and serve diverse populations.

A signed contract must be obtained from the requested school district. These agency agreements are secured by the National University placement staff. After a district contract is approved, a University Supervisor is hired by NU and a Supervising Teacher is assigned by the district to supervise the candidate. It is not unusual for this process to take several months to complete.

In addition, some states will not allow out of state universities to place student teachers into their schools and will therefore require that the candidate enroll and pay for student teaching coursework at a local university. In these cases, the student must enroll and pay for

# School of Education

National University student teaching coursework in addition to the local universities courses.

Upon completion of student teaching and all other credential requirements, candidates will meet the requirements for a California Teaching Credential. If a candidate desires a credential for another state, the candidate must contact the appropriate state agencies and meet the specific state requirements before student teaching.

Please contact your Credential Advisor or Placement Specialist if you have additional questions about this placement option.

## Teaching Performance Assessment (TPA)

All Multiple and Single Subject credential candidates beginning their teacher preparation program on or after July 1, 2008 will be required to pass the Teaching Performance Assessment (TPA) mandated by the California Commission on Teacher Credentialing. The TPA is comprised of four Tasks to be completed by candidates at different times throughout their program. The purpose of the TPA is to assess the candidate's knowledge, abilities, and skills in relation to the TPEs. Each completed task is sent to a trained assessor to be scored and candidates must pass all four tasks in order to be recommended for a Multiple or Single Subject credential. Specific information on the Teaching Performance Assessment will be introduced in the TED601 Teaching and Credentialing course.

All students required to complete the TPA will do so in Task Stream, an online environment specifically designed to support the completion of TPA Tasks electronically. Each student will open a Task

Stream account and receive specific information regarding this system during the TED601 Teaching and Credentialing course.

Students will not complete the TPA Tasks as assignments within their coursework however the knowledge to successfully complete each TPA Task is imbedded in the curriculum. Below is an outline of the Undergraduate and Graduate Multiple and Single Subject teacher credential courses which prepare students for successful completion of the TPA.

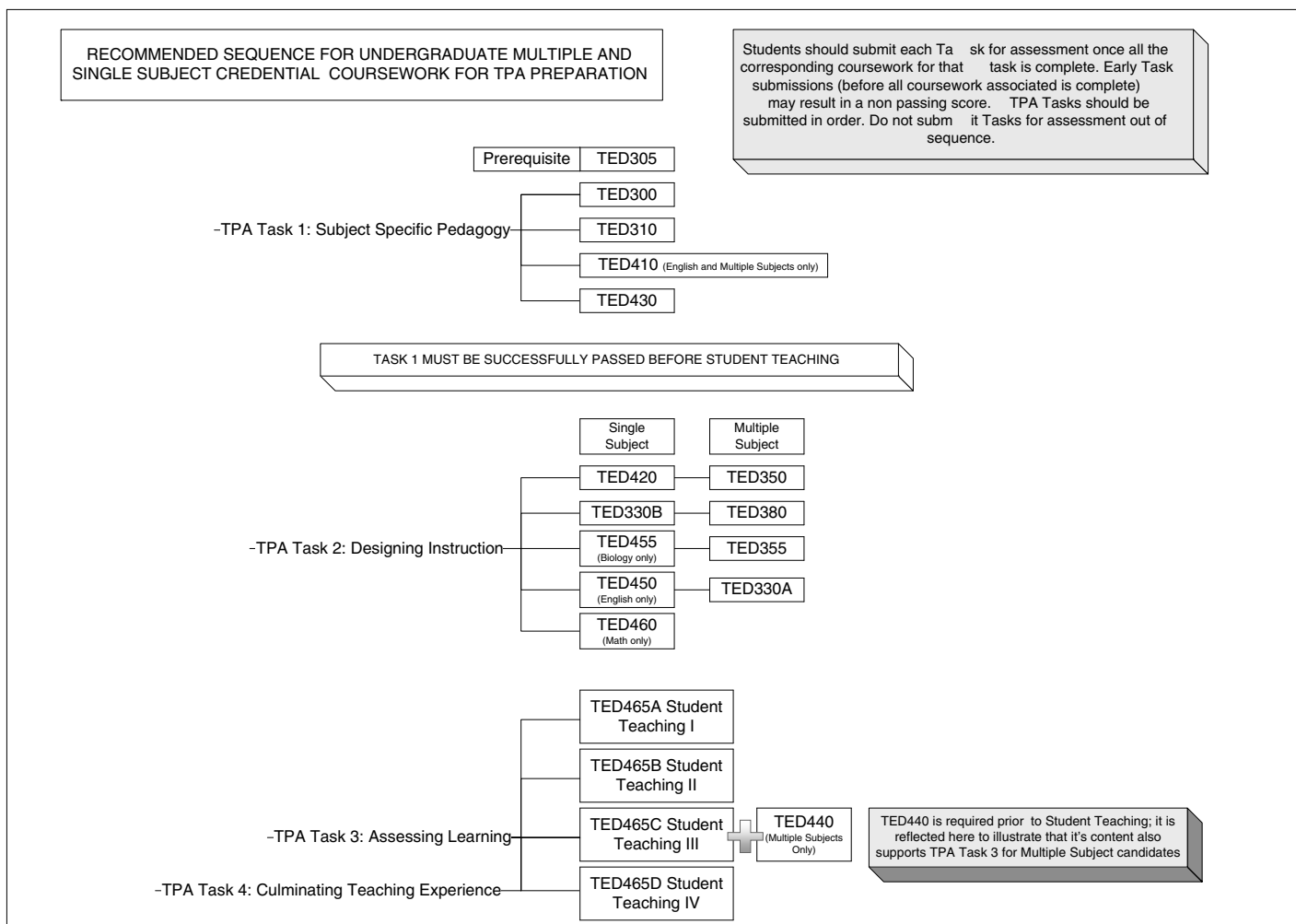
### Portfolio

Candidates in the Multiple and Single Subject credential programs will complete a Portfolio via Task Stream. Each Portfolio is comprised of artifacts completed and or collected by the candidate via signature assignments throughout their program. The Portfolio is used as a resource tool, and also showcases candidate's knowledge for employment opportunities.

## TEACHER EDUCATION CREDENTIAL PROGRAMS

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

In California, the Multiple Subject credentials authorize the holder to teach in a self-contained classroom, typically in grades K-12. The Single Subject credential authorizes the holder to teach in a





departmentalized situation, typically at the junior high or high school level. The SB2042 Multiple Subjects credential and the Single Subject credential carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes.

## Student Teaching Requirements

Applicable to all Multiple Subject and Single Subject Credentials

Before beginning any part of student teaching, candidates must:

- Have a completed credentials packet on file.
- Provide proof of possession of a Certificate of Clearance or equivalent document.
- Provide proof of passage of the Basic Skills Assessment.
- Provide 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 CTC-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 Subject (CSET).
- Provide verification of a negative tuberculin examination taken within the last four years.
- Complete the TED coursework with a 3.0 GPA; "D" and "F" grades are not accepted.
- Undergraduate candidates must have successful completion of TPA Task 1 and Task 2 and have submitted Task 3 for assessment.
- Graduate/Post-Baccalaureate candidates must have successful

completion of TPA Task 1 and have submitted Task 2 for assessment.

- Complete the undergraduate or graduate/post baccalaureate residency requirements.
- Have a zero account balance.
- Attend Screening Interview with a School of Education faculty member.
- Attend student teaching orientation.

## TEACHING PERFORMANCE FEES

Candidates will be charged as follows:

- \$65 upon submission of Task 1
- \$65 upon submission of Task 2
- \$65 upon submission of Task 3
- \$110 upon submission of Task 4\*

*Please Note: \$42 is charged to each candidate to open a TaskStream account (one year minimum required). This enables the student to complete and submit their TPA Task requirements.*

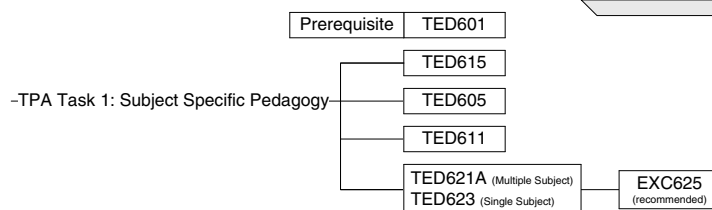
(\*this assessment involves both a written submission and a video tape, requiring more expense in assessment).

Candidates who must re submit a task response will be required to pay the corresponding fee for each submission.

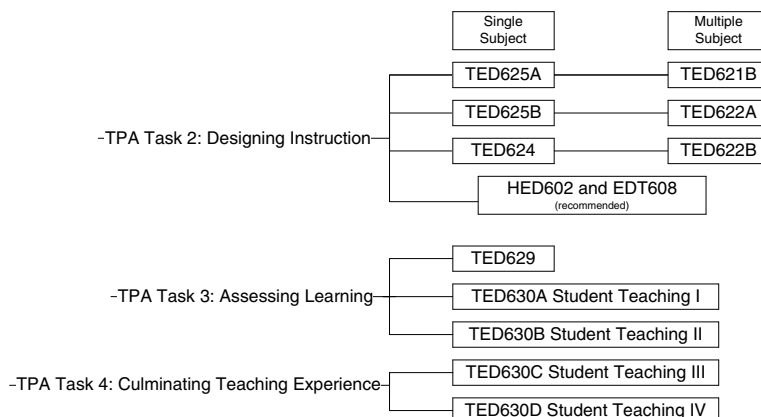
Candidates who successfully complete all 4 TPA tasks with initial submission will have a total fee of \$305 and a TaskStream account fee of \$42.

### RECOMMENDED SEQUENCE FOR GRADUATE MULTIPLE AND SINGLE SUBJECT CREDENTIAL COURSE WORK FOR TPA PREPARATION

Students should submit each Task for assessment once all the corresponding coursework for that task is complete. Early Task submissions (before all coursework associated is complete) may result in a non passing score. TPA Tasks should be submitted in order. Do not submit Tasks for assessment out of sequence.



TASK 1 MUST BE SUCCESSFULLY PASSED BEFORE STUDENT TEACHING



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- BCLAD only – verification of passing scores on oral and written language proficiency examinations.

Please see a Credential Advisor or Placement Specialist for specific information regarding any of these requirements.

Notes:

- 1) Candidates for the Multiple Subject and Single Subject credentials who complete their teacher preparation through a Commission-approved program in California must be recommended for the credential by their college or university. Teachers who completed their professional preparation outside of California must apply directly to the Commission for their initial credentials and must meet all the CTC requirements for the granting of a credential.
- 2) Certain candidates with three or more years of accredited private school experience may be able to waive student teaching under SB 57. See a Credential Advisor for details or obtain information on the CTC website at [www.ctc.ca.gov](http://www.ctc.ca.gov).
- 3) Certain candidates with six or more years of accredited private school experience may apply directly to the California Commission on Teacher Credentialing (CTC) under SB 57 by submitting application form 41-4, fingerprint clearance materials, transcripts, other requested materials, and current applicable fees. Website: [www.ctc.ca.gov/credentialinfo/credinfo.html](http://www.ctc.ca.gov/credentialinfo/credinfo.html) or call (888) 921-2682 (toll free).

## PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM

(780-363)

Program Lead: Nedra Crow • (858) 642-8004 • [ncrow@nu.edu](mailto:ncrow@nu.edu)  
Faculty Advisor: Linda Gresik • (310) 662-2057 • [lgresik@nu.edu](mailto:lgresik@nu.edu)

(16 courses; 67.5 quarter units TED)

A Preliminary Multiple Subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a Clear credential. The Multiple Subject credential enables the candidate to teach in a self-contained classroom, typically at the elementary level. Students should see “Admission to Credential Programs” for specific admission information.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.  
(TPE-Domain A- Making Subject Matter Comprehensible To Students)
- Demonstrate knowledge and abilities in assessing student learning.  
(TPE-Domain B- Assessing Student Learning)
- Demonstrate knowledge and abilities in engaging and supporting students in learning.  
(TPE-Domain C-Engaging and Supporting Students in Learning)
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.  
(TPE-Domain D-Planning Instruction and Designing Learning Experiences for Students)
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.  
(TPE-Domain E-Creating and Maintaining Effective Environments for Student Learning)
- Demonstrate knowledge and abilities in developing as a professional educator.  
(TPE-Domain F-Developing as a Professional Educator)

## State of California Admission Requirements

Candidates requesting to be admitted for Teacher Education must follow the steps listed under Graduate Admission in addition to the following credential specific requirements.

During the TED 601 course candidates will:

- Complete a candidate statement which must be completed, reviewed, and signed by the faculty advisor for formal admission into the School of Education.
- Receive a Credential Packet which must be completed and returned to the Credential Advisor within 30 days.
- Open a Task Stream account in order to complete their TPA Tasks and Portfolios.

*Note: Students must have access to Microsoft Office on either a PC or Mac platform. Since National University and the CTC regularly use e-mail to communicate with students, it is highly recommended that students do not use AOL, Earthlink, or school district e-mail addresses since these e-mails are regularly blocked from these accounts. An active Yahoo! or Hotmail account is recommended instead.*

## Highly Recommended Before Admission

- A passing score on the Basic Skills Assessment (must be completed prior to student teaching and internships).
- Proof of having met subject matter competence requirement through a passing score on the approved state exam. Subject matter competency must be completed prior to student teaching. Multiple Subjects teacher candidates who enroll in a teacher preparation program on or after July 1, 2004, must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subject (CSET). CTC policy, in compliance with the No Child Left Behind Act, prohibits colleges and universities from accepting subject matter equivalency letters for Multiple Subject teacher candidates who enroll into a credential program on or after July 1, 2004.
- All TED courses include a four-hour field experience component that requires students to complete activities in K-12 schools. A Certificate of Clearance is necessary prior to field activities in the schools. The form to obtain a Certificate of Clearance is provided in the Credential Packet.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

## Foundation and Methods Requirements

(8 courses; 33.0 quarter units TED)

TED 601	Teaching and Credentialing (1.5 quarter units)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED621A	Lang. Dev. Methods: Elem. Sch (Prerequisites: TED 615)
TED 621B	Reading/Lang. Arts Methods ** (Prerequisites: TED 615 and TED 621A)
TED 622A	Curriculum and Instruction I (Prerequisites: TED 615 and TED 621A)
TED 622B	K-6 Math and Science (Prerequisites: TED 615 and TED 621A)

All TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

\*\*Students must pass Reading Instruction Competency Assessment (RICA) before being recommended to the CTC for a Multiple Subject credential. It is recommended that candidates take this exam after completion of TED 621B.

## Co-requisites

(3 courses; 13.5 quarter units)

HED 602	Introductory Health Ed: K-12
EXC 625	Children w/Excep. in class
EDT 608	Computer-Based Technology in the Classroom

*Note: Although these courses are available to take anytime, it is strongly recommended they be taken during the Foundations and Methods coursework to better prepare for successful completion of TPA Tasks 1 and 2, prior to Student Teaching. These courses are required prior to applying for the credential.*

## Student Teaching

(5 courses; 21 quarter units)

### Requirements prior to student teaching:

- Course Prerequisites: TED 615, TED 605, TED 611, TED 621A, TED 621B, TED 622A and TED 622B with a 3.0 GPA.
- Valid Certificate of Clearance or valid equivalent document.
- Grades of "D" and "F" are not accepted.
- Students must pass the Basic Skills Assessment.
- Students must meet Subject Matter Competence by passing the approved subject matter exam.
- TPA Task 1 must be successfully passed and TPA Task 2 must be submitted for assessment.
- Students must have a zero account balance.
- Negative TB test.

TED 629 Student Teaching Seminar\*  
(3.0 quarter units)

TED 630A Student Teaching 1

TED 630B Student Teaching  
(Prerequisite: TED 630A)

TED 630C Student Teaching  
(Prerequisite: TED 630A)

TED 630D Student Teaching  
(Prerequisite: TED 630A)

\* TED 629 must be taken concurrently with TED 630A-D.

*Note: TED 630A,B,C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and therefore do not factor into the student GPA. Please see "Academic Information for Graduate Degrees" for more information.*

Student teaching courses are added to the student's schedule by the Credential Department. All other courses can be added by the student and/or the admission advisor.

## Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CTC-approved international evaluation agency.
- Official transcripts for any transferable coursework related to credential program coursework.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework.
- Valid Certificate of Clearance or valid equivalent document.
- Successful completion of the exit process, including passing portfolio review.
- Successful completion of all four TPA Tasks.
- Passing score on the Basic Skills Assessment.
- Passing score on the appropriate subject matter exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA). Scores must be valid at the time of

recommendation.

- Zero account balance.
- Completion of a minimum of 31.5 quarter units in residence.
- Completion of credential program within seven years.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential).

## PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL PROGRAM WITH BCLAD OPTION

(780-365)

Program Lead: Nedra Crow • (858) 642-8004 • [ncrow@nu.edu](mailto:ncrow@nu.edu)

Faculty Advisor for Multiple Subject: Linda Gresik • (310) 662-2057 • [lgresik@nu.edu](mailto:lgresik@nu.edu)

Faculty Advisor for BCLAD: Jo Birdsell • (858) 642-8361 • [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

(17 courses; 72.0 quarter units BCLAD)

A Preliminary Multiple Subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a Clear credential. The Multiple Subject credential enables the candidate to teach in a self-contained classroom, typically at the elementary level. Students should see "Admission to Credential Programs" for specific admission information.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.  
(TPE-Domain A- Making Subject Matter Comprehensible To Students)
- Demonstrate knowledge and abilities in assessing student learning.  
(TPE-Domain B- Assessing Student Learning)
- Demonstrate knowledge and abilities in engaging and supporting students in learning.  
(TPE-Domain C-Engaging and Supporting Students in Learning)
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.  
(TPE-Domain D-Planning Instruction and Designing Learning Experiences for Students)
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.  
(TPE- Domain E-Creating and Maintaining Effective Environments for Student Learning)
- Demonstrate knowledge and abilities in developing as a professional educator.  
(TPE- Domain F-Developing as a Professional Educator)

### State of California Admission Requirements

Candidates requesting to be admitted for Teacher Education must follow the steps listed under Graduate Admission in addition to the following credential specific requirements.

During the TED 601 course candidates will:

- Complete a candidate statement which must be completed, reviewed, and signed by the faculty advisor for formal admission into the School of Education.
- Receive a Credential Packet which must be completed and returned to the Credential Advisor within 30 days.
- Open a Task Stream account in order to complete their TPA Tasks and Portfolios.

# School of Education

*Note: Students must have access to Microsoft Office on either a PC or Mac platform. Since National University and the CTC regularly use e-mail to communicate with students, it is highly recommended that students do not use AOL, Earthlink, or school district e-mail addresses since these e-mails are regularly blocked from these accounts. An active Yahoo! or Hotmail account is recommended instead.*

## Highly Recommended Before Admission

- A passing score on the Basic Skills Assessment (must be completed prior to student teaching and internships).
- Proof of having met subject matter competence requirement through a passing score on the approved state exam. Subject matter competency must be completed prior to student teaching. Multiple Subjects teacher candidates who enroll in a teacher preparation program on or after July 1, 2004, must demonstrate subject matter competency by passing a Commission-approved examination, currently the California Subject Examination for Teachers: Multiple Subject (CSET). CTC policy, in compliance with the No Child Left Behind Act, prohibits colleges and universities from accepting subject matter equivalency letters for Multiple Subject teacher candidates who enroll into a credential program on or after July 1, 2004.
- All TED courses include a four hour field experience component that requires students to complete activities in K-12 schools. A Certificate of Clearance is necessary prior to field activities in the schools. The form to obtain a Certificate of Clearance is provided in the Credential Packet.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

## Foundation and Methods Requirements

(8 courses; 33.0 quarter units TED)

(9 courses; 37.5 quarter units BCLAD)

TED 601	Teaching and Credentialing (1.5 quarter units)
BTE 612	History & Culture of Latinos (taught in the language of emphasis) (BCLAD students only)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED621A	Lang. Dev. Methods: Elem. Sch (Prerequisites: TED 615, BTE students only: BTE 612)
BTE 621B	Reading/Lang. Arts Methods ** (Prerequisites: TED 615 and TED 621A)
BTE 622A	Curriculum and Instruction I (Prerequisites: TED 615 and TED 621A)
BTE 622B	K-6 Math and Science (Prerequisites: TED 615 and TED 621A)

All BTE/TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

*Note: BTE courses are taught in the language of emphasis: Spanish.*

\*\*Students must pass Reading Instruction Competency Assessment (RICA) before being recommended to the CTC for a Multiple Subject credential. It is recommended that candidates take this exam after completion of BTE 621B.

## Co-requisites

(3 courses; 13.5 quarter units)

HED 602	Introductory Health Ed: K-12
EXC 625	Children w/Excep. in class
204 EDT 608	Computer-Based Technology in the Classroom

*Note: Although these courses are available to take anytime, it is strongly recommended they be taken during the Foundations and Methods coursework to better prepare for successful complete of TPA Tasks 1 and 2, prior to Student Teaching. These courses are required prior to applying for the credential.*

## Student Teaching

(5 courses; 21 quarter units)

### Requirements prior to student teaching:

- Course Prerequisites: TED 615, TED 605, TED 611, TED 621A, BTE 621B, BTE 622A and BTE 622B with a 3.0 GPA.
- Valid Certificate of Clearance or valid equivalent document.
- Grades of "D" and "F" are not accepted.
- Students must pass the Basic Skills Assessment.
- Students must meet Subject Matter Competence by passing the approved subject matter exam.
- TPA Task 1 must be successfully passed and TPA Task 2 must be submitted for assessment.
- Students must have a zero account balance.
- Negative TB test.

TED 629	Student Teaching Seminar* (3.0 quarter units)
BTE 630A	Student Teaching 1
BTE 630B	Student Teaching (Prerequisite: BTE/TED 630A)
BTE 630C	Student Teaching (Prerequisite: BTE/TED 630A)
BTE 630D	Student Teaching (Prerequisite: BTE/TED 630A)

\* TED 629 must be taken concurrently with TED 630A-D.

*Note: BTE 630A,B,C, and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and therefore do not factor into the student GPA. Please see "Academic Information for Graduate Degrees" for more information.*

Student teaching courses are added to the student's schedule by the Credential Department. All other courses can be added by the student and/or the admission advisor.

## Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CTC-approved international evaluation agency.
- Official transcripts for any transferable coursework related to credential program coursework.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework.
- Valid Certificate of Clearance or valid equivalent document.
- Passing grade on grammar, reading, and composition qualifying exam (BCLAD only).
- Passing grade on oral interview with level 3 or above (BCLAD only).
- Successful completion of the exit process, including passing portfolio review.
- Successful completion of all four TPA Tasks.
- Passing score on the Basic Skills Assessment.
- Passing score on the appropriate subject matter exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA). Scores must be valid at the time of recommendation.
- Zero account balance.
- Completion of a minimum of 31.5 quarter units in residence.

- Completion of credential program within seven years.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades “D” and “F” are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential).

## PRELIMINARY SINGLE SUBJECT CREDENTIAL PROGRAM

(780-362)

(16 courses; 67.5 quarter units TED)

Program Lead: Nedra Crow • (858) 642-8004 • [ncrow@nu.edu](mailto:ncrow@nu.edu)

Faculty Advisor: Nancy Falsetto • (909) 806-3312 • [nfalsetto@nu.edu](mailto:nfalsetto@nu.edu)

A Preliminary Single Subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a Clear credential. The Single Subject credential enables the candidate to teach in a departmentalized situation, typically at the secondary level. Students should see “Admission to Credential Programs” for specific admission information.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.  
(TPE-Domain A-Making Subject Matter Comprehensible To Students)
- Demonstrate knowledge and abilities in assessing student learning.  
(TPE-Domain B-Assessing Student Learning)
- Demonstrate knowledge and abilities in engaging and supporting students in learning.  
(TPE-Domain C-Engaging and Supporting Students in Learning)
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.  
(TPE-Domain D-Planning Instruction and Designing Learning Experiences for Students)
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.  
(TPE-Domain E-Creating and Maintaining Effective Environments for Student Learning)
- Demonstrate knowledge and abilities in developing as a professional educator.  
(TPE-Domain F-Developing as a Professional Educator)

### Admission Requirements

Candidates requesting to be admitted for Teacher Education must follow the steps listed under Graduate Admission in addition to the following credential specific requirements.

During the TED 601 course candidates will:

- Complete a candidate statement which must be completed, reviewed, and signed by the faculty advisor for formal admission into the School of Education
- Receive a Credential Packet which must be completed and returned to the credential advisor within 30 days.
- Open a Task Stream account in order to complete their TPA Tasks and Portfolios.

*Note: Students must have access to Microsoft Office on either a PC or Mac platform. Since National University and the CTC regularly use e-mail to communicate with students, it is highly recommended that students do not use AOL, Earthlink, or school district e-mail addresses since these e-mails are regularly blocked from these accounts. An active Yahoo! or Hotmail account is recommended instead.*

### Highly Recommended Before Admission

- A passing score on the Basic Skills Assessment (must be completed prior to student teaching and internships).
- Subject Matter Competence by either passing the appropriate Commission-approved examinations or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program verifying completion of the appropriate subject matter program.
- All TED courses include a four hour field experience component that requires students to complete activities in K-12 schools. A Certificate of Clearance is necessary prior to field activities in the schools. The form to obtain a Certificate of Clearance is provided in the Credential Packet.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

### Foundation and Methods

(8 courses; 33 quarter units TED)

TED 601	Teaching and Credentialing (1.5 quarter units)
TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED 623	Lang. Dev. Methods: Secondary (Prerequisite: TED 615)
TED 625A	Curriculum Design Sec. Learner (Prerequisites: TED 615 and TED 623)
TED 625B	Instruction and Classroom Management for Secondary and Middle Schools (Prerequisites: TED 615, TED 623 and TED 625A)
TED 624	Literacy for Content Areas (Prerequisites: TED 615 and TED 623)

All TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

### Co-requisites

(3 courses; 13.5 quarter units)

HED 602	Introductory Health Ed: K-12
EXC 625	Children w/Excep. in class
EDT 608	Computer-Based Technology in the Classroom

*Note: Although these courses are available to take anytime, it is strongly recommended they be taken during the Foundations and Methods coursework to better prepare for successful complete of TPA Tasks 1 and 2, prior to Student Teaching. These courses are required prior to applying for the credential.*

### Student Teaching

(5 courses; 21 quarter units)

Requirements prior to student teaching:

- Course Prerequisites: TED 615, TED 605, TED 611, TED 623, TED 625A, TED 625B and TED 624 with a 3.0 GPA.
- Valid Certificate of Clearance or valid equivalent document.
- Grades of “D” and “F” are not accepted.
- Students must pass the Basic Skills Assessment.
- Students must meet Subject Matter Competence by passing the approved subject matter exam or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program verifying completion of the appropriate subject matter program.
- TPA Task 1 must be successfully passed and TPA Task 2 must be submitted for assessment.
- Students must have a zero account balance.

# School of Education

- Negative TB test.

TED 629\* Student Teaching Seminar (3.0 quarter units)

TED 630A Student Teaching 1

TED 630B Student Teaching  
(Prerequisite: TED 630A)

TED 630C Student Teaching  
(Prerequisite: TED 630A)

TED 630D Student Teaching  
(Prerequisite: TED 630A)

\*TED 629 is taken concurrently with TED 630A-D.

Note: BTE/TED630A,B,C and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and therefore do not factor into the student GPA. Please see "Academic Information for Graduate Degrees and Credentials" for more information.

Student teaching courses are added to the student's schedule by the Credential Department. All other courses can be added by the student and/or the admission advisor.

## Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CTC-approved international evaluation agency.
- Official transcripts for any transferable coursework related to credential program coursework.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework.
- Valid Certificate of Clearance or valid equivalent document.
- Successful completion of the exit process, including passing portfolio review.
- Successful completion of all four TPA Tasks.
- Passing score on the Basic Skills Assessment.
- Proof of subject matter competence.
- Zero account balance.
- Completion of a minimum of 31.5 quarter units in residence.
- Completion of credential program within seven years.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)

## PRELIMINARY SINGLE SUBJECT CREDENTIAL PROGRAM WITH BCLAD OPTION

(780-364)

(17 courses; 72.0 quarter units BCLAD)

Program Lead: Nedra Crow • (858) 642-8004 • [ncrow@nu.edu](mailto:ncrow@nu.edu)

Faculty Advisor for Credential: Nancy Falsetto • (909) 806-3312 • [nfalsetto@nu.edu](mailto:nfalsetto@nu.edu)

Faculty Advisor for BCLAD: Jo Birdsell • (858) 642-8361 • [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

A Preliminary Single Subject credential is valid for a maximum of five years. During this five-year period, students must complete the induction requirements for a Clear credential. The Single Subject credential enables the candidate to teach in a departmentalized situation, typically at the secondary level. Students should see "Admission to Credential Programs" for specific admission information.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter

comprehensible to all K12 learners.

(TPE-Domain A- Making Subject Matter Comprehensible To Students)

- Demonstrate knowledge and abilities in assessing student learning.  
(TPE-Domain B- Assessing Student Learning)
- Demonstrate knowledge and abilities in engaging and supporting students in learning.  
(TPE-Domain C-Engaging and Supporting Students in Learning)
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.  
(TPE-Domain D-Planning Instruction and Designing Learning Experiences for Students)
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.  
(TPE- Domain E-Creating and Maintaining Effective Environments for Student Learning)
- Demonstrate knowledge and abilities in developing as a professional educator.  
(TPE- Domain F-Developing as a Professional Educator)

## Admission Requirements

Candidates requesting to be admitted for Teacher Education must follow the steps listed under Graduate Admission in addition to the following credential specific requirements.

During the TED 601 course candidates will:

- Complete a candidate statement which must be completed, reviewed, and signed by the faculty advisor for formal admission into the School of Education
- Receive a Credential Packet which must be completed and returned to the credential advisor within 30 days.
- Open a Task Stream account in order to complete their TPA Tasks and Portfolios.

Note: Students must have access to Microsoft Office on either a PC or Mac platform. Since National University and the CTC regularly use e-mail to communicate with students, it is highly recommended that students do not use AOL, Earthlink, or school district e-mail addresses since these e-mails are regularly blocked from these accounts. An active Yahoo! or Hotmail account is recommended instead.

## Highly Recommended Before Admission

- A passing score on the Basic Skills Assessment (must be completed prior to student teaching and internships).
- Subject Matter Competence by either passing the appropriate Commission-approved examinations or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program verifying completion of the appropriate subject matter program.
- All TED courses include a four hour field experience component that requires students to complete activities in K-12 schools. A Certificate of Clearance is necessary prior to field activities in the schools. The form to obtain a Certificate of Clearance is provided in the Credential Packet.

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

## Foundation and Methods

(8 courses; 33 quarter units TED)

(9 courses; 37.5 quarter units BCLAD)

TED 601 Teaching and Credentialing (1.5 quarter units)

BTE 612 History & Culture of Latinos

(taught in the language of emphasis) (BCLAD students only)

TED 615	Foundations of Education
TED 605	The Diverse Classroom
TED 611	Educational Psychology
TED 623	Lang. Dev. Methods: Secondary (Prerequisite: TED 615)
BTE 625A	Curriculum Design Sec. Learner (Prerequisites: TED 615 and TED 623)
BTE 625B	Instruction and Classroom Management for Secondary and Middle Schools (Prerequisites: TED 615, TED 623 and TED 625A)
BTE 624	Literacy for Content Areas (Prerequisites: TED 615 and TED 623)

All BTE/TED courses include a four hour field experience component which requires students to complete activities in K-12 schools.

*Note: BTE courses are taught in the language of emphasis: Spanish.*

### Co-requisites

(3 courses; 13.5 quarter units)

HED 602	Introductory Health Ed: K-12
EXC 625	Children w/Excep. in class
EDT 608	Computer-Based Technology in the Classroom

*Note: Although these courses are available to take anytime, it is strongly recommended they be taken during the Foundations and Methods coursework to better prepare for successful complete of TPA Tasks 1 and 2, prior to Student Teaching. These courses are required prior to applying for the credential.*

### Student Teaching

(5 courses; 21 quarter units)

Requirements prior to student teaching:

- Course Prerequisites: TED 615, TED 605, TED 611, TED 623, BTE 625A, BTE 625B and BTE 624 with a 3.0 GPA.
- Valid Certificate of Clearance or valid equivalent document.
- Grades of "D" and "F" are not accepted.
- Students must pass the Basic Skills Assessment.
- Students must meet Subject Matter Competence by passing the approved subject matter exam or by obtaining a complete subject matter equivalency letter from a regionally accredited CTC-approved program verifying completion of the appropriate subject matter program.
- TPA Task 1 must be successfully passed and TPA Task 2 must be submitted for assessment.
- Students must have a zero account balance.
- Negative TB test.

TED 629*	Student Teaching Seminar (3.0 quarter units)
BTE 630A	Student Teaching 1
BTE 630B	Student Teaching (Prerequisite: BTE/TED 630A)
BTE 630C	Student Teaching (Prerequisite: BTE/TED 630A)
BTE 630D	Student Teaching (Prerequisite: BTE/TED 630A)

\*TED 629 is taken concurrently with TED 630A-D.

*Note: BTE 630A,B,C and D are field experience courses receiving a Satisfactory or Unsatisfactory grade and therefore do not factor into the student GPA. Please see "Academic Information for Graduate Degrees and Credentials" for more information.*

Student teaching courses are added to the student's schedule by the Credential Department. All other courses can be added by the

student and/or the admission advisor.

### Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CTC-approved international evaluation agency.
- Official transcripts for any transferable coursework related to credential program coursework.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework.
- Valid Certificate of Clearance or valid equivalent document.
- Passing grade on grammar, reading, and composition qualifying exam (BCLAD only).
- Passing grade on oral interview with level 3 or above (BCLAD only).
- Successful completion of the exit process, including passing portfolio review.
- Successful completion of all four TPA Tasks.
- Passing score on the Basic Skills Assessment.
- Proof of subject matter competence.
- Zero account balance.
- Completion of a minimum of 31.5 quarter units in residence.
- Completion of credential program within seven years.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)

## UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR MULTIPLE SUBJECT /SINGLE SUBJECT TEACHING

(781)

(14 courses; 58.5 quarter units)

Faculty Advisor: Clara Amador-Watson • (310)-662-2139 • camador@nu.edu

University Internship credential programs provide opportunities for students to assume the responsibilities of full-time "teachers of record" while completing the credential coursework required for a Preliminary credential. Interns are salaried credentialed employees of a school or agency and must have an offer of employment from an approved school district or agency that has or is willing to enter into a partnership agreement with National University. University Internship credential students meet the requirements of No Child Left Behind (NCLB).

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

An Internship Credential is valid for two years at the site of hire. As such, a university intern must be continuously enrolled in coursework, maintain an updated account balance, and register his/her internship status on a yearly basis with the Commission on Teacher Credentialing (CTC). Any changes in employment status while on an internship credential must be communicated to the Credential Advisor.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge and abilities in making subject matter comprehensible to all K12 learners.

# School of Education

(TPE-Domain A- Making Subject Matter Comprehensible To Students)

- Demonstrate knowledge and abilities in assessing student learning.  
(TPE-Domain B- Assessing Student Learning)
- Demonstrate knowledge and abilities in engaging and supporting students in learning.  
(TPE-Domain C-Engaging and Supporting Students in Learning)
- Demonstrate knowledge and abilities in planning instruction and designing learning experiences for students.  
(TPE-Domain D-Planning Instruction and Designing Learning Experiences for Students)
- Demonstrate knowledge and abilities in creating and maintaining effective environments for student learning.  
(TPE- Domain E-Creating and Maintaining Effective Environments for Student Learning)
- Demonstrate knowledge and abilities in developing as a professional educator.  
(TPE- Domain F-Developing as a Professional Educator)

## Internship Credential Prerequisite and Eligibility Requirements

### Prerequisites:

- Possess a baccalaureate degree from a regionally accredited college or university
- Enrollment into a National University Single/Multiple Subjects credential program.
- Passing score on the Basic Skills Assessment.
- Proof of subject matter competence.
- Proof of passing with a grade "C " or better coursework or an examination covering the U.S. Constitution.
- Provide proof of possession of a CTC document verifying fingerprint clearance.
- A negative result on a tuberculosis (TB) test taken within the last four years.
- Account in good standing; no locks or holds.
- 3.0 GPA.
- Resume.
- Offer of employment and verification of completion of the 120 clock hours of required pre-service coursework/field experience detailed below.

### Eligibility Requirements

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

1. Checklist of program prerequisites.
2. Internship candidate acknowledgement.
3. District or agency offer of employment for the intern as a full time teacher of record in a setting appropriate for the credential being sought.
3. Faculty verification of intern eligibility determined in an interview with a lead internship faculty member.

### Internship Program Course Sequence

#### Pre-Service Coursework and Field Experience Requirements

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework. The pre-service requirement must be met in advance of beginning an internship and functioning as a "teacher of record."

(Note: 4.5 quarter units are equal to 40 clock hours). (MS= Multiple Subject and SS= Single Subject)

TED 601 Teaching and Credentialing (1.5 quarter units)

TED 621A Lang. Dev. Methods: Elem. Sch. (MS)

or

TED 623 Lang. Dev. Methods: Secondary (SS)

TED 621B Reading/Lang. Arts Methods (MS)

or

TED 624 Literacy for Content Areas (SS)

### Internship Specific Course Requirements

An internship credential is required before enrollment into the following three courses. These courses provide initial and ongoing support and training that internship candidates require. TED 629I and TED 628I are eight month long courses intended to support the eight month long internship coaching cycle. Students must also attend and participate in the school district's regular workshops and collaborative monthly meetings with intern and both support supervisors (site and university).

TED 610 Best Internship Practices

TED 629I Intern Teaching Seminar

TED 628I Internship Clinical Practice

### Preliminary Teaching Coursework Sequence for Interns

TED 605 The Diverse Classroom

TED 611 Educational Psychology (MS/SS)

TED 615 Educational Foundations

EXC 625 Children w/Excep. in class

TED 622A Curriculum and Instruction I (MS)

or

TED 625A Curriculum Design Sec. Learner

EDT 608 Computer-Based Technology in the Classroom

TED 622B K-6 Math and Science (MS)

or

TED 625B Instruction and Classroom Management for Secondary and Middle Schools (SS)

HED 602 Introductory Health Ed: K-12

Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

### Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Proof of a bachelor's degree from a regionally accredited IHE with a GPA of 2.5.
- Copy of evaluation (if a non- U.S. degree) by a CTC-approved international evaluation agency.
- Official transcripts for any transferable coursework related to credential program coursework.
- Proof of passing the U.S. Constitution exam or transcript verifying completed U.S. Constitution coursework.
- Valid Certificate of Clearance or valid equivalent document.
- Passing grade on grammar, reading, and composition qualifying exam (BCLAD only).
- Passing grade on oral interview with level 3 or above (BCLAD only).
- Successful completion of the exit process, including passing portfolio review.
- Successful completion of all four TPA Tasks.
- Passing score on the Basic Skills Assessment.
- Proof of subject matter competence.
- Proof of passing the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only. Scores must be valid at the time of recommendation.
- Zero account balance.



- Completion of a minimum of 31.5 quarter units in residence.
- Completion of credential program within seven years.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (must be valid when candidate applies for teaching credential)

## CLEAR CREDENTIAL FOR HOLDERS OF A RYAN CREDENTIAL WITH CLAD AND AB 1059

(751)

(4 courses; 18 quarter units)

Faculty Advisor: Jo Birdsell • (858) 642-8361 • [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

Holders of a Ryan Credential issued prior to May 1, 2003 may complete the following courses to qualify for the Clear credential:

Fifth Year of Study (may be completed prior to the issuance of the Preliminary MS/SS Teaching Credential.)\*\* to include:

HED 602	Introductory Health Ed: K-12
EXC 625	Children w/Excep. in class
EDT 608	Computer-Based Technology in the Classroom (Level I Technology Requirement)
EDT 655	Issues and Trends in Educational Technology (Level II Technology Requirement)*

\* Candidates who earned a Preliminary Credential prior to July 1, 2002, are not required to fulfill the Level II technology requirement.

## CLEAR CREDENTIAL FOR HOLDERS OF A PRELIMINARY 2042 MS/SS TEACHING CREDENTIAL

(749)

(4 courses; 18 quarter units)

Faculty Advisor: Jo Birdsell • (858) 642-8361 • [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

Holders of an SB2042 credential issued after August 30, 2004 must complete a commission accredited district teacher induction program. If students' school districts do not offer a teacher induction program they must complete a CL-855 form prior to enrolling in the following courses.

*Note: If students possess a SB2042 credential that was not taken post-baccalaureate, 27 quarter units, in addition to the following four courses, in a defined field of study designed to improve the teachers competence and skills are required for completion of the fifth year of study. The following four courses must be taken after the issuance of the Preliminary MS/SS Teaching Credential.*

HED 620	Coordinated School Health Prog
EXC 604	Excep & Diversity in Clsrm
EDT 655	Issues and Trends in Educational Technology
MAT 650	Teaching English Learners

## CLEAR CREDENTIAL FOR HOLDERS OF AN OUT OF STATE TEACHING CREDENTIAL

(748)

Faculty Advisor: Jo Birdsell • (858) 642-8361 • [jbirdsell@nu.edu](mailto:jbirdsell@nu.edu)

Under three years of experience – see information for Ryan Credential holders

- Three to four years of experience – BTSA OR approved SB 2042 Professional Teacher Induction program
- Five years or more of teaching experience – 150 clock hours aligned with the CSTP

- Plus any additional requirements listed on their document including but not limited to U.S. Constitution, teaching of reading, subject-matter competence, and Basic Skills Assessments

\*\* Fifth Year of Study: Master's degree or coursework consisting of 45 quarter units beyond the baccalaureate degree completed at a regionally accredited IHE in a defined field of study designed to improve the teacher's competence and skills. (Except when noted, this may be completed prior to the issuance of the Preliminary MS/SS Teaching Credential.)

This fifth year course of study must be accredited by a California teacher preparation institution and may be used for one or more of the following purposes:

- Additional subject-matter preparation, including, but not limited to, pursuit of a master's or higher degree
- Completion of an accredited program for an advanced or specialized credential
- In-service training for which college or university credit is given
- Study undertaken to complete an accredited program of professional preparation

## Exit Requirements

The following must be in student's file prior to being recommended for a credential:

- Official transcripts for any transferable coursework related to credential program coursework.
- Successful completion of the coursework with a minimum grade point average of 3.0. Grades "D" and "F" are not accepted.
- CPR certification for Infant, Child, and Adult (when necessary).
- Zero account balance for relevant credential coursework.
- Successful completion of all Clear requirements.

## CAREER TECHNICAL EDUCATION CREDENTIAL

Faculty Advisor: Thomas Doyle • (858) 642-8368 • [tdoyle@nu.edu](mailto:tdoyle@nu.edu)

### Program Description

The Career Technical Education Credential program prepares students for a technical career path. Qualified teachers are needed who will teach the knowledge, skills and dispositions necessary for obtaining and retaining jobs. These teachers need an understanding of teaching and the pedagogical skills necessary for training workers in technical fields for a market requiring sensitivity to diversity, knowledge of skills and the practical application of those skills in the workplace. In order to train teachers for teaching students, choosing a technical education path, the State of California has developed professional standards for Career Technical Education. This program has been created based upon these standards. As a result, candidates will be prepared to use research-based pedagogical skills in the classroom by using the Career Technical Education standards and frameworks. These curriculum standards bolster California's standards-based education system by incorporating cutting-edge technology about career options, technology and skills required for success in adult life.

### Program Requirements

The National University teacher preparation program for Career Technical Education is a four-month, five-course intensive program with a sequence of courses that includes supervised teaching that spans the entire program. If candidates are already teaching in a technical/vocational classroom, the supervised teaching will take

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place in their own classroom under the guidance and support of a University Supervisor and Site Mentor. Candidates who do not have their own classroom will need to secure employment in their subject specialty. All candidates will complete four months of supervised teaching with a minimum of 20 hours per week. The University Supervisor will be responsible for guiding and evaluating the candidate. The Site Mentor will guide candidates, answer questions and provide encouragement and feedback.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Develop the knowledge, skills and dispositions necessary for effective teaching.
- Develop a positive environment conducive to learning.
- Use knowledge of the diversity of language and culture in California to create of learning environment where all students can succeed.
- Use learning theory as the foundation of curriculum development and instructional practice.
- Use assessment to differentiate instruction to meet the needs of all students including, but not limited to English language learners (ELL), special needs, gifted students, the top 1/3 or the class, the middle 1/3 of the class and the bottom 1/3 of the class.
- Demonstrate ethical behaviors in the classroom, in the school and in the community.
- Describe the legal issues that impact the teaching profession including FRPA requirements and mandatory reporting.
- Create a list of school and community resources to meet the needs of students who struggle with issues of chemical dependency, abuse, violence, homelessness, and other issues impacting the quality of life.
- Describe and demonstrate OSHA safety requirements.
- Demonstrate effective application of the California Teacher Performance Expectations.
- Use the CTE California Standards and Frameworks to provide content knowledge to students concerning their chosen career path.
- Use information processing to create lesson plans that meet the unique needs of the individual student.
- Demonstrate written and oral skills in devising and delivering lessons.
- Design lessons and units that show students are engaged in developmentally appropriate learning

## Requirement Courses

(5 courses; 22.5 quarter units)

CTEX 1100X	Orientation to CTE
CTEX 1111X	Adolescent/Adult Ed Psych (Prerequisite: CTEX 1100X)
CTEX 1125X	Instruction/Management (Prerequisite: CTEX 1100X; CTEX 1111X)
CTEX 1126X	Diverse Classroom (Prerequisite: CTEX 1100X; CTEX 1111X; CTEX 1125X)
CTEX 1199X	Supervised Teaching

Designated Subjects Career Technical Education (CTE) Teaching Credentials may be issued to individuals who meet the requirement for the preliminary credential as outlined below.

## State of California Requirements

Individuals must satisfy all of the following requirements:

1. Three years of work experience directly related to each industry sector to be named on the credential. One year equals a minimum of 1500 clock hours and the experience may be full-

- time or part-time, paid or unpaid. See Terms and Definitions for additional information regarding the experience requirement.
2. High school diploma requirement by one of the following methods:
  - a. Possess a high school diploma
  - b. Possess a diploma based on passage of the GED Test
  - c. Possess the foreign equivalent of a high school diploma
3. Verification, signed by the Commission-approved program sponsor, that the applicant has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program of personalized preparation.
4. Completed application (form 41-4)
5. Completed LiveScan receipt (41-LS), verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file at CTC.
6. Application processing fee
7. Recommendation by a Commission-approved CTE program sponsor

## Authorization

The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade or vocational courses. The Clear Designated Subjects CTE Teaching Credential (not currently offered by National University) authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, including services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses.

Available subjects, also known as industry sectors, are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering and Design
- Fashion and Interior Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Service
- Transportation

## Period of Validity

The preliminary credential is valid for three years. The clear credential is valid for five years and must be renewed online every five year renewal cycle. Once issued, there are no additional academic requirements to renew the clear credential.

## Work Experience

Verification of work experience means written confirmation of the applicant's qualifying experience, signed by the applicant's past or present employer(s) on company letterhead that attests to and/or includes all of the following:

1. Employer's name, address, and telephone number
2. The working relationship of the person signing the verification to the applicant

3. Beginning and ending dates of employment
4. Complete description of duties
5. A statement as to whether or not the employment was full-time (If employment was less than full-time, an accounting of the number of hours the applicant was employed is required.)

If the applicant was self-employed or if the applicant's experience was vocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described in 1–5 above, and must be further substantiated, in writing, by other person(s) having first-hand knowledge of the applicant's self-employment or avocation, such as the applicant's accountant, major supplier of goods, or major user of goods or services. At least one year of the required work experience must be within the last five years, or two years within the last ten years, immediately preceding the issuance of the preliminary credential.

Teaching experience is not generally accepted as work experience; however, for the purpose of meeting the recency requirement, any of the following, or a combination of the following, may be cumulated to total 1500 clock hours:

- Work experience
- College-level related course work
- Non-college related course work
- Occupational internship
- Vocational teaching experience

Completion of forty-eight (48) semester units of postsecondary vocational training related to the industry sector(s) named on the credential may be substituted for a maximum of two of the three years of required work experience. The course work must be verified by official transcript and may be made on a pro rata basis up to the two-year maximum.

## ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS

### ■ ADMINISTRATIVE SERVICES CERTIFICATE/ CREDENTIAL

(780-000-752)

(11 courses; 46.5 quarter units)

Department Chair and Faculty Advisor: Gary Hoban • (858) 642-8144 • ghoban@nu.edu

This program is designed for students who are committed to improving education and who want to advance their careers by becoming public school administrators.

#### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Provide candidates with the research base for reflective educational decision making.
- Possess the necessary skills to become successful practicing school administrator.
- Demonstrate their knowledge of practice related to curriculum standards and accountability leading to the improvement of teaching and learning.
- Possess the technological background for making data driven decisions leading to instructional improvement.
- Develop an ethical framework for effective educational leadership.
- Demonstrate through practice a sensitivity to and an understanding of cultural diversity and its significance in building effective school communities

#### Scheduling

All courses, with the exception of field experience EDA 620B, are scheduled by an advisor. (The field experience coursework, EDA 620B, is scheduled by a Placement Specialist once students submit a completed credential packet and after approval by a designated full-time or associate faculty member.) Students must submit a completed credential packet within 30 days of attending a credential orientation meeting.

#### Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs."
- A bachelor's degree from a regionally accredited institution or a complete evaluation from a CTC-approved international evaluation agency
- Possession of a valid Preliminary, Clear, Life, General, or Services credential. A day to day or short term teaching permit does not qualify as an accepted credential for admission.
- Meet all requirements for admission to credential program, including completion of EDA 601.
- Complete a candidate statement to be reviewed and signed by faculty advisor for admission to the School of Education.
- Appointment with credential advisor within 30 days of admission to return packet and to be cleared for EDA 620B. EDA 620B is administered by local faculty members and must be completed in residence.
- An overall grade point average of 2.5 in previous graduate work.
- Passing of Basic Skills Assessment verified or proof of test to be taken at next available date.
- In order to avoid evaluation or scheduling errors, students must meet with a credential advisor within 30 days of enrollment.

#### Completion Requirements

- Minimum of three years of successful, full-time experience in public schools, non-public schools, or private schools of equivalent status, while in possession of one of the following:
- A valid California teaching credential requiring a bachelor's degree and a program of professional preparation, including student teaching.
- A valid California Designated Subject Teaching Credential provided the applicant also possesses a bachelor's degree.
- A valid California services credential in Pupil Personnel Services, Health Services, Library Media Teacher Services, or Clinical or Rehabilitative Services requiring a bachelor's degree and a program of professional preparation, including field practice or the equivalent.
- Day-to-day or other short-term substitute experiences are not acceptable.

*Note: Evidence of successful experience is required and is generally demonstrated in the form of performance evaluations.*

- Completion of approved program coursework and requirements
- A passing score on the Basic Skills Assessment
- A minimum grade point average of 3.0. Grades of "D" and "F" are not accepted
- Verification of meeting the requirement of EXC625 or equivalent course of study
- Completion of a minimum of 31.5 quarter units in residence
- Field experience, EDA620B, must be completed in residence
- Successful completion of written and oral exit examinations
- Zero account balance

#### Program Prerequisite

(1 course; 4.5 quarter units)

EXC 625 Children w/Excep. in class \*

\*Note: EXC 625 may be met with experience working with students with

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disabilities in a less-restricted environment. Waiver requires faculty review and approval of experience.

## Core Requirements

(10 courses; 42 quarter units)

Students must complete all coursework with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted.

EDA 601	Orientation and Advisory (1.5 quarter units) (Must be taken as the first course and may be taken concurrently with another course)
EDA 623	Curriculum and Assessment
EDA 624	Supervision of Instruction
EDA 625	Technology and Data Analysis
EDA 614	Educational leadership Today
EDA 626	Human Resources and Diversity
EDA 618	School Law and Ethics
EDA 619	Financial Leadership
EDA 620B	Credential Field Experience *
EDA 628	Summative Leadership Seminar **

\* (May be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of the course being scheduled. Students must complete three courses in the credential sequence – EDA 623, EDA 624, EDA 625, EDA 614, EDA 626, EDA 618, EDA 619 – before taking this course. The course must be completed in residence.)

\*\* (At least two other credential courses, not including EDA 620B, must be completed before taking the course.)

Students can earn the Preliminary Administrative Services credential as part of the Master of Science in Educational Administration.

## Exit Requirements

- Verification of passing Basic Skills Assessment and meeting mainstreaming requirements
- Verification of three years of experience as a credentialed person in schools
- Copy of valid teaching or services credential with at least 12 months remaining before expiration
- Exit interview with Credential Advisor to obtain and submit necessary application (must have valid credit card to pay for CTC online application fee.)
- Successful completion of written and oral exit examinations
- Zero account balance

## Certificate/Credential

Students are issued a Certificate of Eligibility upon completion of the program. **Unless** student provides a completed "Verification of Employment as an Administrator" (CL-777) form with the credential application, in which case the candidate will be recommended for the credential.

## UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR ADMINISTRATIVE SERVICES

(781-000-752)

Department Chair and Faculty Advisor: Gary Hoban • (858) 642-8144 • ghoban@nu.edu

The Preliminary Administrative Services intern credential program allows students who meet the admissions requirements to begin service as an administrator in their sponsoring district while completing their formal coursework preparation. Students who qualify for admission may begin the program upon starting an

administrative position, either at the beginning of their program or while currently enrolled in the regular Preliminary Administrative Services credential program. Intern students participate in the standard coursework with intern addenda and complete an alternative field work experience directly related to their administrative responsibilities.

## State of California Requirements

- Passage of the Basic Skills Assessment
- Possession of a bachelor's degree from a regionally accredited college or university
- Possession of a valid Preliminary, Clear, Life, General, or Services credential. An emergency permit does not qualify as an accepted credential for admission.
- Three years of experience while in the possession of a valid California emergency permit and/or teaching credential issued under the laws, rules, and regulations in effect on or before December 31, 1971, requiring the possession of a baccalaureate degree. Two years experience may be accepted with an emergency teaching permit.
- One year experience must be verified while holding a valid credential. Substitute teaching does not qualify for full-time experience.
- Three years of experience appropriate to the possession of a services credential with a specialization, while holding the appropriate credential for the entire three years.
- Verification of support from the intern candidate's sponsoring district, including verification of a willingness to enter into an intern partnership with National University and a signed Memorandum of Partnership between the sponsoring district and the University. This ensures that the intern will be provided the services of a site mentor and that relevant stipulations of Education Code and Commission on Teacher Credentialing regulations are followed.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Provide candidates with the research base for reflective educational decision making.
- Possess the necessary skills to become successful practicing school administrator.
- Demonstrate their knowledge of practice related to curriculum standards and accountability leading to the improvement of teaching and learning.
- Possess the technological background for making data driven decisions leading to instructional improvement.
- Develop an ethical framework for effective educational leadership.
- Demonstrate through practice a sensitivity to & an understanding of cultural diversity and its significance in building effective school communities

## Admission Requirements

- All candidates for the intern program must have a GPA of 3.00 in their previous graduate work.
- All candidates must furnish three letters of recommendation from their district discussing their prospects for success in the program. One of the letters must be from their superintendent or the superintendent's designee pledging district support of the candidate.
- The candidate must submit a letter of application stating his or her qualifications for admission to the intern program, why he or she wants to enter the intern program, and his or her philosophy of education.
- The candidate must participate in an in-depth interview assessing his or her prospects for success in meeting his or her

administrative responsibilities. The interviewers will be a University faculty member and a representative of the candidate's site or district.

- The University will secure an intern administrative credential authorizing service permitted by the Preliminary Administrative Services credential once the student has been formally admitted to the intern program.

## Required Coursework

(11 courses; 46.5 quarter units)

Students must complete all coursework with a GPA of 3.0 within seven years. Grades of "D" and "F" are not accepted. Any break in enrollment extending for longer than one year requires students to participate in the re-admission process including any new program requirements. The intern credential, however, is valid for a maximum of two years and all work leading to a regular Preliminary Administrative Services credential must be completed within that time for the student to be able to retain a position requiring a Preliminary Administrative Services credential.

## Prerequisite

(1 course; 4.5 quarter units)

EXC 625 Children w/Excep. in class \*

*\*Note: EXC 625 may be met with experience working with students with disabilities in a less-restricted environment. Waiver requires faculty review and approval of experience.*

## Core Requirements

(10 courses; 42 quarter units)

EDA 601	Orientation and Advisory (1.5 quarter units) (Must be taken as the first course and may be taken concurrently with another course)
EDA 623	Curriculum and Assessment
EDA 624	Supervision of Instruction
EDA 625	Technology and Data Analysis
EDA 614	Educational leadership Today
EDA 626	Human Resources and Diversity
EDA 618	School Law and Ethics
EDA 619	Financial Leadership
EDA 620I	Intern Field Experience *
EDA 628	Summative Leadership Seminar **

\*This course is taken in place of EDA 620B, the practicum/field work required in the regular Preliminary Administrative Services credential program. Interns register once for this course, at the beginning of their work in the intern program, and meet monthly with the instructor over the duration of their intern program which must last for one full year.

\*\*At least two other credential courses, not including EDA 620I, must be completed before taking the course.

Interns may elect to take some courses online. They must, however, participate in EDA 620I onsite in accordance with the schedule of the University.

## Completion Requirements

Completion of a minimum of 31.5 quarter hours in residence. Units from the regular National University Preliminary Administrative Services credential program, successfully completed within the past seven years, are acceptable.

- EDA 620I, Intern Field Experience, must be taken in residence onsite.
- All interns complete an extensive comprehensive written

examination addressing core competencies of the program. The examination will be completed over the duration of the intern program and presented as a research based essay during the intern's final month of participation in EDA 620I.

- Verification of meeting the requirement of EXC 625 with equivalent course of study or in lieu of experience.
- Exit interview with Credential Advisor to obtain and submit necessary application (must have valid credit card to pay for CTC online application fee.)
- Zero account balance

## CLEAR ADMINISTRATIVE SERVICES CREDENTIAL

(780-000-753)

(3 courses; 13.5 quarter units)

Department Chair and Faculty Advisor Gary Hoban • (858) 642-8144 • ghoban@nu.edu

### Clear Administrative Services

The Clear Administrative Services program provides a field-based preparation for administrators seeking a successor credential for administrators to replace their expiring Preliminary Administrative Services Credential. It consists of three courses or 13.5 hours: Induction Seminar, Professional Development Seminar, and Assessment Seminar, and may be completed in three months.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Identify areas of interest for personal study and professional development.
- Identify supplementary areas of study and professional development.
- Create and maintain a vision of learning at the candidate's school or school district.
- Develop and sustain a school culture focused on teaching and learning.
- Provide organizational management of the many aspects of the candidate's school and/or district.
- Present an assessment of the Professional Clear Administrative Credential coursework in relationship to current and future administrative responsibilities.
- Assess their individualized professional growth through participation in the Professional Clear Administrative Services Credential Program.
- Demonstrate sensitivity to school and family needs in diverse communities.
- Apply knowledge of the political, social, economic, legal and cultural context of educational leadership in the candidate's school and/or school district.
- Provide ethical leadership within the candidate's school and/or school district.
- Prepare goals for personal and professional growth.
- Develop a plan for future personal and professional growth.
- Select mentors and build working relationships with them.
- Discuss and reflect upon the completion of the Induction plan.
- Assess the efficacy of their experiences with mentoring.

### Admission Requirements

- Formal application to the University and to the Credentials Department. See "Admission to Credential Programs"
- Appointment with Credential Advisor within 30 days of admission in order to obtain necessary credential information documents and to avoid matriculation or scheduling errors
- Possession of a bachelor's degree with a GPA of 2.5 or a complete evaluation from a CTC-approved international

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- evaluation agency
- Possession of a valid Preliminary Administrative Services credential

## Scheduling

All courses are scheduled by an advisor.

## Completion Requirements

- A minimum of two years of successful, full-time school administrative experience in the public schools, or private schools of equivalent status. Students must work under contract while holding a valid Preliminary Administrative Services credential for the entire two years.
- Completion of a commission-approved program for the Clear Administrative Services credential
- Grades are "S" (Satisfactory) or "U" (Unsatisfactory). All grades must be "S."
- Zero account balance

## Program Requirements

(3 courses; 13.5 quarter units)

Students must complete all coursework with a grade of "S" within the time allowed by CTC for the granting of the credential.

EDA 607 Induction Seminar  
EDA 608 Professional Dev Seminar  
EDA 609 Assessment Seminar

Courses must be completed in the above sequence.

## Exit Requirements

- Copy of valid Preliminary Administrative Services credential
- Verification of two years of experience in an educational administrative position
- Exit interview with Credentials Advisor to obtain and submit application
- Exit interview with full-time faculty
- Zero account balance

## PUPIL PERSONNEL SERVICES CREDENTIAL PROGRAMS

### PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

(780-758)

*Department Chair: Susan Eldred (858) 642-8372 [seldred@nu.edu](mailto:seldred@nu.edu)*

*Program Faculty Advisor:*

*San Diego: Lisa R. Spencer • (858) 642-8379 • [lspencer@nu.edu](mailto:lspencer@nu.edu); Lori Low*

*Faculty Advisors:*

*Costa Mesa: Harvey Hoyo • (714) 429-5143 • [hhoyo@nu.edu](mailto:hhoyo@nu.edu)*

*Fresno: Carol Cerioni • (559) 256-4949 • [ccerioni@nu.edu](mailto:ccerioni@nu.edu)*

*Los Angeles: Joseph White • (310) 662-2137 • [jwhite@nu.edu](mailto:jwhite@nu.edu)*

*Redding: Linda Michaels-Spivey • (530) 226-4021 • [lspivey@nu.edu](mailto:lspivey@nu.edu)*

*Sacramento: Joe Cunha • (916) 855-4303 • [jcunha@nu.edu](mailto:jcunha@nu.edu)*

*Barbara Ray • (916) 855-4313 • [bray@nu.edu](mailto:bray@nu.edu)*

*San Bernardino: Rickie Smith • (909) 806-3342 • [rsmith2@nu.edu](mailto:rsmith2@nu.edu)*

*San Diego Internship Coordinator: Larry Johnson • (858) 642-8362 • [ljohnson@nu.edu](mailto:ljohnson@nu.edu)*

*Stockton: Greg Kirkwood • (209) 475-1400*

This credential authorizes the holder to serve as an educational counselor in a school setting at any grade level K-12. This credential is valid for a maximum of five years. Candidate should see "Admissions to Credential Programs" for specific admission information.

Candidates who have completed an appropriate master's degree in Counseling, Psychology, Social Work, or Education from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Counseling Specialization (PPSC) (i.e. without receiving another master's degree). To meet state-required competencies for the credential, candidates must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate coursework. Course equivalence cannot be granted for life experiences.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in K-12 school districts and must hold a PPSC credential for public school employment or employment in a community college.

Candidates enrolled in the credential program are not awarded the master's degree until they have completed all coursework and have successfully completed the PRAXIS exam. All coursework must be completed prior to the PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school age children, preferably in a public school setting.

## Admission Requirements

- Candidates must possess an appropriate Master's Degree or be in enrolled in the Master of Science in Educational Counseling program and be admitted to National University.
- Complete all program prerequisites
- Enroll in CED 604, (School Counseling Orientation). Attendance at all sessions is mandatory and completion of required assignments is necessary. Successful completion of CED 604 is mandatory prior to program admission.
- Receive a credential packet and completes a Write Placer exam (occurs in CED 604) that is reviewed and signed by Faculty Advisor for admission to School Counseling program.
- Return the credential packet to the Credential Advisor by the end of the CED 604 course, otherwise candidates will receive an "I" for the course. See a Credential Advisor for specific information regarding any of these requirements.

Successful completion of CED 604 is mandatory prior to program admission.

## Program Advisement

All coursework must be completed within seven years with a 3.0 GPA. Candidates who are absent for a period of 12 months or more must re-enroll and will be subject to the catalog requirements that are in effect at the time of their re-admission.

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 604 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their clinical practice, and (4) at the completion of internship hours.

Candidates who receive a grade lower than a "B minus" in more than two courses will be evaluated by the faculty and will be required to repeat the coursework at their own expense before being allowed to continue in the program.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge of major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and their impact of these stages on school behavior and learning.
- Demonstrate knowledge of common psychiatric disorders in childhood and adolescence
- Identify and effectively address relevant social and diversity concerns and crises of individuals and groups of students
- Conduct needs assessments and use data to plan, develop, implement and evaluate comprehensive guidance programs.
- Apply individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student..
- Apply group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Effectively apply positive consultative and collaborative relationships with school staff, parents, and community agencies in support of candidate academic, career, and personal/social success.
- Demonstrate knowledge of legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Demonstrate a basic understanding of descriptive statistics, test and survey construction, as well as the purpose and uses of standardized and un-standardized group and individual assessment.
- Understand and utilize computer technology relevant to the tasks and role of a school counselor.
- Demonstrate knowledge of learning theory, curriculum designs for diverse classrooms and development of classroom intervention strategies.
- Identify themselves as professional school counselors, understanding the history and development and trends in the profession and acting as a professional leader to enhance the field of school counseling.
- Demonstrate knowledge of major career development theories, and the impact of career development on school behavior and learning.

## Program Requirements- PPSC Credential

(19 courses; 81 quarter units)

A total of 13.5 quarter units of credit may be granted for equivalent graduate work completed at another institution, as it applies to this program and if the units were not used in earning another advanced degree.

## Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained.

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210 and PSY 301)
- Complete CED 604 and the next four graduate CED courses with a grade no lower than a B minus.
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with lead faculty. A plan for

remediation or possible dismissal from the program will be considered.

## Program Prerequisites

(2 courses; 9 quarter units)

It is strongly recommended, but not required, that applicants have one year of related professional experience working with school-age children, preferably in a school or other institutional setting.

MTH 210 Introduction to Probability and Statistics  
PSY 301 Child and Adolescent Development

*Note: Only CED 604 and prerequisites can be taken prior to admission.*

## Program Requirements

(13 courses; 55.5 quarter units)

CED 604 School Counseling Orientation (1.5 quarter units)  
CED 605 Learning & Instructional Design  
CED 600 Applied Child/Adolescent Development  
CED 602 Societal Issues in School Counseling  
CED 606 Development & Evaluation  
CED 610 Advanced Counseling Theories & Methods  
CED 611 Group Counseling  
(Prerequisite: CED 610)  
CED 603 Multicultural Counseling  
(Prerequisite: CED 611 )  
CED 601 Consultation in the Schools  
(Prerequisite: CED 603)  
CED 612 Career & Academic Counseling  
CED 613 Psycho-Educational Assessment  
CED 614 Legal and Ethical Practices  
PED 676 Intro to Applied Behavior Analysis

Practicum (100 hours)

- Candidates should refer to the current PPS Graduate Handbook for School Counseling found on [ww.nu.edu](http://ww.nu.edu) for specific information about the practicum and internship requirements.
- Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

## Internship Prerequisites

Before candidates can begin an internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Pass (CBEST)
- Complete prerequisite coursework, 10 CED courses including CED 610, CED 611, CED 603, and CED 601 (except CED 637, CED 694 and CED 620)
- Complete 100 hours of logged, approved practicum
- Submit an Internship application and be assigned a University Supervisor.
- Internships and CED 620 are then scheduled by the Credential Advisor.

## Internship

(4 courses; 16.5 quarter units)  
(600 hours/2 levels)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. The internship consists of the following:

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- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels (Elementary and Secondary)

CED 620	Internship Seminar (3 quarter units)
CED 616	School Counseling Internship I (200 hours)
CED 617	School Counseling Internship II (200 hours)
CED 618	School Counseling Internship III (200 hours)

## Exit Requirements

In order to receive a PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS National Praxis (#0420) examination in School Counseling (passage score is 570).
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Successful completion of the Exit interview with faculty advisor or University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with credential advisor for final clearance and credential documents.
- Have a zero account balance.

## Credential Application Information

Candidates are expected to complete their internship either on a full time basis of 3-4 months (40 hours per week) or part time basis of a minimum of 8 months (20 hours per week). Upon successful completion of the coursework and internship, candidates must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the PPSC School Counseling credential.

## ■ UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR PUPIL PERSONNEL SERVICES SCHOOL COUNSELING

(781-758)

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The University internship pupil personnel services in school counseling credential program allows students who meet the requirements to begin service as a “paid” school counselor in their sponsoring district while completing their formal coursework preparation. Students who qualify as a university intern may begin the program upon starting a school counseling position, either at the beginning of their program or while currently enrolled in the regular pupil personnel services credential program. Intern students participate in the standard coursework and internship coursework. National University students who are interested in becoming a university intern must complete and show verification of all

prerequisite requirements.

An Internship Credential is valid for two years at the site of hire. As such, a university intern must be continuously enrolled in coursework and maintain an updated account balance. Any changes in employment status while on an internship credential must be communicated to the Credential Advisor.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master’s degree until they have completed all coursework and have successfully completed the ETS PRAXIS-School Counseling exam. All coursework must be completed prior to the Preliminary PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

## Program Advisement

All PPSC candidates will be assigned a faculty advisor. Candidates will meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only CED 604 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after five classes, (3) before starting their internship hours, and (4) at the completion of internship hours.

Candidates who receive a grade lower than a “B minus” in more than two courses will be evaluated by the faculty and will be required to repeat the coursework at their own expense before being allowed to continue in the program.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge of major developmental theories (personality, social, physical, emotional, and cognitive development) and chronological stages of life-long human development and their impact on school behavior and learning.
- Demonstrate knowledge of common psychiatric disorders in childhood and adolescence
- Identify and effectively address relevant social and diversity concerns and crises of individuals and groups of students.
- Conduct needs assessments and use data to plan, develop, implement and evaluate comprehensive guidance programs.
- Apply individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Apply group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.
- Effectively apply positive consultative and collaborative relationships with school staff, parents, and community agencies in support of candidate academic, career, and personal/social success.
- Demonstrate knowledge of legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.
- Demonstrate a basic understanding of descriptive statistic, test and survey construction, as well as the purpose and uses of standardized and un-standardized group and individual assessment.
- Understand and utilize computer technology relevant to the



- tasks and roles of a school counselor.
- Demonstrate knowledge of learning theory, curriculum designs for diverse classrooms and development of classroom interventions strategies.
- Identify themselves as professional school counselors, understanding the history and development and trends in the profession and acting as a professional leader to enhance the field of school counseling.
- Demonstrate knowledge of major career development theories, and the impact of career development on school behavior and learning.

## State of California Prerequisites

- Passage of the CBEST
- Possession of a bachelor's degree from a regionally accredited college or university
- Fingerprint Clearance
- Verification of support from the intern candidate's sponsoring district, including verification of a willingness to enter into an intern partnership with National University and a signed Memorandum of Partnership between the sponsoring district and the University. This ensures that the intern will be provided the services of a site mentor and that relevant stipulations of Education Code and Commission on Teacher Credentialing regulations are followed.
- District or agency offer of employment for the intern as a School Counselor.
- Negative TB test results

## Program Prerequisites

- All candidates for the intern program must have a minimum GPA of 3.0.
- All candidates must possess an appropriate Master's Degree or be in enrolled in the Master of Science in Educational Counseling program and meet the standard internship requirements.
- Verification of two years relevant paid experience in a P-12 public school or related system or as a licensed counselor or therapist.
- Letter of recommendation from the Principal or Administrator of the hiring school.
- Completion of an American School Counseling Association (ASCA) National Model essay
- Recommendation by Faculty Advisor

## Program Requirements: PPSC Credential

(19 courses; 81 quarter units)

A total of 13.5 quarter units of credit may be granted for equivalent graduate work completed at another institution, as it applies to this program if completed no more than 7 years prior to application to program and if the units were not used in earning an advanced degree.

## Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate outcomes are attained.

After admission as a credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210 and PSY 301)
- Complete CED 604, next four graduate CED courses with a grade no lower than a B minus

- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with faculty advisor. A plan for remediation or possible dismissal from the program will be considered.

## Internship Program Recommended Course Sequence

### Program Prerequisites

(2 courses; 9 quarter units)

- MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)
- PSY 301 Child Development  
(Prerequisite: ENG 100/101)

### Internship Pre-Service Coursework

(5 courses; 19.5 quarter units)

- CED 604 School Counseling Orientation (1.5 quarter units)
- CED 605 Learning & Instructional Design  
(Prerequisite: CED 604)
- CED 600 Applied Child/Adol Development
- CED 602 Societal Issues in Schools
- CED 606 Development & Evaluation

### Program Requirements

(8 courses; 36 quarter units)

- CED 610 Adv. Coun. Theories & Methods  
(Prerequisite: CED 600)
- CED 611 Group Counseling  
(Prerequisite: CED 610)
- CED 603 Multicultural Counseling  
(Prerequisite: CED 611)
- CED 601 Consultation in the Schools  
(Prerequisite: CED 603)
- CED 612 Career & Academic Counseling
- CED 613 Psycho-Educational Assessment
- CED 614 Legal and Ethical Practices
- PED 676 Intro to Applied Behavior Analysis

Practicum (100 hours)

- Candidates should refer to the current PPS Graduate Handbook for School Counseling found at [www.nu.edu](http://www.nu.edu) for specific information about the practicum and internship requirements.
- Candidates are required to complete 100 hours of practicum throughout CED coursework.

### Internship

(4 courses; 16.5 quarter units)

A minimum of 600 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly with Site Supervisor for supervision, keep weekly logs of each 200 hours of internship, and submit logs to University Supervisor. The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels (Elementary and Secondary)

- CED 620 Internship Seminar (3 quarter units) – taken concurrently with Internship
- CED 616 School Counseling Internship I (200 hours)
- CED 617 School Counseling Internship II (200 hours)
- CED 618 School Counseling Internship III (200 hours)

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## Exit Requirements

In order to receive a Preliminary PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS Praxis (#0420) examination in School Counseling (passage score is 570).
- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Successful completion of the Exit interview with Faculty advisor or University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule an exit appointment with Credential Advisor for final clearance and credential documents.
- Have a zero account balance.

## Credential Application Information

Candidates are expected to complete their internship either on a full time basis of 3-4 months (40 hours per week) or part time basis of a minimum of 8 months (20 hours per week). Upon successful completion of the coursework and internship, candidates must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the Preliminary PPSC School Counseling credential.

## ■ PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP)

(780-000-760)

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*San Diego Practicum/Internship Coordinator: Mark Roybal • moybal@nu.edu*

This credential authorizes the holder to serve as a school psychologist in a school setting at any grade level P-12. This credential is valid for a maximum of five years. Candidates should see "Admissions to Credential Programs" for specific admission information.

Candidates who have completed an appropriate master's degree in counseling, social work or psychology from this or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Psychology Specialization (i.e. without receiving another master's degree). To meet state of California required competencies for the credential; candidates must complete either the entire Master of Science in School Psychology or the prerequisites and requirements for the MS in School Psychology not already met in graduate coursework. Course equivalence cannot be granted for life experiences.

Candidates may participate in a university internship if they are able to secure a position with an employing agency that meets the standards of the university internship program. The program for a PPSP university internship is identical to the program for the non-university interns. For more information, contact a Credential Advisor.

## Admission Requirements

- Candidates must hold an accredited master's degree and be admitted to National University.
- Complete all program prerequisites (MTH 210, PSY 430, PSY 301 and TED 430)
- Enroll in PED 504, (School Psychology Orientation). Attendance to all sessions is mandatory (make-up session not available) and completion of required assignments is mandatory.
- Receive a credential packet and complete a Write Placer exam (occurs in PED 504) that is reviewed and signed by faculty advisor for admission to School Psychology program.
- Return the credential packet to the credential advisor by the end of the PED 504 course, otherwise candidates will receive an "I" for the course. See a credential advisor for specific information regarding any of these requirements. Successful completion of PED 504 and all prerequisites is mandatory prior to program admission.

## Program Advisement

All coursework must be completed within seven years with a 3.0 GPA. Candidates who are absent for a period of 12 months or more must re-enroll and re-matriculate under a new catalog.

All PPSP candidates will be assigned a faculty advisor. Candidates must meet with a faculty advisor for evaluation of prior coursework to meet program prerequisites. Only PED 504 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned faculty advisor at the following times: (1) upon admission into the program, (2) after 5 classes, (3) before starting their practicum and internship, (4) at the exit of the program.

Candidates who receive a grade lower than a "B minus" in two or more courses will be evaluated by the faculty and will be required to repeat the course(s) at their own expense before being allowed to continue in the program.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrates adept/advanced skills in all aspects of psycho-educational assessment; keeps current with technology in the field; presents information and teaches others new assessment techniques; becomes expert at aspects of various disabilities/learning problems of children and teaches others ways to evaluate
- Demonstrates outstanding leadership skills; well-versed in communicating results and information to others; demonstrates and applies consultation/collaboration techniques and models, and teaches those to others
- Demonstrates ability to independently researches cutting edge technologies related to learning, and learning problems; fully aware of current theories and is adept at instructing others; presents information on advances in the field; is completely competent in practice.
- Demonstrates full implementation of school-wide programs for social/behavioral needs of children; keeps up to date on emerging interventions and techniques; provides in-service training and expertise in the area of social and behavioral interventions
- Demonstrates advanced training and competence in working with individuals with diverse backgrounds; teaches other techniques and concerns for working with individuals of specific backgrounds.
- Demonstrates expertise in school systems knowledge and practice; works at both local and district level in programming

and planning for effective schools; is knowledgeable about cutting edge technologies and programs for effective schools and teaches that material to others

- Demonstrates expertise in crisis prevention and intervention; consults with others in developing and implementing programs; demonstrates extensive knowledge in specific health related disorders and school-related safety issues; provides education and training in working with specific candidate populations
- Demonstrates expertise in collaboration skills; consults with others in developing programs and obtaining resources; acts as a resource to the school and community
- Demonstrates in-expert knowledge and ability in research; consults with others in developing and evaluating intervention or research plans; continues with independent research; produces published, or publishable, material
- Demonstrates in-depth knowledge of legal issues and shows the highest ethical standards in practice; educates others in developing ethical decision-based models for practice
- Demonstrates in-depth knowledge and understanding of technologies related to the field; can instruct others in the uses available; and can assess and make program or system-wide decisions for technology use.

### Program Requirements- PPSP Credential

(28 courses; 117 quarter units)

To receive a PPSP credential, there is a minimum graduate residency requirement of 54 quarter units. However, the actual number of units allowable for waiver will be based on equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree.

### Advancement to Candidacy

Advancement to Candidacy is a process and is one of several evaluative steps to help ensure that program objectives are met and that candidate outcomes are attained.

After admission as a degree and credential seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete prerequisite coursework or equivalent (MTH 210, PSY 430, PSY 301, and TED 430)
- Complete PED 504, first four graduate PED courses with no grade lower than a B minus
- If a candidate earns less than 3.0 GPA upon completion of the above courses, the candidate will not Advance to Candidacy. The candidate will be required to meet with faculty advisor. A plan for remediation or possible dismissal from the program will be considered.

### Program Prerequisites

(4 courses; 18 quarter units)

MTH 210	Probability and Statistics (Prerequisite: Placement Evaluation)
PSY 301	Child Development (Prerequisites: ENG 100/101)
PSY 430	Introduction to Psychopathology (Prerequisites: ENG 100/101, PSY 100)
TED 430	Special Needs Student (Prerequisites waived for School Psychology students)

*Note: Only PED 504 and prerequisites can be taken prior to admission.*

### Core Requirements

(19 courses; 78 quarter units)

PED 504	School Psychology Orientation (1.5 quarter units)
PED 665	Tests and Measurements (Prerequisite: PED504) (PED 504)
PED 666	Human Neuropsychology (Prerequisite: PED 504)
PED 652	Child Psychopharmacology
PED 680	Roles, Issues and Ethics

### Advancement to Candidacy

PED 670	Advanced Social Psychology
PED 667	Advanced Child Psychopathology
CED 600	Applied Child/Adol Development
CED 601	Consultation in the Schools (Prerequisite: CED 610)
CED 610	Advanced Counseling Theories & Methods (Prerequisite: CED 600)
PED 683	Program Evaluation
PED 671	Cognitive Assessment (Prerequisites: PED 504, PED 665, PED 680)
PED 672	Psycho-Academic Assessment (Prerequisite: PED 671)
PED 673	Emotional/Behavioral Assessment (Prerequisite: PED 672)
PED 674	Special Populations Assessment (Prerequisite: PED 673)
PED 675	Alternative Assessment (Prerequisite: PED 674)
PED 676	Intro Applied Behavior Analysis
PED 677	Curriculum Interventions (1.5 quarter units)
PED 678	Practicum in School Psychology (3 quarter units) (Prerequisites: all courses including undergraduate prerequisites)

Practicum (450 hours)

- Candidates should refer to the current Graduate Manual for School Psychology for specific information about the practicum and internship requirements.
- Candidates are required to complete ALL 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist. National University school psychology candidates will complete school-based practicum during the PED 678 course (two-month course).
- In PED 678 (Practicum in School Psychology) candidates will do their practicum hours and experiences only in public school based settings(according to CCTC requirements). PED 678 course instructor and a school site psychologist through completion of course requirements will evaluate candidate performance.
- Complete PED 678

*NOTE: Candidates cannot be placed at practicum or internship sites where they are currently or have recently been employed. Dual roles and relationships will be prohibited. Discovery of such activity will result in candidates being removed from that site with accrued hours not counting toward practicum or internship.*

### Internship Prerequisites

Before candidates can begin the internship, they must:

- Provide proof of Certificate of Clearance
- Provide verification of a TB Clearance
- Pass the CBEST
- Complete prerequisite coursework, all CED and PED courses (except PED 685)
- Complete 450 hours of logged, approved practicum
- Submit an Internship application and be assigned a University

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Supervisor.

- Internship and PED 685 are then scheduled by the Credential Advisor.

## Internship Requirements

(5 courses; 21 quarter units)  
(1200 hours/2 levels)

A minimum of 1200 clock hours is required. The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly for two hours with Site Supervisor for supervision, keep weekly logs of each 300 hours of internship, and submit logs to University Supervisor. The internship consists of the following:

- No more than two sites at one time with no more than two Site Supervisors at one time
- Includes two levels (Elementary and Secondary)

PED 685	Internship Seminar (3 quarter units)
PED 687	School Psychology Internship I (300 hours)
PED 688	School Psychology Internship II (300 hours)
PED 689	School Psychology Internship III (300 hours)
PED 690	School Psychology Internship IV (300 hours)

## Exit Requirements

In order to receive a Master's degree and a PPSP credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum, internship and the exit process.
- Schedule and complete an exit appointment with faculty advisor or University Supervisor
- Pass ETS National Praxis (#0400) examination-School Psychology (passage score is 148)
- Complete Program Evaluation Form-School Psychology
- Submit written evaluations of performance in Internship experiences by Site Supervisor to University Supervisor
- Successful completion of an exit appointment with credential advisor to receive final clearance and credential documents
- Have a zero account balance

## Credential Application Information

Candidates are expected to complete their internship either on a full time basis of 8 months (40 hours per week) or part time basis of 16 months (20 hours per week). **Less than 20 hours per week at the internship site will be not approved.** Upon successful completion of the coursework and internship, candidates must meet with a credential advisor to receive, complete and submit the Commission on Teacher Credentialing application form for the PPSP School Psychology credential.

## EDUCATION SPECIALIST CREDENTIAL PROGRAMS

### PRELIMINARY LEVEL I EDUCATION

### SPECIALIST CREDENTIALS:

**Mild/Moderate Disabilities or Moderate/Severe Disabilities or Deaf and Hard-of-Hearing with English Learner Authorization or Concurrent Multiple or Single Subject Credential**

In California, Preliminary Level I Education Specialist Credentials in Mild/Moderate Disabilities and Moderate/Severe Disabilities authorize the provision of services to individuals in grades K through 12, including adults. The Mild/Moderate Disabilities

credential authorizes the teaching of individuals with specific learning disabilities, mental retardation, other health impairments, and emotional disturbance. The Moderate/Severe Disabilities credential authorizes the teaching of individuals with autism, mental retardation, deaf-blindness, emotional disturbance, and multiple disabilities. The DHH Credential authorizes services from age birth-22.

Although many of the courses in this credential program are offered online, certain testing courses and fieldwork in the Advanced Specialization program must be taken on-site.

## Admission Requirements

Before being accepted to the credential program, students must possess a bachelor's degree from a regionally-accredited college or university and be enrolled in the University. Students with a non-U.S. degree must receive an evaluation from a CTC-approved international evaluation agency prior to admission and starting the first course. Students are admitted to the credential program when they attend the credential orientation meeting (EXC 602A or a separate National University orientation) and return the completed credential packet. (See Admission to Credential Programs in the previous section.)

National University recognizes its responsibility to exercise judgment in recommending persons for California teaching credentials. Students must submit a completed credentials packet and be interviewed by a Credential Advisor and a School of Education faculty member. The credentials packet is available from a Credential Advisor at the credential orientation (EXC 602A or a separate National University orientation) meeting and must be completed and submitted before the end of course EXC 602A, within the first 30 days of enrollment. Course equivalence is not granted for life experience.

## Scheduling

All generic courses are scheduled by an admissions advisor. A member of the credential department will schedule the advanced specialization courses and student teaching when students complete the generic core exam.

## Admission to Field Experiences

Before beginning any part of the Student Teaching, students must:

- Return the completed credentials packet within 30 days of admission and orientation
- Provide proof of passing the Basic Skills Assessment \*
- Demonstrate subject-matter competency\*
- Provide proof of possession of a Certificate of Clearance or other valid document
- Provide verification of a negative tuberculin examination taken within the last four years
- Interview with a School of Education faculty member
- Complete all other coursework in the Education Specialist program
- Zero Account Balance
- Complete the prerequisite coursework with a 3.0 GPA. "D" and "F" grades are not accepted.

\* Highly recommended prior to admission and at the first available test date after enrollment. Must be passed prior to advanced specialization classes.

*Note: Detailed requirements for field experiences are listed in the Student Teaching Handbook and in the Credential Packet.*

## Recommendation for Preliminary Level I Education Specialist Credential

In order to be recommended for a California Preliminary Level I Education Specialist credential in Mild/Moderate, Moderate/Severe Disabilities, or Deaf and Hard-of-Hearing, students must show:

- Successful completion of the admission process.
- Successful completion of the field experience activities, including Student Teaching.
- Successful completion of the program within seven years.
- Proof of passing with a grade of "C" or better coursework or an examination on the U.S. Constitution.
- Official transcripts of all colleges/universities attended on file at National University.
- Proof of passing Basic Skills Requirement.
- Proof of meeting the appropriate subject matter competence.
- Completion of 31.5 quarter units in residence.
- Valid CPR certification for Infant, Child and Adult.
- Maintenance of a GPA of 3.0 in credential program coursework; "D" and "F" grades are not accepted.
- Proof of a Certificate of Clearance or other valid document.
- Successful completion of the generic core and advanced specialization requirements.
- Successful completion of the exit process, including passing the Exit Exam.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Verification of passing scores (BCLAD only) on the verbal and written language proficiency examinations.
- Zero account balance prior to student teaching and completion.
- Attend exit appointment with Credential Advisor to receive final clearance and credential documents
- Letter of recommendation from Master Teacher (for DHH students only)
- Comprehensive Examination (for DHH students only)

Students are issued a Certificate of Eligibility upon completion of the program. Unless the student provides a completed "Verification of Employment as an Education Specialist" (CL-777) form with the credential application, in which case the candidate will be recommended for the credential.

See a Credential Advisor for specific information regarding any of these requirements.

## PRELIMINARY LEVEL I EDUCATION SPECIALIST

### CREDENTIAL:

#### Mild/Moderate Disabilities with English Learner Authorization

(780-356)

(22 courses; 84 quarter units)

Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)

Upon completion of this program, candidates are expected to:

- Utilize research knowledge to critique and synthesize cultural-historical perspectives, educational theories, and effective ASL-English learning practices.
- Implement and evaluate differentiated visual learning activities that motivate individual academic development and lifelong learning within our diverse communities.
- Implement and evaluate culturally relevant curriculum expanding students' megacognitive skills and multiple literacy skills.
- Critique communication policies and language planning frameworks, and implement the latest technology to facilitate

individual student's identity development, nonverbal communication, and academic interaction skills.

- Demonstrate academic discourse competency in both ASL and written English, and utilize interpretation and translation skills between the two visual languages.
- Implement and evaluate creative ASL-English curriculum showing evidence of individual students' learning progresses based on learning interests and state content standards.
- Demonstrate negotiation skills by reconstructing new knowledge working as change agents advocating the communication and academic needs of ASL-English speakers.
- Demonstrate consultation and collaboration skills by linking reflective learning communities, working with and through professional organizations and families.

### Program Co-requisites

(2 courses; 9 quarter units)

HED 602 Introductory Health Ed: K-12

EDT 608 Computer-Based Technology in the Classroom

### Core Requirements

(11 courses; 46.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A Field Experience: Spc Ed (3 quarter units)

EXC 602B Fld Exper: Incl Settings(3 quarter units)

EXC 604 Excep & Diversity in Clsrm

TED 615 Foundations of Education

TED 611 Educational Psychology

EXC 620 Positive Behavior Support

EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)

TED 621A Lang. Dev. Methods: Elem. Sch.  
(Prerequisite: TED 615)

or

TED 623 Lang. Dev. Methods: Secondary  
(Prerequisite: TED 615)

TED 621B Reading/Lang. Arts Methods  
(Prerequisites: TED 615 and TED 621A)

EXC 650 Consultation and Collaboration

CLD 627 Meth. Crosscult. Instr.

### Generic Core Exam

Verify passage of Basic Skills Assessment and Subject Matter Competency

Note: Generic Core Exam must be passed prior to enrollment in Advanced Specialization Courses.

### Advanced Specialization Requirements

(9 courses; 28.5quarter units)

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)

EXC 644A Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter units)

EXC 660 Instruct of Learners w/MM Dis.

EXC 660A Field Study: Learners w/MM Dis (1.5 quarter units)

EXC 615 Tech for Persons w/Disab.

EXC 615A Fld Study: Technology (1.5 quarter units)

and

EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
(Must be taken concurrently with Student Teaching)

EXC 685A Std. Teaching Mild/Moderate

EXC 685B Std. Teaching Mild/Moderate

# School of Education

## Exit Exam

To apply for the credential please refer to "Recommendation for Preliminary Level I Education Specialist Credential" section of the catalog.

## PRELIMINARY LEVEL I EDUCATION SPECIALIST

### CREDENTIAL:

#### Moderate/Severe Disabilities with English Learner Authorization

(780-357)

Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)

(22 courses; 84 quarter units)

Upon completion of this program, candidates are expected to:

- Utilize research knowledge to critique and synthesize cultural-historical perspectives, educational theories, and effective ASL-English learning practices.
- Implement and evaluate differentiated visual learning activities that motivate individual academic development and lifelong learning within our diverse communities.
- Implement and evaluate culturally relevant curriculum expanding students' megacognitive skills and multiple literacy skills.
- Critique communication policies and language planning frameworks, and implement the latest technology to facilitate individual student's identity development, nonverbal communication, and academic interaction skills.
- Demonstrate academic discourse competency in both ASL and written English, and utilize interpretation and translation skills between the two visual languages.
- Implement and evaluate creative ASL-English curriculum showing evidence of individual students' learning progresses based on learning interests and state content standards.
- Demonstrate negotiation skills by reconstructing new knowledge working as change agents advocating the communication and academic needs of ASL-English speakers.
- Demonstrate consultation and collaboration skills by linking reflective learning communities, working with and through professional organizations and families.

#### Program Co-requisites

(2 courses; 9 quarter units)

HED 602 Introductory Health Ed: K-12  
EDT 608 Computer-Based Technology in the Classroom

#### Core Requirements

(11 courses; 46.5 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

EXC 602A Field Experience: Spc Ed (3 quarter units)  
EXC 602B Fld Exper: Incl Settings (3 quarter units)  
EXC 604 Excep & Diversity in Clsrm  
TED 615 Foundations of Education  
TED 611 Educational Psychology  
EXC 620 Positive Behavior Support  
EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)  
TED 621A Lang. Dev. Methods: Elem. Sch.  
(Prerequisite: TED 615)  
or  
TED 623 Lang. Dev. Methods: Secondary  
(Prerequisite: TED 615)  
TED 621B Reading/Lang. Arts Methods

(Prerequisites: TED 615 and TED 621A)

EXC 650 Consultation and Collaboration  
CLD 627 Meth. Crosscult. Instr.

#### Generic Core Exam

Note: The subject matter examination and Basic Skills must be taken and passed before the candidate can register for the Advanced Specialization courses.

#### Advanced Specialization Requirements

(9 courses; 28.5 quarter units)

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)  
EXC 644A Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter units)  
EXC 665 Inst. Lrns Mod/Svr Disabs  
EXC 665A Field Stdy: Mod/Severe Disabs (1.5 quarter units)  
EXC 615 Tech for Persons w/Disab.  
EXC 615A Fld Study: Technology (1.5 quarter units)  
and  
EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
(Must be taken concurrently with student teaching)  
EXC 690A Std. Teaching Mod/Severe  
EXC 690B Std. Teaching Mod/Severe

#### Exit Exam

To apply for the credential please refer to "Recommendation for Preliminary Level I Education Specialist Credential" section of the catalog.

## PRELIMINARY LEVEL I EDUCATION SPECIALIST:

### Mild/Moderate Disabilities with Multiple or Single Subject Credential Concurrent with BCLAD option

(27 courses; 102 quarter units TED)

(780-356) (-362 Single) (-363 Multiple)

(28 courses; 106.5 quarter units BCLAD)

(780-356) (-364 B Single) (-365 B Multiple)

Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)

Upon completion of this program, candidates are expected to:

- Demonstrate knowledge and skills in engaging and supporting all students in learning.
- Demonstrate knowledge and skills in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and skills in understanding and organizing subject matter for student learning.
- Demonstrate knowledge and skills in planning instruction and designing learning experiences for all students.
- Demonstrate knowledge and skills in assessing student learning.
- Demonstrate knowledge and skills in developing as a professional educator.

Students must satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

#### Program Co-requisites

(2 courses; 9 quarter units)

HED 602 Introductory Health Ed: K-12  
EDT 608 Computer-Based Technology in the Classroom

BCLAD students must pass the oral language, grammar, reading, and writing proficiency examinations prior to the methods courses.

## Core Requirements

(TED 11 courses; 43.5 quarter units)  
(BCLAD 12 courses; 48.0 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

- TED601 Teaching and Credentialing (1.5 quarter units)  
 EXC 602A Field Experience: Spc Ed (3 quarter units)  
 EXC 602B Fld Exper: Incl Settings (3 quarter units)  
 EXC 604 Excep & Diversity in Clsrm  
 BTE 612 History & Culture of Latinos  
 (BCLAD only, taught in language of emphasis)  
 TED 615 Foundations of Education  
 TED 611 Educational Psychology  
 EXC 620 Positive Behavior Support  
 EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)  
 TED 621A Lang. Dev. Methods: Elem. Sch.  
 (Prerequisite: TED 615)  
 or  
 TED 623 Lang. Dev. Methods: Secondary  
 (Prerequisite: TED 615)  
 TED or BTE 621B Reading/Lang. Arts Methods  
 (Prerequisites: TED 615 and TED 621A)  
 EXC 650 Consultation and Collaboration

Generic Core Exam

## Multiple Subject

(2 courses; 9 quarter units)

- TED 622A Curriculum and Instruction I  
 (Prerequisite: TED 615 and TED 621A)  
 and  
 TED 622B K-6 Math and Science  
 (Prerequisites: TED 615 and TED 621A)  
 or  
 BTE 622A Curriculum and Instruction I (taught in language of emphasis)  
 (Prerequisites: TED 615 and TED 621A)  
 and  
 BTE 622B K-6 Math and Science (taught in language of emphasis)  
 (Prerequisites: TED 615 and TED 621A)  
 or

## Single Subject

(2 courses; 9 quarter units)

- TED 625A Curriculum Design Sec. Learner  
 (Prerequisites: TED 615 and TED 623)  
 and  
 TED 625B Instruction and Classroom Management for Secondary and Middle Schools  
 (Prerequisites: TED 615, TED 623 and TED 625A)  
 or  
 BTE 625A Curriculum Design Sec. Learner (taught in language of emphasis)  
 (Prerequisites: TED 615 and TED 623)  
 and  
 BTE 625B Instruction and Classroom Management for Secondary and Middle Schools (taught in language of emphasis)  
 (Prerequisites: TED 615, TED 623 and BTE 625A)

Note: Proof of subject matter competence and Basic Skills Assessment are required before the candidate can register for the Advanced Specialization courses.

## Advanced Specialization Requirements

(12 courses; 40.5 quarter units)

- EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)  
 EXC 644A Field Study: Reading and Language Arts Methods for Special Education  
 (1.5 quarter units)  
 EXC 660 Instruct of Learners w/MM Dis.  
 EXC 660A Field Study: Learners w/MM Dis (1.5 quarter units)  
 EXC 615 Tech for Persons w/Disab.  
 EXC 615A Fld Study: Technology (1.5 quarter units)  
 TED 629 Student Teaching Seminar (3 quarter units) (must be taken concurrently with student teaching)  
 TED or BTE 630A Student Teaching 1  
 TED or BTE 630B Student Teaching  
 EXC 603A Supervised Teaching Seminar (Must be taken concurrently with student teaching)(1.5 quarter units)

- EXC 685A Std. Teaching Mild/Moderate and  
 EXC 685B Std. Teaching Mild/Moderate

Exit Portfolio – Multiple or Single Subject Credential  
 Exit Exam – Special Education

To apply for the credential please refer to the “Recommendation for Preliminary Level I Education Specialist Credential” and “Recommendation for a California Preliminary Credential” sections of the catalog.

## PRELIMINARY LEVEL I EDUCATION

### SPECIALIST: ♿

#### Moderate/Severe Disabilities with Multiple or Single Subject Concurrent Credential with BCLAD option

(27 courses; 102.0 quarter units TED)  
 (780-357) (-362 Single) (-363 Multiple)  
 (28 courses; 106.5 quarter units BCLAD)  
 (780-357) (-364 B Single) (-365 B Multiple)  
 Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • mferguson@nu.edu

Upon completion of this program, candidates are expected to:

- Demonstrate knowledge and skills in engaging and supporting all students in learning.
- Demonstrate knowledge and skills in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and skills in understanding and organizing subject matter for student learning.
- Demonstrate knowledge and skills in planning instruction and designing learning experiences for all students.
- Demonstrate knowledge and skills in assessing student learning.
- Demonstrate knowledge and skills in developing as a professional educator.

Students must satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

#### Program Co-requisites

(2 courses; 9 quarter units)

- HED 602 Introductory Health Ed: K-12  
 EDT 608 Computer-Based Technology in the Classroom

BCLAD students must pass the oral language, grammar, reading, and writing proficiency examinations prior to the methods courses.

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## Core Requirements

(TED 11 courses; 43.5 quarter units)

(BCLAD 12 courses; 48.0 quarter units)

Field experience courses must be taken at the beginning of the program and may be taken concurrently with other courses.

- TED 601 Teaching and Credentialing (1.5 quarter units)  
EXC 602A Field Experience: Spc Ed (3 quarter units)  
EXC 602B Fld Exper: Incl Settings (3 quarter units)  
EXC 604 Excep & Diversity in Clsrm  
BTE 612 History & Culture of Latinos  
(BCLAD only) (taught in language of emphasis)  
TED 615 Foundations of Education  
TED 611 Educational Psychology  
EXC 620 Positive Behavior Support  
EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)  
TED 621A Lang. Dev. Methods: Elem. Sch.  
(Prerequisite: TED 615)  
or  
TED 623 Lang. Dev. Methods: Secondary  
(Prerequisite: TED 615)  
TED or BTE 621B Reading/Lang. Arts Methods  
(Prerequisites: TED 615 and TED 621A)  
EXC 650 Consultation and Collaboration

Generic Core Exam

## Multiple Subject

(2 courses; 9 quarter units)

- TED 622A Curriculum and Instruction I  
(Prerequisite: TED 615 and TED 621A)  
and  
TED 622B K-6 Math and Science  
(Prerequisites: TED 615 and TED 621A)  
or  
BTE 622A Curriculum and Instruction I (taught in language of emphasis)  
(Prerequisites: TED 615 and TED 621A)  
and  
BTE 622B K-6 Math and Science (taught in language of emphasis)  
(Prerequisites: TED 615 and TED 621A)

## Single Subject

(2 courses; 9 quarter units)

- TED 625A Curriculum Design Sec. Learner  
(Prerequisites: TED 615 and TED 623)  
and  
TED 625B Instruction and Classroom Management for Secondary and Middle Schools  
(Prerequisites: TED 615, TED 623 and TED 625A)  
or  
BTE 625A Curriculum Design Sec. Learner (taught in language of emphasis)  
(Prerequisites: TED 615 and TED 623)  
and  
BTE 625B Instruction and Classroom Management for Secondary and Middle Schools (taught in language of emphasis)  
(Prerequisites: TED 615, TED 623 and BTE 625A)

Note: Proof of subject matter competence and Basic Skills Assessments are required before the candidate can register for the Advanced Specialization courses.

## Advanced Specialization Requirements

(12 courses; 40.5 quarter units)

- EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)  
EXC 644A Field Study: Reading and Language Arts Methods for Special Education  
(1.5 quarter units)  
EXC 665 Inst. Lrns Mod/Svr Disabs  
EXC 665A Field Sty: Mod/Severe Disabs (1.5 quarter units)  
EXC 615 Tech for Persons w/Disab.  
EXC 615A Fld Study: Technology (1.5 quarter units)  
TED 629 Student Teaching Seminar  
(3 quarter units) (must be taken concurrently with student teaching)  
TED or BTE 630A Student Teaching 1  
TED or BTE 630B Student Teaching  
EXC 603A Supervised Teaching Seminar  
(1.5 quarter units)  
EXC 690A Std. Teaching Mod/Severe  
EXC 690B Std. Teaching Mod/Severe  
Exit Portfolio – Multiple or Single Subject Credential  
Exit Exam – Special Education

To apply for the credential please refer to the "Recommendation for Preliminary Level I Education Specialist Credential" and "Recommendation for a California Preliminary Credential" sections of the catalog.

## PRELIMINARY LEVEL I EDUCATION SPECIALIST CREDENTIAL:

### Deaf And Hard-Of-Hearing With English Learner

#### Authorization

(780-372)

(25 courses; 109.5 quarter units)

Department Chair: Britt Ferguson • (858)-642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)

Faculty Advisor: Colleen Smith • (858) 768- 0439 • [csmith2@nu.edu](mailto:csmith2@nu.edu)

Upon completion of this program, candidates are expected to:

- Utilize research knowledge to critique and synthesize cultural-historical perspectives, educational theories, and effective ASL-English learning practices.
- Implement and evaluate differentiated visual learning activities that motivate individual academic development and lifelong learning within our diverse communities.
- Implement and evaluate culturally relevant curriculum expanding students' megacognitive skills and multiple literacy skills.
- Critique communication policies and language planning frameworks, and implement the latest technology to facilitate individual student's identity development, nonverbal communication, and academic interaction skills.
- Demonstrate academic discourse competency in both ASL and written English, and utilize interpretation and translation skills between the two visual languages.
- Implement and evaluate creative ASL-English curriculum showing evidence of individual students' learning progresses based on learning interests and state content standards.
- Demonstrate negotiation skills by reconstructing new knowledge working as change agents advocating the communication and academic needs of ASL-English speakers.
- Demonstrate consultation and collaboration skills by linking reflective learning communities, working with and through professional organizations and families

## Admission to the Program

Submit the following application documentation in ONE complete packet:

- Application for Admission to Education of the Deaf graduate program
- CD or DVD portfolio of ASL Fluency (video samples, 10 to 12



minutes maximum in length) including the following content:

1. Introduce yourself and discuss your sign language acquisition experience
  2. Narrate an ASL story
  3. Narrate a selected work of children's literature
- Intermediate proficiency or better in American Sign Language competencies as assessed by Proficiency Interview
  - Personal and professional goals essay (a writing sample, 1 full single spaced page maximum)

Send ONE complete application packet to:  
DHH Faculty Advisor  
National University  
11255 North Torrey Pines Road  
La Jolla, CA 92037-1011

### Prerequisites

(10 courses; 43.5 quarter units)

PSY 100	Introduction to Psychology or equivalent course
PSY 301	Child Development
PSY 427	Biological Psychology
PSY 431	Theories and Techniques of Psychological Testing
HED 602	Introductory Health Ed: K-12
EDT 608	Computer based Technology in the Classroom
EXC 603	Dev. EC Spec Needs
EXC 604	Excep & Diversity in Clsrm
EXC 602B	Fld Exper: Incl Settings (3 quarter units)
CLD 627	Meth. Crosscult. Instr.

### Interdisciplinary Core Courses

(3 courses; 13.5 quarter units)

TED 615	The Foundations of Education
EXC 620	Positive Behavior Support
TED 621A	Lang. Dev. Methods: Elem. Sch.
Generic Core Exam	

### Core Courses for the Education Specialist: Deaf and Hard-of-Hearing Credential

(11 courses; 48 quarter units)

DHH 600	ASL-English Bilingual Education
DHH 601	ASL Acquisition & Development
DHH 602	English Acquisition & Dev
DHH 603	Assessment for DHH Learners
DHH 604	Bi-literacy Education
DHH 605	Ed of Deaf Special Needs
DHH 606	Curriculum and Instruction
DHH 607	Bilingual – Multicultural Ed
DHH 608A	Student Teaching I
DHH 608B	Student Teaching II
DHH 609	Student Teaching Seminar (3 quarter units)
(Must be taken concurrently with student teaching)	
Exit Comprehensive Exam	

To apply for the credential please refer to "Recommendation for Preliminary Level I Education Specialist Credential" section of the catalog.

Students seeking the Preliminary Level I Education Specialist- DHH credential must demonstrate Intermediate-high proficiency or better in American Sign Language competence as assessed by Proficiency Interview before taking:

### Exit Requirements

- Successful completion of the admission process.
- Successful completion of the field experience activities, including

Student Teaching.

- Proof of passing with a grade of "C" or better coursework or an examination on the U.S. Constitution.
- Official transcripts of all colleges/universities attended on file at National University.
- Proof of passing Basic Skills Requirement.
- Proof of meeting the appropriate subject matter competence.
- Valid CPR certification for Infant, Child and Adult.
- Pass all required coursework with a B average. No grades of D or F are accepted.
- Proof of a Certificate of Clearance or other valid document.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Attend exit appointment with Credential Advisor to receive final clearance and credential documents
- Letter of recommendation from Master Teacher
- Comprehensive Examination

## SPECIAL EDUCATION INTERNSHIPS

(781)

The University Internship credential programs provide opportunities for students to assume the responsibilities of full-time "teachers of record" while completing the credential coursework required for their Level I Education Specialist preparation program. Interns must have an offer of employment from an approved school district or non-public school that has or is willing to enter into a partnership agreement with National University. As such, they will serve as employees of the district or non-public school and as interns with the university. University Internship credential students meet the requirements of No Child Left Behind (NCLB.)

National University students who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. The internship program is intense and students must be selected to participate.

Throughout their credential program, interns receive direct support in the classroom on a monthly basis. Interns will receive support from a local site intern support provider and a National University supervisor. The credential program extends over approximately 18 months of course and field work. All interns will receive a minimum of six months of classroom based support and supervision. Interns may receive more support depending on individual needs.

An Internship Credential is valid for two years at the site of hire. As such, a university intern must be continuously enrolled in coursework, maintain an updated account balance, and register their internship status on a yearly basis with the Commission on Teacher Credentialing (CTC). Any changes in employment status while on an internship credential must be communicated to the credential advisor.

### Internship Credential Prerequisite and Eligibility Requirements

#### Prerequisites

- Possess a baccalaureate degree from a regionally accredited college or university.
- Enrollment into a National University Education Specialist Credential program.
- Proof of subject matter competence.
- Proof of passing with a grade "C" or better coursework or an examination covering the U.S. Constitution.
- Proof of possession of a CTC document verifying fingerprint

# School of Education

clearance.

- Proof of passing the Basic Skills Assessment.
- A negative result on a tuberculosis (TB) test taken within the last four years.
- Current account balance.
- 3.0 GPA
- Resume
- Verification of completion of the 120 clock hours of required pre-service coursework/field experience detailed below.

## Eligibility Requirements

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

1. Internship Eligibility Packet
2. Internship candidate acknowledgement.
3. District or agency offer of employment for the intern as a full time teacher of record in a setting appropriate for the credential being sought.
4. Faculty verification of intern eligibility determined in an interview with a lead internship faculty member.

## ■ UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR EDUCATION SPECIALIST:

### Mild/Moderate or Moderate/Severe Disabilities

(22 courses; 82.5 quarter units) (356) (357)

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

Upon completion of this program, candidates are expected to:

- Demonstrate knowledge and skills in engaging and supporting all students in learning.
- Demonstrate knowledge and skills in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and skills in understanding and organizing subject matter for student learning.
- Demonstrate knowledge and skills in planning instruction and designing learning experiences for all students.
- Demonstrate knowledge and skills in assessing student learning.
- Demonstrate knowledge and skills in developing as a professional educator

## Pre-Service Coursework and Field Experience Requirements

The CTC 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 that includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. The pre-service requirement must be met in advance of beginning an internship and functioning as a "teacher of record." *Note: 4.5 quarter units are equal to 40 clock hours.*

*Note: EXC602A is only 3.0 quarter units for logging of classroom hours but it meets the 40 clock hours of pre-service requirements for internship because of the field observation component of the course.*

### Required

(3 courses; 12 quarter units)

- EXC 602A Field Experience: Spc Ed (3 quarter units)
- EXC 620 Positive Behavior Support
- TED 621B Reading/Lang. Arts Methods

### Internship Specific Course Requirements

(2 courses; 7.5 quarter units)

An internship credential is required before enrollment into the following two courses and orientation. These courses provide initial and ongoing support and preparation required by the internship. Interns must also attend and participate in school district's regular workshops and as well as the collaborative monthly meetings with both support providers site and university).

ORI 13 Special Education Intern Orientation must be completed when the candidate becomes an Intern in order to establish the required field experience support.

EXC 655I Internship Induction Sem. (3 quarter units over a two month time period). This course is added to the candidate's schedule upon starting the internship program.

EXC 685I Sup. Teach Intern Mild/Moderate (Interns will be registered for this course for a minimum of six months during which time they will receive support and supervision.)

or

EXC 690I Sup. Teach Intern Moderate/Severe (Interns will be registered for this course for a minimum of six months during which time they will receive support and supervision.)

## Preliminary Teaching Coursework Sequence for Interns

(11 courses; 43.5 quarter units)

- EXC604 Excep & Diversity in Clsrm
- CLD 627 Meth. Crosscult. Instr
- EXC 602B Fld Exper: Incl Settings (3 quarter units )
- TED 615 Foundations of Education
- TED 611 Educational Psychology
- HED 602 Introductory Health Ed: K-12
- EDT 608 Computer Based Technology in the Classroom
- EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)
- TED 621A Lang. Dev. Methods: Elem. Sch.
- or
- TED 623 Language Development Methods for secondary and Middle Schools
- EXC 650 Consultation and Collaboration

Generic Core Exam (At this point the generic core exam must be successfully completed for advancement to advanced specialization coursework.)

## Advanced Specialization Requirements

(6 courses; 18 quarter units)

- EXC 644 Reading and language Arts Methods for Special Education
- EXC 644A Field Study: Reading and Language Arts Methods for Special Education (1.5 quarter units)
- EXC 660 Instruct of Learners w/MM Dis.
- EXC 660A Field Study: Learners w/MM Dis (1.5 quarter units)
- or
- EXC 665 Inst. Lrns Mod/Svr Disabs
- EXC 665A Field Stdy: Mod/Severe Disabs (1.5 quarter units)
- EXC 615 Tech for Persons w/Disab.
- EXC 615A Fld Study: Technology (1.5 quarter units)

## Final Credential Requirements

(1 course; 1.5 quarter units)

The following course will be added to the intern's schedule once the advanced specialization courses and six months of field supervision are complete.

EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
To be taken at the end of the intern's credential program, after all coursework is completed.

\*Interns must also successfully complete the Special Education Exit exam, the Exit Survey, and the RICA exam. To apply for the credential please refer to the "Recommendation for Preliminary Level I Education Specialist Credential" section of the catalog

- Successful completion of all required coursework ("F", "D" and "I" grades are not accepted)
- 12 observations on file from your Site Support Provider (minimum amount - in 6 month period)
- 12 observations and 3 evaluations on file from your National University Support Provider/Supervisor (minimum amount - in 6 month period)
- 3.0 grade point average
- Zero account balance

Currently enrolled in appropriate program

## ■ UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR EDUCATION SPECIALIST: Mild/Moderate or Moderate/Severe Disabilities with Concurrent Multiple or Single Subject Credential with BCLAD option (781-356/357 with 362/363/364/365)

(TED 27 courses; 100.5 quarter units)

(BCLAD 28 courses; 105.0 quarter units)

Faculty Advisor: Joan Sebastian • (858) 642-8006 • [jsebasti@nu.edu](mailto:jsebasti@nu.edu)

Upon completion of this program, candidates are expected to:

- Demonstrate knowledge and skills in engaging and supporting all students in learning.
- Demonstrate knowledge and skills in creating and maintaining effective environments for student learning.
- Demonstrate knowledge and skills in understanding and organizing subject matter for student learning.
- Demonstrate knowledge and skills in planning instruction and designing learning experiences for all students.
- Demonstrate knowledge and skills in assessing student learning.
- Demonstrate knowledge and skills in developing as a professional educator

BCLAD students must pass the oral language, grammar, reading and writing proficiency examinations prior to methods courses. Students must also satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA Section of the catalog for further information.

### Pre-service Coursework and Field Experience Requirements (3 courses; 12 quarter units)

The CTC mandates that all approved internship programs require a minimum of 120 clock 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."

*Note: 4.5 quarter units are equal to 40 clock hours.*

*Note: EXC602A is only 3.0 quarter units for logging of classroom hours but it meets the 40 clock hours of pre-service requirements for internship because of the field observation component of the course*

EXC 602A Field Experience: Spc Ed (3 quarter units)

EXC 620 Positive Behavior Support

TED 621B Reading/Lang. Arts Methods

### Internship Specific Course Requirements

(2 courses; 7.5 quarter units)

An internship credential is required before enrollment into the following two courses and orientation. These courses provide initial and ongoing support and training that internship candidates require. Students must also attend and participate in school district's regular workshops and collaborative monthly meetings with both support providers (site and university).

ORI 13 Special Education Intern Orientation must be completed when the candidate becomes an Intern in order to establish the required field experience support.

EXC 655I Internship Induction Sem. (Mild/Moderate and Moderate/Severe) (3 quarter units over a two month time period). This course is added to the candidate's schedule upon starting the internship program.

EXC 685I Sup. Teach Intern Mild/Mod (Interns will be registered for this course for a minimum of six months during which time they will receive support and supervision.)

or

EXC 690I Sup. Teach Intern Mod/Severe (Interns will be registered for this course for a minimum of six months during which time they will receive support and supervision.)

Students must satisfy all Teaching Performance Assessment (TPA) requirements. Please see TPA section of the catalog for further information.

### Preliminary Teaching Coursework Sequence for Interns

(10 courses; 43.5 quarter units)

EXC 604 Excep & Diversity in Clsrm

EXC 602B Fld Exper: Incl Settings (3 quarter units)

HED 602 Introductory Health Ed: K-12

EDT 608 Computer-Based Technology in the Classroom

TED 611 Educational Psychology

EXC 630 Assess/Instrplanning in SpEd (one night per week over two months)

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

or

TED 623 Lang. Dev. Methods: Secondary

TED/BTE 622B K-6 Math and Science (MS)

or

TED/BTE 625A Curriculum Design Sec. Learner (SS)

TED/BTE 622A Curriculum and Instruction Is (MS)

or

TED/BTE 625B Instruction and Classroom Management for Secondary and Middle Schools (SS)

EXC 650 Consultation and Collaboration

Generic Core Exam (At this point the generic core exam must be successfully completed for advancement to advanced specialization coursework.)

### Advanced Specialization Requirements

(6 courses; 18 quarter units)

EXC 644 Reading and Language Arts Methods for Special Education (one night per week over two months)

EXC 644A Field Study-Reading and Language Arts Methods for Special Education (1.5 quarter units)

EXC 660 Instruct of Learners w/MM Dis.

EXC 660A Field Study: Learners w/MM Dis (1.5 quarter units)

or

EXC 665 Inst. Lrns Mod/Svr Disabs

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EXC 665A Field Study: Mod/Severe Disabs (1.5 quarter units)  
EXC 615 Tech for Persons w/Disab.  
EXC 615A Fld Study: Technology (1.5 quarter units)

Final credential requirements  
(1 course; 1.5 quarter units)

The following course will be added to the schedule once the advanced specialization courses and field supervision are complete.

EXC 603A Supervised Teaching Seminar (1.5 quarter units)  
To be taken at the end of the intern's credential program, after all coursework is completed.

\* Interns must also successfully complete the Special Education Exit exam, the Exit Survey, and the RICA exam. Candidates need to apply for the Preliminary Education Specialist Credential once they have met all other university requirements, including the following:

- Successful completion of all required coursework ("F", "D" and "I" grades are not accepted)
- 12 observations on file from your Site Support Provider (minimum amount - in 6 month period)
- 12 observations and 3 evaluations on file from your National University Support Provider/Supervisor (minimum amount - in 6 month period)
- 3.0 grade point average
- Zero account balance
- Currently enrolled in appropriate program

## Post-Internship Coursework

(TED 4 courses; 16.5 quarter units)  
(BCLAD 5 courses; 21 quarter units)

BTE 612 History & Culture of Latinos  
(BCLAD students only)  
TED 615 Educational Foundations  
TED 629 Student Teaching Seminar (must be taken concurrently with student teaching)  
TED/BTE 630A Student Teaching I  
TED/BTE 630B Student Teaching

\*At this point the student must successfully pass the multiple or single subject exit portfolio. An application can be filed for the multiple or single subject credential and the Preliminary Education Specialist Credential.

To apply for the credential please refer to the "Recommendation for Preliminary Level I Education Specialist Credential" and "Recommendation for a California Preliminary Credential" sections of the catalog.

## ■ UNIVERSITY INTERNSHIP PROGRAM FOR EDUCATION SPECIALIST CREDENTIAL: DEAF AND HARD-OF-HEARING

(372)  
(24 courses; 103.5 quarter units)  
Faculty Advisor & Field Experience Coordinator: Colleen L. Smith • 866.761.4828 • csmith2@nu.edu

Upon completion of this program, candidates are expected to:

- Utilize research knowledge to critique and synthesize cultural-historical perspectives, educational theories, and effective ASL-English learning practices.
- Implement and evaluate differentiated visual learning activities that motivate individual academic development and lifelong learning within our diverse communities.
- Implement and evaluate culturally relevant curriculum expanding

- students' megacognitive skills and multiple literacy skills.
- Critique communication policies and language planning frameworks, and implement the latest technology to facilitate individual student's identity development, nonverbal communication, and academic interaction skills.
- Demonstrate academic discourse competency in both ASL and written English, and utilize interpretation and translation skills between the two visual languages.
- Implement and evaluate creative ASL-English curriculum showing evidence of individual students' learning progresses based on learning interests and state content standards.
- Demonstrate negotiation skills by reconstructing new knowledge working as change agents advocating the communication and academic needs of ASL-English speakers.
- Demonstrate consultation and collaboration skills by linking reflective learning communities, working with and through professional organizations and families.

## Admission Requirements to the Program

Online Admissions: [onlineadmissions@nu.edu](mailto:onlineadmissions@nu.edu)

Submit the following application documentation in ONE complete packet:

- Application for Admission to Education of the Deaf graduate program
- Personal and professional goals essay (a writing sample, 1 full single spaced page maximum)
- CD or DVD portfolio of ASL Fluency (video samples, 10 to 12 minutes maximum in length) including the following content:
  1. Introduce yourself and discuss your sign language acquisition experience
  2. Narrate an ASL story
  3. Narrate a selected work of children's literature
- Intermediate proficiency or better in American Sign Language competencies as assessed by Proficiency Interview (ASLPI). If a candidate does not have an ASLPI rating, an ASLPI will be scheduled after submitting the first three application items delineated above.

Send ONE complete application packet to  
National University  
Online Admissions - DHH  
4141 Camino del Rio South  
San Diego, CA 92108

*Note: Students must have access to a broadband Internet connection, Microsoft Office Word, and digital Video recording devices, including a webcam (1.3 megapixel or better at 30 frames per second) and a digital video camera.*

## Prerequisite Courses

(9 courses; 39 quarter units)

PSY 100 Introduction to Psychology or equivalent coursework  
PSY 301 Child Development  
PSY 427 Biological Psychology  
PSY 431 Theories and Techniques of Psychological Testing  
HED 602 Introductory Health Ed: K-12  
EDT 608 Computer based Technology in the Classroom  
EXC 603 Dev. EC Spec Needs  
EXC 602B Fld Exper: Incl Settings (3 quarter units)  
CLD 627 Meth. Crosscult. Instr.  
United States Constitution Requirement: pass test or submit course transcript

## Internship Pre-Service Coursework and Field Experience Requirements

(3 courses; 13.5 quarter units)

The CTC 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 that includes foundational preparation in pedagogy including classroom management and planning, reading/language arts, specialty specific pedagogy, human development and teaching English learners. The pre-service requirement must be met in advance of beginning an internship and functioning as a “teacher of record.”

- EXC 604 Excep & Diversity in Clsrm
- EXC 620 Positive Behavior Support
- TED 621A Lang. Dev. Methods: Elem. Sch. [or TED 623 for those interested in a Single Subject Credential]

## Internship Specific Course Requirements

(3 courses; 10.5 quarter units)

An internship credential is required before enrollment into the following two courses and orientation. These courses provide initial and ongoing support and training that internship candidates require. Students must also attend and participate in school district’s regular workshops and collaborative monthly meetings with intern and both support supervisors (site and university).

- ORI 13 Special Education Intern Orientation must be completed when the candidate becomes an Intern in order to establish the required field experience support.

- EXC 655I Internship Induction Sem. (3 quarter units over a two month time period). This course is added to the candidate’s schedule upon starting the internship program.

- DHH 608I Student Teaching for Interns (Interns will be registered for this course for a minimum of six months during which time they will receive support and supervision.)

## Interdisciplinary Core Courses

(1 courses; 4.5 quarter units)

- TED 615 The Foundations of Education

## Core Courses for the Education Specialist: Deaf and Hard-of-Hearing Credential

(8 courses; 36 quarter units)

- DHH 600 ASL-English Bilingual Education
- DHH 601 ASL Acquisition & Development
- DHH 602 English Acquisition & Dev
- DHH 603 Assessment for DHH Learners
- DHH 604 Bi-literacy Education
- DHH 605 Ed of Deaf Special Needs
- DHH 606 Curriculum and Instruction
- DHH 607 Bilingual – Multicultural Ed
- Exit Comprehensive Exam

To apply for the credential please refer to “Recommendation for Preliminary Level I Education Specialist Credential” section of the catalog.

Students seeking the Preliminary Level I Education Specialist- DHH credential must demonstrate Intermediate-high proficiency or better in American Sign Language competence as assessed by Proficiency Interview before taking:

## Exit Requirements

- Successful completion of the admission process.
- Successful completion of the field experience activities, including

Student Teaching.

- Proof of passing with a grade of “C” or better coursework or an examination on the U.S. Constitution.
- Official transcripts of all colleges/universities attended on file at National University.
- Proof of passing Basic Skills Requirement.
- Proof of meeting the appropriate subject matter competence.
- Valid CPR certification for Infant, Child and Adult.
- Pass all required coursework with a B average. No grades of D or F are accepted.
- Proof of a Certificate of Clearance or other valid document.
- Proof of passing the Reading Instruction Competence Assessment (RICA).
- Zero account balance prior to student teaching and completion.
- Attend exit appointment with Credential Advisor to receive final clearance and credential documents
- Letter of recommendation from Master Teacher
- Comprehensive Examination

## Final Credential Requirements

(1 course; 3.0 quarter units)

The following course will be added to the schedule once the Core Courses for the DHH program and field experience are complete.

- DHH 609 Student Teaching Seminar (3 quarter units) To be taken at the end of the intern’s credential program after all coursework is completed

Interns must also successfully complete the Special Education Exit exam, the Exit Survey, and the RICA exam. Candidates need to apply for the Preliminary Education Specialist Credential once they have met all other university requirements, including the following:

Successful completion of all required coursework (“F”, “D” and “I” grades are not accepted)

12 observations on file from your Site Support Provider (minimum amount - in 6 month period) \*

- 12 observations and 3 evaluations on file from your National University Support Provider/Supervisor (minimum amount in 6 month period)
- 3.0 grade point average
- Zero account balance
- Currently enrolled in appropriate program

## CLEAR LEVEL II EDUCATION SPECIALIST CREDENTIALS

In California’s credential structure, Level II preparation is intended to enable new teachers to apply their Preliminary Level I preparation to the demands of professional positions while also fostering advanced skills and knowledge. The emphasis of the professional preparation program is to move special educators beyond the functional aspects of teaching to more advanced knowledge and reflective thinking about their roles in providing effective instruction and an environment for student success.

## Admission Requirements

All applicants for admission must provide National University with the following documents:

- Formal application to the University
- Valid Preliminary Level I Education Specialist Credential
- Verification from the applicant’s employer that the current position has a probable duration of two years
- Verification that the student has maintained a minimum of a 2.5

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- grade point average on a 4.0 scale for graduate work
- All students must complete a credentials packet and be interviewed by a Credential Advisor within the first 60 days of enrollment.
- All students must enroll in electronic portfolio.

## Recommendation for Clear Level II Education Specialist Credentials

In order to be recommended for a California Level II Education Specialist Credential in Mild/Moderate or Moderate/Severe Disabilities Deaf or Hard-of-Hearing, the student must show:

- A minimum of two years of successful, full-time teaching experience in the area on the Preliminary credential in the public schools or private schools of equivalent status, as verified by the applicant's employer
- Successful completion of the program (coursework and approved non-University activities) for the Level II credential within five years. Students must maintain a 3.0 grade point average.
- Successful completion of the exit process with assigned University supervisor, including examination of electronic portfolio and passing grade on exit exam.
- Submission of any required applications and fees.
- Completion of any needed credential clearing courses. All Level II Education Specialist credential candidates are required to have successfully completed coursework in Level I Educational Technology and Health Education, including valid CPR Certification for Infant, Child and Adult. Candidates will be evaluated for these courses. If these classes have been completed in a Level I program or at another university, the student should meet with an admissions or Credential Advisor to submit an online equivalency request.

## Scheduling

All courses are scheduled by an advisor. Courses in the Level II program may not be taken concurrently. Instructions for applying for a waiver of EXC 656 are provided in EXC 655A.

Candidates for the Level II Credential must take EXC 655A first and may not begin any of the other Level II courses until EXC 655A is completed. EXC 655B must be taken last.

Candidates in the mild/moderate program may take EXC 656, EXC 657, and EXC 658 in any order. Candidates in the moderate/severe program may take EXC 656, EXC 657, and EXC 659 in any order. Candidates in the deaf and hard-of-hearing program may take EXC 656, EXC 657, and IHD 1203X in any order.

## CLEAR LEVEL II EDUCATION SPECIALIST:

### Mild/Moderate Disabilities

(780-358)

(5 courses; 18 quarter units)

*Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • mferguson@nu.edu*

- EXC 655A Professional Induction Seminar (3 quarter units)
- EXC 656 Best Practices Spec Needs Stud (Students may substitute approved non-University activities for this class. Only full-time faculty members may approve course equivalence.)
- EXC 657 Comm. Resource & Transition
- EXC 658 Adv. Spc. Mild/Moderate
- EXC 655B Exit Seminar (1.5 quarter units)
- Exit Exam

To apply for the credential please refer to "Recommendation for Clear Level II Education Specialist Credential" section of the catalog.

## CLEAR LEVEL II EDUCATION SPECIALIST:

### Moderate/Severe Disabilities

(780-359)

(5 courses; 18 quarter units)

*Department Chair and Faculty Advisor: Britt Ferguson • (858)-642-8346 • mferguson@nu.edu*

- EXC 655A Professional Induction Seminar Plan (3 quarter units)
- EXC 656 Best Practices Spec Needs Stud (Students may substitute approved non-University activities for this class. Only full-time faculty members may approve the course equivalence.)
- EXC 657 Comm. Resource & Transition
- EXC 659 Adv. Spc. Moderate/Severe
- EXC 655B Exit Seminar (Portfolio required) (1.5 quarter units)

Exit Exam

To apply for the credential please refer to "Recommendation for Clear Level II Education Specialist Credential" section of the catalog.

## CLEAR LEVEL II EDUCATION SPECIALIST:

### Deaf and Hard-of-Hearing

(780-370)

*Department Chair: Britt Ferguson • (858)-642-8346 • mferguson@nu.edu*  
*Faculty Advisor: Colleen Smith • (858) 768-0439 • csmith2@nu.edu*

## Program Requirements

(5 courses; 18 quarter units)

- EXC 655A Professional Induction Seminar (3 quarter units)
- EXC 656 Best Practices Spec Needs Stud (Students may substitute approved non-University activities for this class. Only full-time faculty members may approve the course equivalence.)
- EXC 657 Comm. Resource & Transition
- IHD 1203X Facilitating Outcomes language, Learning, Speech and Listening
- EXC 655B Exit Seminar (Portfolio Required) (1.5 quarter units)

Exit Exam

To apply for the credential please refer to "Recommendation for Clear Level II Education Specialist Credential" section of the catalog.

## CERTIFICATE PROGRAMS

(770)

### ● Applied Behavioral Analysis

(770-000-903)

*Faculty Advisor: Bill Matthew • (661) 864-2360 • wmatthew@nu.edu*

The five-course sequence in applied behavior analysis is designed to prepare candidates for the national certification examination sponsored by the Behavior Analyst Certification Board. Applicants for the Certification as a Behavior Analyst (ABA) will have to meet additional requirements to qualify. All five ABA courses must be taken from National University in order to earn this Certificate.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Use scientifically based behavior change methods
- Meet the Behavior Analyst Certification Board's academic requirements for taking the Board Certified Behavior Analyst and/or the Board Certified Assistant Behavior Analyst certification examinations.

*Note: Upon successful completion of National University's five course sequence, the candidate will receive a Certificate of Completion from National University. This is NOT professional certification by the Behavioral Analysis Certification Board, Inc. (BACB) and does NOT entitle the candidate to claim that they are certified behavior analysis or Board Certified Behavior Analysts. Candidates must take the national certification exam and apply for the professional certificate.*

Candidates who are pursuing the master's degree or a PPS credential in Educational Counseling, School Psychology, or Master of Arts in Teaching may qualify for the Certificate in Behavioral Analysis provided that the candidate requests the certificate prior to the completion of their degree program. This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission to a degree program are met.

Candidates who already possess a master's degree may also take the listed coursework to obtain the Certificate in Applied Behavior Analysis. This certificate provides candidates with an overview of some of the most important concepts in behavior analysis.

Prior to qualifying to take the national Board Certified Behavior Analyst exam, candidates must do 1500 hours of Supervised Fieldwork, which is supervised by BACB member. National University does not provide this supervision.

## Requirements

(5 courses; 22.5 quarter units)

ABA 601	Assessment in ABA
ABA 602	Processes of ABA (Prerequisite: ABA 601)
ABA 603	Applications of ABA (Prerequisite: ABA 602)
ABA 604	Advanced Applications I (Prerequisite: ABA 603)
ABA 605	Advanced Applications II (Prerequisite: ABA 603)

## ● Autism Certificate

(770-000-904)

Faculty Advisor: KayDee Caywood • (310) 662-2145 • [kaywood@nu.edu](mailto:kaywood@nu.edu)

This certificate is designed for those interested in finding out more about working with and teaching those that fall within the Autism Spectrum Disorder. The four course sequence is designed to provide the student with an orientation to the terms and the characteristics involved, assessment and behavior management interaction strategies, a variety of teaching strategies, and train necessary skills in collaborating with parents and families of those in the spectrum. It is recommended that students complete EXC 621 first in the sequence.

Credentialed teachers may add this certificate to enhance their knowledge of teaching those in the field.

Professionals in other fields such as social work, nursing, and child development can also complete the coursework for professional growth units or a National University certificate.

Upon completion of this certificate, candidates are expected to:

- Demonstrate knowledge of the background and orientation of the terms included in the Autism Spectrum Disorder (ASD) category.
- Demonstrate an understanding of federal and state laws, legislation and judicial decisions regarding children with autism.
- Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.

- Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors of children with autism.
- Demonstrate understanding of differing evidence-based program strategies for teaching students with autism.
- Demonstrate the competence to organize a structured classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies for a class that includes students that fall within the spectrum.
- Demonstrate skills needed for working collaboratively within and across systems that serve children and families and with professionals from diverse disciplines.

These courses can be applied to the Masters of Arts in Teaching.

## Prerequisite

Completion of a bachelor's degree.

## Program Requirements

(4 courses; 18 quarter units)

EXC 621	Intro Students w/ Autism Spect
EXC 622	Assess & Behavioral App in Aut.
EXC 623	Intervention/Instr. w/Aut.
EXC 624	Autism Collab w/Parents & Fam.

## ● CA Reading Certificate

(770-740)

Faculty Advisor: Marilyn Moore • (858)642-8301 • [mmoore@nu.edu](mailto:mmoore@nu.edu)

The CA Reading Certificate authorizes the holder to assess student reading and provide reading instruction in response to those assessments. Reading Certificate holders are also authorized to develop, implement, and adapt the reading content curriculum and assist classroom teachers in these areas. Holders of the Certificate may perform the above services at one or more school sites at the grade levels authorized by their prerequisite teaching credential.

Upon completion of this certificate, candidates are expected to:

- Show knowledge about theories and research related to effective reading and language arts instruction.
- Conduct individualized informal literacy assessments for struggling readers at early and intermediate levels including English language learners.
- Prepare an Action Research Proposal with recommendations for instructional interventions, based on individualized informal literacy assessments.
- Design and conduct tutorial, small-group, and whole-class language arts instruction.
- Implement research-based theory, assessment, and instructional strategies.
- Utilize the ability to incorporate instructional technology into language arts instructions.
- Communicate plans for tutorial, small-group, and whole-class language arts instruction to principal and other school personnel, including assessment-based rationale.
- Communicate results of individualized informal assessments to parents.
- Make decisions about what ALL students need to succeed (Social Justice).

## Requirements for the Certificate

- Hold a bachelor's or master's degree from a regionally accredited college or university with an overall grade point average of 2.5 or better was achieved, or where a grade point average of 2.75 or higher was achieved in the last 90-quarter units.
- Possession of a valid teaching credential.

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- Meet with Admission Advisor to enroll in the CA Reading Certificate program.
- Meet with Credential Advisor within 30 days of enrollment to obtain reading certification application procedures. This packet provides detail on the additional requirements for the certificate listed below.
- No coursework is accepted from another university for this program and no substitutions are allowed.

## Required Courses

(4 courses; 18 quarter units)

- MAT 645 Dev . Fluency in Reading  
MAT 646 Comprehension Strategies  
MAT 647A Lang Arts Assess and Instruc I  
(Prerequisite: MAT 645, MAT 646)  
MAT 647B Fld St: Lan Art Assess & In II  
(Prerequisites: MAT 645, MAT 646 and MAT 647A)

(Candidates must maintain a 3.0 GPA. "D" and "F" grades are not accepted.)

*Note: At the end of each course, students must have their instructor sign off on the competency verification forms found in the credential packet. These verification forms must be completed before applying for the certificate.*

## Additional Requirements for the Certificate

- Provide verification of three years successful, full-time teaching experience in any grade or subject, preschool through adults. A letter or other appropriate documentation by the candidate's employer may provide verification. Acceptable experience does NOT include student teaching, internship teaching, or teaching while holding an emergency permit. This experience may also be gained outside of California.
- Provide a copy of a teaching credential valid for a minimum of 12 months and have a non-delinquent student account balance
- For each course, provide competency verification forms signed off on by each course instructor
- After successful completion of the required coursework and a completed credential packet, the regional reading certificate coordinator will review the packet for final approval. Once approval is obtained, please see your Credential Advisor to apply to the CTC for the certificate. A valid credit card for the online application fee is required.

## ● Early Childhood Education Certificate

(770-741)

Faculty Advisor: Susan Gilbert • (310) 662-2163 • [sgilbert@nu.edu](mailto:sgilbert@nu.edu)

The Early Childhood Education Certificate program has been designed to include the competencies and guidelines as established by the National Association for the Education of Young Children (NAEYC) Advanced Program standards. The certificate is also structured to meet the State of California Child Development Permit Matrix requirements for employment in pre-school settings and, as such, does not confer a State of California teaching credential or license.

Non-residents of California; military personnel or their dependents; and international students should contact the Department of Education of the state in which they reside or intend to reside, or the Ministry of Education of the country in which they live, to determine specific requirements for employment. State or country specific coursework, in addition to the certificate program, may be required to obtain a permit, license or credential necessary for employment. Candidates assume the responsibility for determining and meeting these requirements.

The four course sequence specializing in early childhood education is designed to prepare candidates with teaching experience for meeting the unique needs of teaching children from birth to age 8.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Analyze and evaluate teaching strengths
- Develop a plan for continued growth in accordance with CTC Professional Growth Manual Guidelines
- Analyze and discuss the strengths, challenges and importance of addressing key transitions
- Create a plan for addressing transition issues that includes all stakeholders: the child, primary caregivers, teachers, administrators, and policy makers.
- Analyze and articulate the strengths and challenges of current research and theory of how children learn upon classroom practice.
- Propose further, action based research that will contribute to the existing research base.
- Modify existing curriculum to include both intentional and differentiated instructional strategies, so that it is developmentally appropriate, integrates content across the core content areas, and includes the appropriate standards and means of assessment.

## Certificate Requirements

(4 courses; 18 quarter units)

- ECE 650 The Early Childhood Teacher  
ECE 651 Transitions in Early Childhood  
ECE 652 Cognition and the Young Child  
ECE 653 Best ECE Teaching Practices

## ● Early Childhood Special Education Certificate

(770-000-788)

Faculty Advisor: Lucinda Kramer • (714) 429-3132 • [lkramer@nu.edu](mailto:lkramer@nu.edu)

This certificate is designed for individuals who have completed Level II coursework in special education and hold a Professional Specialist Credential, Mild/Moderate or Moderate/Severe disabilities. Completion of the certificate extends teaching authorization from pre-kindergarten through 22. Although designed for those with credentials in Mild/Moderate or Moderate/Severe disabilities, it can also be added to credentials in Deaf and Hard-of-Hearing, Physical and Health Impairments, and Visual Impairments for professional growth. In addition, persons with Learning, Handicapped, or Severely Handicapped credentials may add this certificate.

Professionals in other fields, such as social work, nursing, and child development can also complete the coursework for professional growth units or a National University certificate.

## Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate knowledge of the impact of general and specific disabilities, delays or risk factors on different domains of development and on parent-child interactions.
- Demonstrate the knowledge, application, and analysis of several theoretical bases supported by research upon which early intervention and instructional techniques are developed.
- Demonstrate an understanding of current federal and state laws and regulations governing and/or impacting programs and assessment of young children with special needs and their families.
- Demonstrate competence of early childhood developmental



stages and their implications for developmentally appropriate assessment and interventions for young children with disabilities or common delays.

- Demonstrate and affirm cultural and linguistic responsiveness to support home language and promote anti-bias approaches through creation of developmentally appropriate learning environments and experiences.
- Demonstrate expertise in administering and interpreting various assessment tools across developmental domains including developmental checklists, adaptive behavior scales, observational data, critical incident techniques, time samplings, that support families' relationships with their children and confidence in their children's and their own abilities.
- Demonstrate competence to translate assessment information into functional long-term goals and short-term objectives and effectively communicate the results to the family and appropriate professionals.
- Demonstrate the skill to make data-based decisions to modify child and family outcomes and intervention priorities and practices

## Prerequisites

Completion of Level II coursework in either Mild/Moderate, Moderate/Severe Education Specialist credential, Learning, Handicapped or Severely Handicapped credentials and experience in early childhood development with a concentration in infants, toddlers, and preschoolers. Professionals in other fields should schedule an appointment with lead regional faculty in special education for admission.

## Certificate Requirements

(6 courses; 27 quarter units)

EXC 603	Dev. EC Spec Needs
EXC 605	Assessment ECSE
EXC 606	ECSE Family & Partnership
EXC 607	IFSP Process
EXC 608	ECSE Interventions
EXC 609	ECSE Field Experience (Must be the last course in the sequence)

## Additional Requirements for the Certificate and Application Information

After completing their coursework successfully, students must meet with a credential advisor to complete and submit to the Commission on Teacher Credentialing application for the certificate.

## ● Educational Technology Certificate

(770-000-778)

*Faculty Advisor: Cynthia Chandler • (858) 309-3457 • cchandler@nu.edu*

This certificate is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Explore and analyze various learning theories such as behaviorism, cognitivism, constructivism and neurocognition and apply those theories to instruction with technology.
- Research and report the ways that technology can be used to support specific types of learners.
- Identify and demonstrate methods and techniques to accommodate learners in an online or blended environment.

- Identify ways in which new learning technologies are supported by research.
- Participate in online community-building and in web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware as an instructional delivery system.
- Describe the critical issues involved in designing effective distance educational programs, including formation of instructional goals and objectives, media/technology selection, and financial considerations.
- Design web-based courses using web page design authoring tools.
- Discuss the hardware and software requirements which need to be met in order to effectively utilize online learning.
- Analyze appropriate Internet resources to use.

## Certificate Requirements

(5 courses; 22.5 quarter units)

EDT 608	Technology in the Classroom
EDT 610	Teaching Online
EDT 655	Issues and Trends in Educational Technology
EDT 660	Multimedia and Interactive Technologies
EDT 612	Creating Meaningful Learning with Technology

## ● National Board Certified Teacher Leadership Certificate

(770-897)

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

The School of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following services, opportunities and program options for new, practicing, and accomplished educators:

- Support and Assistance for NBCT Candidates and School Districts
- Access to Candidate Support Providers (CSPs) and NBCT Faculty
- Master of Arts in Teaching, Master of Science in Instructional Leadership, Master's in Accomplished Collaborative Leadership
- Five course Certificate Program
- Teachers Leader and Professional Development Opportunities
- Networking and Celebration of Accomplishments

The five-course NBCT Leadership sequence is thoughtfully designed to develop a professional teacher leadership portfolio that aligns with requirements and submission dates outlined by the National Board for Professional Teaching Standards. The courses meet the needs of several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

### Program Learning Outcomes

Upon successful completion of the program, candidates will be able to:

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one's own teaching practices

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and through shared knowledge gained from purposefully formed professional learning communities.

- Demonstrate a commitment to educating all students by examining cross-cultural educational issues and relating those to enhancing student learning.
- Demonstrate knowledge of how to teach students by effectively accessing and using research based learning theories, assessment strategies, teaching models, technology, and classroom management strategies to educate all learners.

## **Required Courses**

(5 courses; 22.5 quarter units)

NBC 680 Quality Teaching and Learning

or

NBCX1201X NBCT

NBC 681 Membership in Learning Communi

NBC 682 Videotape Analysis

NBC 683 Student Work and Assessments

NBC 639 Leadership Portfolio (serves as thesis project for the Master's degree)

# School of Engineering and Technology

Dean, Howard E. Evans  
Ph.D., Chemical Engineering Science  
California Institute of Technology

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#### FOR FURTHER INFORMATION

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Visit our new headquarters at the National University Technology and Health Sciences  
Center, located at 3678 Aero Court, Suite 201C, San Diego, CA 92123-1788

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*The University of Values*



# Degree Programs Offered

## Undergraduate Degrees

### Bachelor of Science

*with Majors in:*

- Computer Science <sup>~</sup>
- Construction Engineering Technology <sup>~</sup>
- Construction Management <sup>~</sup>
- Manufacturing Design Engineering
- Information Systems <sup>~</sup>
- Information Technology Management <sup>~</sup>

### Minors

Computer Science  
Information Technology Management  
Technology

Transition Programs

BSCS/MSCS Program  
BSIS/MSIS Program  
BSITM/MSENM Program

## Graduate Degrees

### Master of Science

*with Fields of Study in:*

- Computer Science <sup>~</sup>  
*with Areas of Specialization in*  
Advanced Computing  
Database Engineering  
Software Engineering
- Engineering Management <sup>~</sup>

*with Areas of Specialization in:*

- Enterprise Architecture
- Lean Six Sigma
- Project Management
- Systems Engineering
- Technology Management
- Environmental Engineering
- Homeland Security and Safety Engineering <sup>~</sup>
- Information Systems <sup>~</sup>
- Sustainability Management
- Wireless Communications

### Certificate Programs

Cisco Certified Network Association (CCNA)  
Construction Contract Administration  
Construction Document Technology  
Construction Management  
Construction Safety and Inspection  
Construction Specifications  
Electrical Systems Cost Estimating  
Industrial Engineering  
Information Technology Management  
Lean Six Sigma  
Mechanical Systems Cost Estimating  
Project Management  
Security and Safety Engineering  
Supply Chain Management and eLogistics

<sup>~</sup> denotes program also offered or partially offered online.

*Note: Not all online programs or courses are offered in entirety via Internet.*

*Note: Not all courses or programs listed in this catalog are available at every campus.*

Various undergraduate minors are available in some degree programs.

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# School of Engineering and Technology

## MISSION STATEMENT

The mission of the School of Engineering and Technology is to provide women and men with the skills and foundations for lifelong learning and growth to prepare them for careers and advancement in engineering, computing, technology, and related fields. We seek to educate graduates to demonstrate leadership, innovation, and service to the community in a society and economy that is increasingly complex, global in scope, growth oriented, technologically driven, information based, and environmentally sensitive.

## HONOR SOCIETY

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

## UNDERGRADUATE DEGREES

### ■ BACHELOR OF SCIENCE

(620)

#### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 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 A-G: GENERAL EDUCATION

(Minimum 13.5 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.

### ◆ MAJOR IN COMPUTER SCIENCE

(620-201)

Faculty Advisor: Alireza Farahani • (858) 309-3438 • afarahan@nu.edu

The Bachelor of Science in Computer Science degree program provides a strong technical background for students planning to begin careers upon graduation and for those interested in graduate study in computer science. Degree requirements include courses in object oriented programming, data structures and algorithms, operating systems, computer communication networks, software engineering, and computer architecture, as well as mathematics, statistics, and the natural sciences. The program features a rigorous academic foundation that is complemented by realistic programming assignments. Emphasis is placed on developing both the technical and design skills necessary to begin and enhance an individual's career. Graduates of this program are well prepared for immediate employment in either the computer industry or many other businesses that increasingly rely on computer science.

#### Program Learning Outcomes

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

- Apply knowledge of computing and mathematics appropriate to the discipline
- Analyze a problem and identify and define the computing requirements appropriate to its solution
- Design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
- Function effectively on teams to accomplish a common goal
- Understanding of professional, ethical, and social responsibilities
- Communicate effectively with a range of audiences
- Analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues
- Recognition of the need for, and an ability to engage in, continuing professional development
- Use current techniques, skills, and tools necessary for computing practice
- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices
- Apply design and development principles in the construction of software systems of varying complexities.

#### Transition Programs

##### BSCS/ Master of Science in Computer Science (MSCS)

##### Transition Program

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

# School of Engineering and Technology

## BSCS/MSCS Transition Program

Allows currently enrolled BSCS students to register for two MSCS courses as electives for their BSCS degree. Students can select SEN 601, SEN 602 or DAT 604. The number of courses required to earn an MSCS degree for Transition Program students is reduced from 12 to as few as 10 courses, depending on courses selected and grades earned.

## Degree Requirements

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

## General Education Recommendations

ENG 334A Technical Writing  
(Prerequisite: ENG 100/101)

## Prerequisites for the Major (12 courses; 48 quarter units)

Select two sets of courses from the following (each selection must have a lecture and lab course)

- BIO 100 Survey of Bioscience\*
- BIO 100A Survey of Bioscience Lab (1.5 quarter units)\*  
(Prerequisite: BIO 100)
- CHE 101 Introductory Chemistry\*  
(Recommended: Prior completion of MTH 204 or MTH 215 or MTH 216A/B)
- CHE 101A Introductory Chemistry Lab\* (1.5 quarter units)  
(Prerequisite: CHE 101)
- PHS 104 Introductory Physics\*  
(Prerequisites: two years of high school algebra and MTH 204 or 215 or 216A/B)
- PHS 104A Introductory Physics Lab (1.5 quarter units)\*  
(Prerequisite: PHS 104 or PHS 171)
- MTH 215 College Algebra \*  
(Prerequisite: Placement Evaluation)
- CSC 200 Orientation to Comp. Science
- CSC 208 Calculus for Comp. Science I \*  
(Prerequisite: MTH 215)
- CSC 209 Calculus for Comp. Science II  
(Prerequisite: CSC 208)
- CSC 220 Applied Probability and Stats.  
(Prerequisite: MTH 215)
- CSC 242 Intro to Programming Concepts\*  
(Prerequisites: CSC 200, CSC 208)
- CSC 252 Programming in C++ \*  
(Prerequisite: CSC 242)
- CSC 262 Programming in Java \*  
(Prerequisite: MTH 215)

\*May be used to satisfy a general education requirement.

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

- CSC 300 Object Oriented Design  
(Prerequisite: CSC 252)
- CSC 310 Linear Algebra & Matrix  
(Prerequisite: CSC 208)
- CSC 331 Discrete Structures and Logic  
(Prerequisites: CSC 252, CSC 310)

- CSC 335 Data Structures and Algorithms  
(Prerequisites: CSC 300 and CSC 331)
- CSC 338 Algorithm Design  
(Prerequisite: CSC 335)
- CSC 340 Digital Logic Design  
(Prerequisites: CSC 200, CSC 208)
- CSC 340L Digital Logic Design Lab (1.5 quarter units)  
(Prerequisite: CSC 340)
- CSC 342 Computer Architecture  
(Prerequisites: CSC 340 and CSC 340L)
- CSC 350 Computer Ethics
- CSC 400 OS Theory and Design  
(Prerequisite: CSC 335)
- CSC 422 Database Design  
(Prerequisite: CSC 300)
- CSC 430 Programming Languages  
(Prerequisite: CSC 300)
- CSC 436 Comp. Communication Networks  
(Prerequisite: CSC 335)

Select any two courses from the following list:

- CSC 421 Compiler Design  
(Prerequisite: CSC 335)
- CSC 440 Advanced Programming in Java  
(Prerequisite: CSC 262)
- CSC 445 Wireless Appli. Development  
(Prerequisite: CSC 242 or CSC 262)
- CSC 450 Artificial Intelligence  
(Prerequisite: CSC 335)
- CSC 451 AI Programming  
(Prerequisite: CSC 335)
- CSC 452 Human Computer Interaction  
(Prerequisite: CSC 300)
- CSC 454 Computer Graphics  
(Prerequisite: CSC 310, CSC 335)
- CSC 455 Game Programming  
(Prerequisite: CSC 454)
- CSC 456 Advanced Game Programming  
(Prerequisite: CSC 455)

## Capstone Project

- CSC 480A Computer Science project I  
(Prerequisite: Completion of major coursework)
- CSC 480B Computer Science project II  
(Prerequisite: CSC 480A)

## ◆ MAJOR IN CONSTRUCTION ENGINEERING TECHNOLOGY

(620-441)

Lead Faculty: Thomas Gatton • (858) 309-3430 • tgatton@nu.edu

The Construction Engineering Technology program provides students with a well rounded education in construction principles, and practices in preparation for a career in the construction industry. Upon completion of this degree, students will be prepared for careers such as construction superintendent, field engineer, project manager, project coordinator, facilities engineer, cost estimator, CAD drafter, and quality and safety controller. Additionally, graduates of this program with experience, interest, and/or knowledge about specific construction trades, will be capable of performing in a large number of positions within those respective subcontracting firms.

## Program Learning Outcomes

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

- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics

# School of Engineering and Technology

- and its application in problem solving.
- Analyze structural systems.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Work effectively in a team environment.

## Degree Requirements

To receive a Bachelor of Science in Construction Engineering Technology, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Prerequisites for the Major

(8 courses; 30 quarter units)

- CHE 101 Introductory Chemistry\*  
(Recommended: Prior completion of MTH 204 or MTH 215 or MTH 216A/B)
- CHE 101A Introductory Chemistry Lab\* (1.5 quarter units)  
(Prerequisite: CHE 101)
- MTH 210 Probability and Statistics\*  
(Prerequisite: Placement evaluation)
- PHS 104 Introductory Physics\*  
(Prerequisites: two years of high school algebra and MTH 204 or 215 or 216A/B)
- PHS 104A Introductory Physics Lab (1.5 quarter units)\*  
(Prerequisite: PHS 104)
- CSC 208 Calculus for Comp Science I\*  
(Prerequisite: MTH 215)
- EGR 301 Engineering Mathematics (Cross-listed with CSC 310)  
(Prerequisite: MTH 215)
- EGR 304 Statics and Strength of Materials  
(Prerequisite: EGR 301)

\*May be used to satisfy a general education requirement.

## Requirements for the Major

(17 courses; 76.5 quarter units)

- EGR 307 Introduction to Engineering
- EGR 310 Engineering Economics  
(Prerequisite: MTH 215)
- EGR 313 Electrical Circuits and Systems  
(Prerequisite: MTH 215)
- EGR 316 Legal Aspects of Engineering
- EGR 319 Intro to Graphics & Auto CAD  
(Prerequisite: MTH 215)
- DEN 408 Computer Aided Engineering I  
(Prerequisite: EGR 319)
- CEN 320 Surveying, Metrics and GIS  
(Prerequisite: EGR 319)
- CEN 323 Structural Analysis  
(Prerequisites: EGR 301 and EGR 304)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)
- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)
- CEN 416 Mechanical and Electrical Systems

- (Prerequisite: MTH 215)
- CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)
- CEN 420 Estimating, Scheduling and Control II  
(Prerequisite: CEN 419)
- CEN 422 Field Inspection and Safety  
(Prerequisite: CEN 410)
- EGR 440 Project Management Fundamentals  
(Prerequisite: EGR 307)

## Engineering Senior Project

- EGR 486A Engineering Senior Project I  
(Prerequisite: Completion of 12 BSCET or 14 BSDET core courses)
- EGR 486B Engineering Senior Project II  
(Prerequisite: EGR 486A)

## ◆ MAJOR IN CONSTRUCTION MANAGEMENT

(620-446)

Lead Faculty: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

This program fills a pressing need in the construction industry for individuals to conduct and manage activities within the construction industry. It has been developed with significant industry guidance and assistance. The Industry experts are aware that there has been substantial growth in this industry, causing a shortage of individuals with the proper training due to a lack of alignment of academic programs and industry needs.

The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in written and verbal communication, technical construction fundamentals, mathematics, business, law, humanities, fine arts, and social, behavioral and natural sciences that will prepare them for a career at management, administrative, and ownership positions in the construction industry. This degree program will prepare the student for careers such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost engineer, cost estimator, quality and safety controller, construction superintendent, CAD drafter, and facilities engineer. Additionally, graduates with experience, interest, and/or knowledge about specific construction trades will be capable of performing in a large number of management and administrative positions within respective subcontracting companies, including trades such as carpentry, excavation, concrete work, plumbing, structural steel, cabinetry, roofing, insulation, drywall, electrical, HVAC, and landscaping.

## Program Learning Outcomes

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

- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics and its application in problem solving.
- Analyze structural system.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Apply construction accounting principles and analyze financial



# School of Engineering and Technology

- reports.
- Demonstrate knowledge of the legal aspects of construction contracting.
- Assess conflict and identify resolution strategies.
- Work effectively in a team environment.

## Degree Requirements

To receive a Bachelor of Science in Construction Management, students must complete at least 180 units as articulated below, 76.5 of which must be completed at the upper-division level and 45 of which must be completed in residence at National University. 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 and Internet connection including an e-mail account outside of National University for course projects and assignments. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation.

## Preparation for the Major

(11 courses; 46.5 quarter units)

- COM 103 Oral Communication\*
- MTH 210 Probability and Statistics\*  
(Prerequisite: Placement Evaluation)
- MTH 215 College Algebra \*  
(Prerequisite: Placement Evaluation)
- ILR 260 Information Literacy \*  
(Prerequisite: ENG 100/101)
- ECO 204 Principles of Macroeconomics\*
- ECO 203 Principles of Microeconomics\*
- PSY 100 Introduction to Psychology\*
- PHS 104 Introductory Physics\*  
(Prerequisites: two years of high school algebra and MTH 204 or 215 or 216A/B)
- PHS 104A Introductory Physics Lab(1.5 quarter units)\*  
(Prerequisite: PHS104 or 171)

- ACC 201 Financial Accounting Fundamentals
- CIS 425 Programming for IT Environment

\*May be used to satisfy a general education requirement.

## Requirements for the Major

(24 courses; 108 quarter units)

- COM 422 Technical Writing and Presentation  
(Prerequisite: ENG 334A)
- HUB 401 Conflict Resolution  
(Prerequisite: ENG 100/101, PSY 100)
- MGT 309C Principles of Management and Organization
- EGR 301 Engineering Mathematics  
(Prerequisite: MTH 215)
- EGR 304 Statics and Strength of Materials  
(Prerequisite: EGR 301)
- EGR 307 Introduction to Engineering
- EGR 310 Engineering Economics  
(Prerequisite: MTH 215)
- EGR 313 Electrical Circuits and Systems  
(Prerequisite: MTH 215)
- EGR 316 Legal Aspects of Engineering
- EGR 319 Intro to Graphics & Auto CAD  
(Prerequisite: MTH 215)
- DEN 408 Computer Aided Engineering I  
(Prerequisite: EGR 319)
- CEN 320 Surveying, Metrics, and GIS  
(Prerequisite: EGR 319)
- CEN 323 Structural Analysis  
(Prerequisites: EGR 301 and EGR 304)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)

- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)
- CEN 416 Mechanical and Electrical Systems  
(Prerequisite: MTH 215)
- CEN 419 Estimating, Scheduling, and Control  
(Prerequisite: CEN 410)
- CEN 420 Estimating, Scheduling, and Control II  
(Prerequisite: CEN 419)
- CEN 421 Construction Accounting, Finance and Law  
(Prerequisite: ACC 201)
- CEN 422 Field Inspection and Safety  
(Prerequisite: CEN 410)
- CEN 425 Design and Construction Process Integration
- EGR 440 Project Management Fundamentals  
(Prerequisite: EGR 307)

## Engineering Senior Project

- EGR 486A Engineering Senior Project I  
(Prerequisite: Completion of 10 BSCET or 14 BSET major courses)
- EGR 486B Engineering Senior Project II  
(Prerequisite: EGR 486A)

## ◆ MAJOR IN INFORMATION SYSTEMS

(620-415)

Faculty Advisor: Contact the School of Engineering and Technology

The Bachelor of Science in Information Systems (BSIS) program links business and technology, and there is great demand in the corporate world for people who can integrate all elements of the enterprise into a comprehensive network of responsive, proactive information delivery systems. Information systems have become increasingly important in fields such as healthcare and criminal justice. The BSIS program includes: data communications, systems analysis, system development, database administration, project management, computer forensics, health information management, and quality/information assurance.

## Program Learning Outcomes

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

- Demonstrate how to apply information systems to solving organizational problems.
- Demonstrate skills necessary to anticipate and assess the potential impact of specific information systems solutions.
- Evaluate, develop, and implement organizational planning, design, and integration of information systems solutions in competitive environment.
- Plan and design organizational communications infrastructure and networking topology.
- Identify and improve strategic information management procedures and processes; and recognize professional and ethical issues relating to information management.
- Implement their areas of specialization for projects within an organization.
- Formulate innovative and efficient solutions to solve organizational problems.
- Demonstrate written and oral communication skills in the collaborative environment.
- Apply analytical and critical thinking skills.

## Transition Programs

Three transition programs are available to students in the BSIS degree who meet certain requirements as specified on the following page:

# School of Engineering and Technology

## BSIS/ Master of Science in Information Systems (MSIS) Transition Program

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

### BSIS/MSIS Transition Program

Allows currently enrolled BSIS students to register for two MSIS courses as electives for their BSIS degree. Students can select CIS 601 and any one of the following two courses: CIS 602 or CIS 603. The number of courses required to earn an MSIS degree for Transition Program students is reduced from 12 to 10 courses, depending on courses selected and grades earned.

### Degree Requirements

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper division level and 45, including the senior project courses, must be taken in residence at National University. In the absence of transfer credit students may need to take general electives to meet overall unit requirements for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Preparation for the Major

Students should be computer literate and have a basic understanding of computer usage.

### Requirements for the Major

(14 courses; 63 quarter units)

CIS 301	Management Information Systems
CIS 310	Technology Project Management
CIS 320	Systems Analysis & Integration
CIS 330	System Development
CIS 340	Data Communications
CIS 350	Database Management Systems
CIS 416	Database Administration (Prerequisite: CIS 340)
CIS 425	Programming for an IT Environment
CIS 430	Web/E-Design & Development
CIS 440	Systems Quality Assurance
CIS 450	Information/Systems Assurance
CIS 460	Human Factors/Ergonomic Design
CIS 420A	Information Systems Project I (Prerequisite: CIS 310 – Technology Project Management, and 80 percent of courses in the major, except CIS 420B)
CIS 420B	Information Systems Project II (Prerequisite: CIS 420A)

### Upper-Division Electives

(2 courses; 9 quarter units)

Select two courses from the following list:

CIS 470	Computer Forensics
CIS 480	Health Information Management

ITM 434	Wireless LAN Administration
ITM 435	Wireless LAN Security (Prerequisite: ITM 434)
ITM 470	Information Security Mgmt
ITM 475	Info Security Technologies (Prerequisite: ITM 470)

## ◆ MAJOR IN INFORMATION TECHNOLOGY MANAGEMENT

(620-408)

Faculty Advisor: Gordon Romney (858) 309-3436 • gromney@nu.edu

The Bachelor of Science in Information Technology Management (BSITM) program is designed to meet the increasing demand for technology expertise in consulting, marketing and sales support, customer services and support, information and library science, and general management. This program is designed to provide students with understanding of basic information technology management concepts and practical technology skills. Graduates are prepared for positions in the areas of (1) Information Desktop Management and Administration, (2) Database Management Systems (DBMS) Development, Administration and Support, (3) Network Management and Support.

### Program Learning Outcomes

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

- Demonstrate an ability to integrate local and remote server and workstation computers with proper user authentication to preserve user privacy and confidentiality.
- Demonstrate the ability to design, plan and integrate a system that involves computer applications to satisfy specific business processes, including operating systems, databases, networks, telecommunications, enterprise software and desktop applications.
- Design, specify the skills needed to manage, and administer a LAN and wireless networking environment.
- Design, develop, administer, and support a robust relational database management system (RDBMS) to satisfy the needs of a dynamically changing enterprise.
- Apply concepts of Best Practices in information technology management and security to enterprise processes and demonstrate the need to adapt to future changes in technology.
- Describe the ethical challenges that confront an IT professional.
- Successfully present a personal lecture and participate on a team project that address solutions for IT management challenges.

Two transition programs are available to students in the BSITM degree who meet certain requirements as specified below:

### BSITM/ Master of Science in Engineering Management with Specialization in Technology Management (MSENM-TM) Transition Program

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

# School of Engineering and Technology

## BSITM/MSENM-TM Transition Program

Allows currently enrolled BSITM students to register for two MSENM-TM courses as electives for their BSITM degree. Students can select any two of the following courses: TMG620, TMG625, TMG635, or TMG640. The number of courses required to earn an MSENM-TM degree for Transition Program students is reduced from 12 to 10 courses, depending on courses taken and grades earned.

## Degree Requirements

To receive a Bachelor of Science in Information Technology Management, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the capstone project classes (ITM 490 A/B). In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

## Prerequisites for the Major

(4 courses; 18 quarter units)

Students should be computer literate and have a basic understanding of computer usage.

ITM 200	Basic Computer H/W & S/W
ITM 205	Office Productivity Software
ITM 210	Introduction to IT
ITM 230	Computer Networks Overview

## Requirements for the Major

(14 courses; 63 quarter units)

ITM 320	Information Technology Mgmt (Prerequisite: ITM 210)
ITM 340	IT Client using M/S Windows
ITM 345	IT Server Using Linux
ITM 350	Desktop Applications Support (Prerequisite: ITM 205)
ITM 420	Local Area Networks
ITM 430	Wide Area Networks (Prerequisite: ITM 420)
ITM 434	Wireless LAN Administration
ITM 435	Wireless LAN Security (Prerequisite: ITM 434)
ITM 440	Database Concepts & Data Models
ITM 450	DB Processing & Administration (Prerequisite: ITM 440)
ITM 470	Information Security Mgmt
ITM 475	Info Security Technologies (Prerequisite: ITM 470)
ITM 490A	IT Project I (Prerequisite: 10 of the ITM courses must be successfully completed)
ITM 490B	IT Project II (Prerequisite: ITM 490A)

## Upper-Division Electives

(2 courses; 9 quarter units)

Students can choose any approved upper-division degree related electives from the School of Business and Management or the School of Engineering and Technology. Students who are eligible and enroll in a transition program should take transition program classes as their electives.

## ◆ MAJOR IN MANUFACTURING DESIGN ENGINEERING

(620-449)

Lead Faculty: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

The Bachelor of Science in Manufacturing Design Engineering provides students with the theoretical foundations, hands-on experience, and teaming skills required for effective conceptual, logistical, developmental, and interdisciplinary design of complex engineering devices, product life cycles, and engineering systems through integration of state-of-the-art computer-aided tools, concurrent engineering standards, and simulation modeling techniques. Graduates of this program will have competency in the fundamentals of evolving automated manufacturing technology and provide the industry with a source for qualified graduates to apply engineering principles in the design of automated and computer integrated manufacturing systems.

Upon completion of this degree, students will be prepared to hold positions such as manufacturing system design engineer, design supervisor for engineering projects, and product design engineer. The program blends together professional components from the traditional engineering curricula with the practical aspects of programming applications, engineering project management standards, and simulation modeling techniques. It also combines knowledge and practices needed for professionals working on engineering projects that require innovative and interdisciplinary background, skills, and experience.

## Program Learning Outcomes

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

- Combine knowledge and practices needed for working on engineering projects that require innovative and interdisciplinary background, skills, and experience.
- Utilize product design optimization concepts in engineering applications.
- Integrate software and hardware components by applying the state-of-the-art computer-aided engineering tools and engineering graphics techniques and methodologies.
- Apply the practical aspects of programming applications for solving diversified engineering problems.
- Apply contemporary simulation and modeling techniques for enhancement of engineering design.
- Integrate engineering project management standards for efficient and competitive design of engineering products and processes.
- Apply the concepts of engineering experiment design and analysis.
- Implement the concept of reliability engineering.
- Analyze human factors, ergonomics, and safety issues as part of the requirements for design of engineering systems, products, and services.
- Demonstrate knowledge of computer aided engineering tools such as AutoCAD 2002, MATLAB, and SolidWorks.
- Analyze a production problem and design and/or develop a manufacturing system.

## Degree Requirements

To receive a Bachelor Science in Manufacturing Design Engineering, students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level and 45 of which must be taken in residence, including the research project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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## Preparation for the Major

(8 courses; 30 quarter units)

CHE 101	Introductory Chemistry* (Recommended: Prior completion of MTH 204 or MTH 215 or MTH 216A/B)
CHE 101A	Introductory Chemistry Lab* (1.5 quarter units) (Prerequisite: CHE 101 or CHE 141)
MTH 210	Probability and Statistics* (Prerequisite: placement evaluation)
PHS 104	Introductory Physics* (Prerequisites: two years of high school algebra and MTH 204 or 215 or 216A/B)
PHS 104A	Introductory Physics Lab (1.5 quarter units)* (Prerequisite: PHS 104 or PHS 171)
CSC 208	Calculus for Comp. Science I * (Prerequisite: MTH 215)
EGR 301	Engineering Mathematics (Cross-listed with CSC 310) (Prerequisite: MTH 215)
EGR 304	Statics and Strength of Materials (Prerequisite: EGR 301)

\*May be used to satisfy a general education requirement.

## Requirements for the Major

(18 courses; 81 quarter units)

EGR 307	Introduction to Engineering
EGR 310	Engineering Economics (Prerequisite: MTH 215)
EGR 313	Electrical Circuits and Systems (Prerequisite: MTH 215)
EGR 316	Legal Aspects of Engineering
EGR 319	Intro to Graphics & Auto CAD (Prerequisite: MTH 215)
DEN 408	Computer Aided Engineering I (Prerequisite: EGR 319)
DEN 411	Computer Aided Engineering II (Prerequisite: EGR 319)
DEN 417	Computer Aided Engineering IV (Prerequisite: EGR 319)
DEN 420	Computer Aided Engineering V (Prerequisite: EGR 319)
DEN 422	Materials and Manufacturing Processes (Prerequisite: EGR 304)
DEN 423	Human Factors in Engineering (Prerequisites: MTH 215)
DEN 426	Reliability Engineering (Prerequisite: MTH 215)
DEN 429	Product Design Optimization (Prerequisite: MTH 215)
DEN 432	Concurrent Design Engineering (Prerequisites: MTH 210 and EGR 307)
DEN 435	Design and Analysis of Experiments (Prerequisites: MTH 210)
EGR 440	Project Management Fundamentals (Prerequisite: EGR 307)

## Engineering Senior Project

EGR 496A	Engineering Senior Project I (Prerequisite: EGR 440 and 10 BSMDE major courses)
EGR 496B	Engineering Senior Project II (Prerequisite: Completion of EGR 496A)

## School of Engineering and Technology Minors

### ● 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.

#### Prerequisites for the Minor

(5 courses; 22.5 quarter units)

MTH 215	College Algebra (Prerequisite: Placement Evaluation)
CSC 200	Orientation to Comp. Science
CSC 208	Calculus for Comp. Science I (Cross-listed with MTH 220) (Prerequisite: MTH 215)
CSC 242	Intro to Programming Concepts (Prerequisite: CSC 200, CSC 208)
CSC 252	Programming in C++ (Prerequisite: CSC 242)

#### Requirements for the Minor

(6 courses; 27 quarter units)

CSC 300	Object Oriented Design (Prerequisite: CSC 252)
CSC 331	Discrete Structures and Logic (Cross-listed with MTH 325) (Prerequisite: CSC 252, CSC 310)
CSC 335	Data Structures and Algorithms (Prerequisite: CSC 300, CSC 331)
CSC 340	Digital Logic Design (Prerequisite: CSC 200, CSC 208)

Choose two upper-division level (300-400) Computer Science (CSC) courses provided that all required prerequisites have been met. Students may not take CSC 480A/B.

### ● Minor in Information Technology Management

(462)

#### Requirements for the Minor

(6 courses; 27 quarter units)

A minor in information technology management is available to students in any bachelor's degree program other than the BS in information technology management. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with ITM prefixes. See Bachelor of Science in Information Technology Management section. Prerequisites may be required.

### ● Minor in Technology

(461)

#### Requirements for the Minor

(6 courses; 27 quarter units)

To constitute a technology minor, students must select any six upper-division courses from the following technology areas. All prerequisites must be met for courses selected.

- Information Technology Management (ITM)
- Information Systems (CIS)

## GRADUATE DEGREES

### ■ MASTER OF SCIENCE IN COMPUTER SCIENCE

(720-609)

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Mudasser F. Wyne (858) 309 3433 mwyne@nu.edu

The Master of Science in Computer Science (MSCS) program at National University provides students with a solid foundation, in the fundamental knowledge and skills of software engineering, database theory and design and cloud computing, exposing them to best practice methodologies using a variety of tools and techniques required for solving real world problems and to be of immediate benefit to the computing industry.

National University's MSCS program not only prepares students in the theoretical and practical aspects of solving complex computing problems but also it develops other essential communication skills. MSCS graduates are able to clearly discuss issues, trends, and solutions with both technical and non-technical audiences. In addition, every part of the curriculum is devoted towards developing "people skills," ethics, and standards of professionalism.

The rigorous scientific and analytical techniques taught in the MSCS program have four primary goals: (1) to provide a clear understanding of scope and limitations of computational models, (2) to facilitate acquisition of marketable skills throughout the program, (3) to facilitate logical discussion of concepts, trends and issues including cloud computing and security in computing, and underlying problem solving strategies, and (4) to facilitate lifelong learning. National University's approach to teaching in the MSCS program allows graduates to immediately become highly productive members of a real-world computing team.

#### Specializations

After acquisition of common fundamental concepts, students select one of the following three specializations in order to concentrate on specialized knowledge and skills in one of the advanced areas: (1) Advanced Computing, (2) Software Engineering, and (3) Database Engineering.

#### Integration

The two master's project classes provide an integrating mechanism for acquiring realistic experience through building a computationally complex project. It is a three-month project solving a real problem for a real client against a time deadline using all available tools and resources as students work together in teams. This component addresses the need to integrate a broad range of technologies and skills. Students are given the opportunity to crystallize the ideas learned earlier and to implement comprehensive systems across an organization.

#### Career Tracks

In the MSCS program, graduates are proficient in analytical and critical thinking skills, have a sense of professionalism, and are instilled with a strong set of values essential for success in computer science. This program reflects current and future industry needs, and graduates are trained and prepared to assume a leadership role in the field.

#### Program Learning Outcomes

Upon successful completion of this program, students will be able

to:

- Create software requirements specifications, and design and develop complex software systems using software engineering processes and tools.
- Evaluate computer security vulnerabilities and threats, and countermeasures that are both effective and ethical to address them
- Analyze, design and develop database solutions by translating database modeling theory into sound database design and implementation.
- Analyze and design complex front-end applications for cloud and client-server architectures and integrate them with backend databases.
- Compare & contrast alternative systems for process and memory management.
- Demonstrate ability to conduct in-depth research, both individually as well as in teams, in a specific computer science area and ability to maintain currency in computer science through lifelong learning
- Demonstrate critical thinking and ability to analyze and synthesize computer science concepts and skills with ethical standards through graduate-level evaluative and creative written assignments and oral reports.

#### Admission Requirements

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Software Engineering (SE), Information Systems (IS), Information Technology (IT) or a closely related area. Non-CS students should fulfill the program prerequisites either through additional equivalent coursework or waiver through a course challenge exam.

#### MSCS Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSCS transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSCS degree. The number of units required for the MSCS program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

#### Degree Requirements

(14 courses; 63 quarter units)

The MSCS program requires the completion of 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSCS graduate project (two courses, 4.5 quarter units each) that cannot be taken until all other courses have been completed.

#### Program Prerequisites

(2 courses; 9 quarter units)

Students with non-computer related baccalaureate degrees can qualify for admission to the program by choosing one or a combination of the following options:  
Complete the following prerequisites:

CSC 252    Programming in C++  
CSC 300    Object Oriented Design

or

Gain permission of the lead faculty of the MSCS program based on equivalent coursework supported by verifiable documented proof.

# School of Engineering and Technology

## Program Core Requirements

(8 courses, 36 quarter units)

SEN 601	Software Eng Fundamentals
SEN 602	Software Architecture Principles (Prerequisite: SEN 601 or approval of lead faculty)
DAT 604	Database Design and Impl.
DAT 605	Web and Cloud Computing (Prerequisite: DAT 604 or approval of lead faculty)
CSC 606	Modern Operating Systems
CSC 607	Security in Computing
CSC 686	Computer Science Project I (Prerequisite: Completion of all MSCS core and specialization courses or approval of lead faculty)
CSC 687	Computer Science Project II (Prerequisite: CSC686)

## Requirements for the Areas of Specialization

(4 courses; 18 quarter units)

All students must choose one Area of Specialization defined below

### ▲ Area of Specialization in Advanced Computing

(906)

Students in this specialization learn to solve computational problems combining mathematical modeling, domain analysis, information processing techniques, and user interface engineering.

#### Program Learning Outcomes

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

- Construct a computational model for a given problem and examine its consequences.
- Evaluate programming models such as Object Oriented programming and structured programming
- Examine and compare emerging computing concepts including but not limited to net-centric computing, cloud computing, grid computing, open-source programs and service-oriented architectures.
- Design and implement a user interface for a software system in order to maximize its usability.

#### Specialization Requirements

(4 courses; 18 quarter units)

CSC 610	Mathematical Foundations
CSC 615	Advanced Programming
CSC 668	Topics in Computing (Prerequisite: SEN 601, SEN 602, CSC 606 or approval of lead faculty)
CSC 670	User Interface Engineering

### ▲ Area of Specialization in Database Engineering

(907)

Students in this specialization learn to solve complex database problems combining analysis, design, implementation and testing techniques.

#### Program Learning Outcomes

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

- Evaluate logical and physical database architecture components, such as concurrency control, query processing, transaction management, and data storage/access.
- Demonstrate proficiency in advanced database programming

skills.

- Configure and deploy database systems.
- Demonstrate database administration and management skills.

#### Specialization Requirements

(4 courses; 18 quarter units)

DAT 615	Advanced Database Programming (Prerequisite: DAT 604 or approval of lead faculty)
DAT 625	Database Management Systems (Prerequisite: DAT 604 or approval of lead faculty)
DAT 635	Database Installation & Config. (Prerequisite: DAT 615 or approval of lead faculty)
DAT 645	DB Management & Security (Prerequisite: DAT 635 or approval of lead faculty)

### ▲ Area of Specialization in Software Engineering

(908)

Students in this specialization learn to solve complex software engineering problems combining analysis, design, implementation and testing techniques and user interface engineering.

#### Program Learning Outcomes

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

- Evaluate design methodologies for software projects including hardware/software integration, networking and graphical user interfaces.
- Develop and evaluate comprehensive software test plans at both the software module and the systems level
- Analyze and manage software configuration to ensure conformance to Total Quality Assurance standards.
- Design and implement a user interface for a software system in order to maximize its usability.

#### Specialization Requirements

(4 courses; 18 quarter units)

SEN 632	Software Architecture Appl.
SEN 635	Software Testing
SEN 662	Engineering Software Quality
CSC 670	User Interface Engineering

## ■ MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

(720-810)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 • [sviswana@nu.edu](mailto:sviswana@nu.edu)

The Master of Engineering Management program (M.S.) is designed to bring the benefits of modern technology and high quality graduate-level instruction to engineers/scientists/technologists interested in furthering their skills in engineering management with specialization in any of the following areas:

- Project / Program Management, so as to become effective future project/program managers;
- Enterprise Architecture education so as to become expert in technology oriented Enterprise Architectures and executing decisions in technological and scientific organizations.
- Systems management expert related to the life cycle of systems including definition, development, deployment and decommissioning;
- Certified Lean Six Sigma programs for improving enterprise excellence

# School of Engineering and Technology

- Technology Management experts to manage and lead technology in global marketplace.

These M.S. programs offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these programs emphasize required management skills that are specifically built on the students' technical backgrounds and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines such as: applied sciences, engineering, natural sciences, mathematics, economics, business and social sciences.

## Program Learning Outcomes

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

- Demonstrate quantitative analytical and critical thinking skills and techniques to manage projects, and processes (products and services)
- Examine a multidisciplinary approach involving the integration of engineering, management, quality and risk analysis in projects, and processes (products and services)
- Identify, prioritize and select relevant solutions in solving complex engineering problems and processes
- Apply global mindset and a detailed knowledge of business environments in engineering management solutions
- Assess tools and techniques, resources, organizational systems, and decision making processes for the successful management of processes and processes (products and services).
- Communicate graduate level oral and writing skills
- Demonstrate professional and ethical responsibility
- Demonstrate organizational and team skills needed to manage projects and processes

## Relevance to the Real World

Engineering Management leadership has become a highly sought skill in today's competitive global technological marketplace. It is now a well recognized profession in most industries. Within this curriculum are the following areas of specializations: project/program management, systems engineering, technology management, enterprise architecture and certified lean six sigma programs. These five specializations provide a broad perspective of engineering management careers that are of current interest and need.

## Degree Requirements

(14 courses; 63 quarter units)

To receive a Master of Science in Engineering Management, students must complete 54 quarter units involving twelve courses. 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 the graduate admission requirements for specific information regarding application and matriculation.

## Program Prerequisites

(2 courses; 9 quarter units)

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will

not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisites:

MGT 309 C Principles of Management and Organization

CSC 220 Applied Probability and Statistics

or

MNS 205 Introduction to Quantitative Methods and Statistics

## Core Requirements

(8 courses; 36 quarter units—all except FEAC specialization)

(9 courses; 40.5 quarter units FEAC specialization students)

ENM 600 Engineering Mgmt Concepts

ENM 601 Project Management Principles

ENM 602 Risk, Contracts, and Legal Issues

PME 602 Skills Management

ENM 604 Quality Management

TMG 610 Global Trends in Technology Transfer/Application

ENM 607A Capstone Course I

*(Prerequisite: ENM 600, ENM 601, ENM 602, ENM 603 and all pertinent Area of Specialization courses)*

ENM 607B Capstone Course II

*(Prerequisite: ENM 607A)*

*Students in the FEAC specialization must also take the following course as an additional core course:*

ENM 603 Operations Management

*(Prerequisite: ENM 600)*

## Requirements for the Areas of Specialization

(4 courses; 18 quarter units)

All students must choose one Area of Specialization defined below

### ▲ Area of Specialization in Project Management

(910)

(4 courses; 18 quarter units)

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting technical enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born, but are nurtured from a combination of experience, time, talent, and training. Successful projects don't happen spontaneously; they require preparation, planning, and organization. This program is designed to provide systematic training to those would like to pursue an engineering project management career.

## Program Learning Outcomes

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

- Apply a multidisciplinary approach involving the integration of engineering, management, quality, and cultural analysis to the conduct of project management engineering.
- Integrate state-of-the-art technological advances to the practice of project management engineering, including the use of information technology and supporting software applications.
- Assess the impact of projects in the finance of corporations and businesses and develop appropriate action plans through project management engineering.
- Integrate tools and techniques, resources, organizational systems, and decision making processes for the successful

# School of Engineering and Technology

completion of projects.

ENM 603	Operations Management (Prerequisite: ENM 600)
PME 601	Advanced Project Management (Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)
PME 603	Product Management (Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)
PME 604	Project Finance Management (Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

## ▲ Area of Specialization in Systems Engineering

(909)  
(4 courses; 18 quarter units)

This specialization focuses on complex technology systems that have a far reaching effect on society and its people. These systems are comprised of three types of entities: a) complex products such as aircraft, ships, land vehicles, and military hardware; b) networks of information and infrastructure such as air traffic control, highways, and public works and environmental processes; and, c) the organizations that design, build, and maintain these products, systems and related services, i.e., businesses (public and private, for-profit and non-profit), military command, and government agencies. The systems engineering program provides knowledge in the activities related to the life cycle of systems including definition, development, deployment, and decommission.

### Program Learning Outcomes

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

- Comprehend the fundamentals of systems and general systems theory
- Design systems – discrete and/or continuous – utilizing system operational requirements and component integration
- Validate system performance with testing and evaluation methods
- Apply the systems management fundamentals in order to maintain system operations at optimal conditions

SYE 600	Introduction to Systems and the Design Process
SYE 601	Systems Analysis and Design Evaluation (Prerequisite: SYE 600)
SYE 602	Advanced Systems Design (Prerequisite: SYE 601)
SYE 603	System Dynamics (Prerequisite: SYE 602)

## ▲ Area of Specialization in Technology Management

(864)  
(4 courses; 18 quarter units)

This specialization prepares individuals to manage and lead the technology in any organizations. From the Internet Renaissance, a new way of managing information technology resources in organizations has emerged. Information technology has expanded the technological management responsibilities beyond desks, offices, labs, manufacturing sites, cities, and countries. Technology has become the essential force in any industry. Over the past decade the synergy of business, technology, and people have created the abundance of opportunities in all fields of technology management, especially information technology.

### Program Learning Outcomes

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

- Manage and implement technologies aligned with the business of an organization.
- Perform systems analysis, design, planning, and integration of technology within an organization.
- Identify and evaluate hardware, software, and systems applications that support their own technologies.
- Determine strategic technology management policies, and procedures required of the organization.

TMG 620	Principles of Technology Management
TMG 635	Strategic Management of Technology and Innovation
TMG 640	Managing technology Change
TMG 625	System Analysis and Design

## ▲ Area of Specialization in Enterprise Architecture:

(897)  
(4 courses; 18 quarter units)

This specialization is designed to prepare technically qualified individuals for responsible management role in the management of Enterprise Architecture. The specialization courses relevant to this program are offered by FEAC Institute, an independent, framework, methodology and tool agnostic organization that focuses on pragmatic Enterprise Architecture hands-on education and training leading to formal Certification.

### Program Learning Outcomes

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

- Apply a multidisciplinary approach involving the integration of enterprise architecture, management, quality, and DODAF Framework.
- Design and implement comprehensive architecture enterprise in accordance with DODAF architecture process.
- Describe the Federal Enterprise Architecture Vision and Principles as per CIO Council's "FEAF" V 1.1 and the Government Accounting Office's (GAO) view of Enterprise Architecture, Office of Management and Budget (OMB).
- Develop an integrated Infrastructure Architecture and relating it to the FEA PMO.

### DoDAF [DEPARTMENT OF DEFENSE ARCHITECTURE FRAMEWORK] CERTIFICATION PROGRAM COURSES

DFX 1201X	Architecture Framework Basics
DFX 1202X	Core and Supporting Products
DFX 1203X	Enterprise Architecture Planning
DFX 1204X	Advanced Architecture Modeling and Analysis

### FEA(F) [FEDERAL ENTERPRISE ARCHITECTURE (FRAMEWORK)] CERTIFICATION PROGRAM COURSES

EAX 1201X	Enterprise Architecture Concepts and Theory
EAX 1202X	Enterprise Architecture Planning
EAX 1203X	Enterprise Architecture Implementation
EAX 1204X	Enterprise Architecture Integration

Courses for the Enterprise Architecture specialization are offered by Federal Enterprise Architecture Institute through National University's Extended Learning Division. Accordingly, the fee and schedule structures may differ from regular National University courses.



# School of Engineering and Technology

## ▲ Area of Specialization in Lean Six Sigma

(898)

(4 courses; 18 quarter units)

This specialization is designed to provide a curriculum where engineers /scientists/technologists making a career in management can share and enhance their technical skills equally. The proposed engineering management program with specialization in Lean Six Sigma training namely Green Belt and Black Belt certification programs provides education in how to improve Enterprise Excellence through the implementation of Lean Six Sigma processes. In addition, this program offers training to obtain Green Belt and Black Belt certifications.

### Program Learning Outcomes

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

- Understand Enterprise Excellence Infrastructure, Roles and responsibilities
- Develop an enterprise level Value Stream Map, identify and prioritize improvement opportunities
- Understand the relationship between Lean Six Sigma, Quality Management Systems, ISO 9000-2000, Lean Manufacturing and Supply Chain Management
- Establish and implement Enterprise Excellence deployment and sustainment evaluation measurements and metrics

### GREEN BELT PROGRAM COURSES

(2 courses; 9 quarter units)

EEX1201X Process Analysis and Optimization

EEX1202X Efficiency and Cost Effectiveness

### BLACK BELT PROGRAM COURSES

(2 courses; 9 quarter units)

EEX1203X Continuous Improvement Processes

EEX1204X Advanced Process Analysis

### GREEN BELT AND BLACK BELT CERTIFICATION COURSE

(Not a requirement for the degree or area of specialization)

EEX1205X Six Sigma Project Practicum

Thus, the combined Green Belt and Black Belt program courses are equivalent to 160 hours of instruction. EEX1205X is required only to obtain the Black Belt and Green Belt certifications in conjunction with the Green Belt and Black Belt program courses.

Courses for the Lean Six Sigma specialization are offered by VSE Corporation through National University's Extended Learning Division. Accordingly, the fee and schedule structures may differ from regular National University courses.

## ■ MASTER OF SCIENCE IN ENVIRONMENTAL ENGINEERING

(720-813)

Faculty Advisor: Hassan Badkoobehi • (858) 309-3437 • hbadkoob@nu.edu

The Master of Science in Environmental Engineering (MSENE) program is designed to provide students with the requisite mathematical foundations and environmental processing skills for solving real world problems. Environmental engineers are the technical professionals who identify and design solutions for environmental projects. They are responsible for safe drinking water, treating and properly disposing of wastes, maintaining air quality, controlling water pollution, and re-mediating contaminated sites. Environmental engineers also develop new and improved means to

protect the environment.

This discipline involves traditional engineering components such as mathematics, physics, chemistry, and engineering design. Its education and practice also includes disciplines such as biology, microbiology, ecology, public health, geology, meteorology, economics, political science, and computer science. To address the spectrum of issues facing the environment, environmental engineers are broadly educated as well as technically trained.

The following subjects are now considered essential in the background of an environmental engineer: ecology, microbiology, ground water, solid waste, farm waste, noise pollution, environmental impact assessment, environmental legislation and modeling, and remediation of site contamination with spills or improper disposal of hazardous materials.

Environmental engineers are employed by engineering consulting firms, industries that need to comply with pollution emission and discharge regulation, private and municipal agencies that supply drinking water and treat and dispose wastes, government agencies that monitor and regulate waste discharges and air emissions, private and government laboratories, universities that conduct environmental research, international agencies that transfer knowledge to developing countries, and public-interest groups that advocate environmental protection.

### Program Learning Outcomes

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

- Assess and analyze the principles of water chemistry.
- Analyze water, air, and land resources as well as threats and engineering solutions to each.
- Solve numerical practical environmental problems as illustrated to clarify key concepts and process engineering facility design.
- Describe the role of water in our environment: water quality, source, and prevention of water pollution.
- Analyze the principles involved in treatment and processing of water from different sources.
- Describe how wastewater is collected and treated and identify biological and chemical toxin pollutants from wastewater.
- Explain the concept of risk as applied to environmental project planning.
- Describe air quality management and analyze the causes and effects of air pollution.
- Provide a methodology to determine the hazardous air pollutants from industrial/commercial sources.
- Analyze the economical, social, legal, and political aspects of waste management.
- Identify the identification, transportation, monitoring, storage, minimization, treatment, and disposal of hazardous waste material/waste.

### Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree in good academic standing from a regionally accredited institution. The non-engineering student will find the technical focus of many courses challenging yet essential. These students should fulfill the program prerequisites or waive them through a course challenge exam. Students considering this program should contact the program lead faculty prior to enrollment.

### Degree Requirements

(12 courses; 54 quarter units)

The Master of Science in Environmental Engineering requires completion of 54 quarter units of graduate coursework. Where

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appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Students are expected to possess or to have access to a computer outside of National University to work on projects both on and off campus. Given the nature of instructional technology, the following course is not required, but highly recommended for students who need basic skills in computer technology and electronic research:

CIS 301 Management Information Systems

## Program Prerequisites

(6 courses; 21 quarter units)

Students who have a Bachelor of Science in Engineering or related field are exempt from the prerequisites. All other applicants with a non-engineering bachelor's degree must make up the deficiencies with the following prerequisites:

CHE 101	Introductory Chemistry* (Recommended: Prior completion of MTH 204 or MTH 215 or MTH 216A/B)
CHE 101A	Introductory Chemistry Lab* (1.5 quarter units) (Prerequisite: CHE 101)
CSC 208	Calculus for Comp Science I (Prerequisite: MTH 215)
CSC 220	Applied Probability and Statistics (Prerequisite: MTH 215)
BIO 203	Introductory Microbiology (Recommended: prior completion of BIO 201 and 201A, BIO 202 and 202A, BIO 100 and 100A, BIO 101 and 101A, or equivalent courses.)
BIO 203A	Introductory Microbiology Lab (1.5 quarter units) (Prerequisite: BIO 203)

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better, or if applicants have successfully passed a challenge exam.

## Core Requirements

(10 courses; 45 quarter units)

ENE 601	Environmental laboratory (Prerequisite: CHE 101 or CHE 101A)
ENE 602	Environmental Microbiology (Prerequisite: BIO 203, 203A)
ENE 603	Environmental Unit Processes (Prerequisite: CSC 220, CSC 208)
ENE 604	Environmental Quality Control
ENE 605	Air Pollution Control
ENE 606	Water and Wastewater Analysis (Prerequisite: CSC 220)
ENE 607	Solid and Hazardous Waste (Prerequisite: CHE 101 or CHE 101A)
ENE 608	Site Remediation
ENE 609A	Master's Research Project I (Prerequisites: All core requirements with a GPA of 3.00 or better)
ENE 609B	Master's Research Project II (Prerequisite: ENE 609A)

## Program Electives

(2 courses; 9 quarter units)

The following courses are suggested electives, taken in consultation with lead faculty and department chair.

ENM 600	Engineering Mgmt Concepts
ENM 601	Project Management Principles
ENM 602	Risk, Contracts, and Legal Issues
ENM 603	Operations Management (Prerequisite: ENM 600)

## ■ MASTER OF SCIENCE IN HOMELAND SECURITY AND SAFETY ENGINEERING

(720-818)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 •  
sviswana@nu.edu

The 9/11 events have highlighted the national (and to some extent international) need for highly educated and experienced professionals in the area of Homeland Security and Safety Engineering. This program, due to its special nature, represents an interdisciplinary area of research and application that brings together all fields of engineering, and science from the most traditional to the most technologically advanced and novel. A well developed curriculum with emphasis on fundamentals and practices that define the theory and effective practice of asset and people protection, provides the focus for the Homeland Security and Safety Engineering degree.

There are two well known external certifications related to security and safety professionals. The CPP program is the product of the American Society for Industrial Security (ASIS), an international organization for professionals responsible for security. This includes managers and directors of security departments or organizations, as well as full-time security practitioners. With more than 32,000 members worldwide, ASIS draws from corporate and organizational executive and management ranks, plus security consultants and architects, attorneys, and law enforcement professionals. The CPP program was officially launched in 1977, making it the longest-running security certification program. Today, more than 9,500 individuals are CPP-certified, representing one of the largest certified groups of security professionals in existence.

The Certified Safety Professional (CSP) designation has become the mark of the professional within the safety field. This certification is administered by the Board of Certified Safety Professionals (BCSP). The importance of this designation as a measure of professional standing and competence is accepted not only by the profession but is also gaining acceptance by federal, state, and local governments; by employers; and by the public.

The Homeland Security and Safety Engineering program is designed in such a way that anyone successfully completing this program would be academically trained to appear for Certified Safety Professional (CSP) certification administered by the Board of Certified Safety Professionals and for the American Society of Industrial Security (ASIS) Certified Protection Professional (CPP) exam.

## Program Learning Outcomes

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

- Understand and appreciate the complex issues related to safety and security.
- Understand the engineering/technology behind safety and security solutions.
- Apply qualitative and quantitative analytical skills and techniques to safety and security of assets.
- Apply a multidisciplinary approach involving the integration of quality, and risk analysis to the safety/security of assets.
- Integrate state-of-the-art technological advances to the practice of modern safety/security engineering program, including the use of information technology, and supporting software applications.

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- Apply a global mindset to safety/security issues related to assets.
- Assess the impact of safety/security issues for the operation of corporations and businesses and develop appropriate action plans through detailed engineering.
- Integrate tools and techniques, resources, organizational systems, and decision making processes for the successful implementation of safety and security plans.
- Possess the knowledge necessary to become certified as a safety (CSP) and security professional (CPP).

## Degree Requirements

To receive a Master of Science in Homeland Security and Safety Engineering, students must complete 54 quarter units involving twelve courses. 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 the graduate admission requirements for specific information regarding application and matriculation.

## Program Prerequisites

(1 course; 4.5 quarter units)

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, physical sciences, or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the following minimum program prerequisites:

CHE 101 Introductory Chemistry

This course may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better.

## Core Requirements

(12 courses; 54 quarter units)

Students enrolled this program are advised to take the courses in the order specified below.

SSE 602	Evaluation of Safety Programs
SSE 603	Fundamentals of Security
SSE 604	Security - Planning and Design (Prerequisite: SSE 603)
SSE 605	Chemical Plant Process Safety (Prerequisite: SSE 602)
SSE 606	Managing Information Security
SSE 607	Fire and Explosion Engineering
SSE 608	Explosives and Bio materials (Prerequisite: SSE 603)
SSE 609	Planning for Terrorism
SSE 611	Emergency Management
SSE 612	Disaster Preparedness Process
SSE 610 A	Capstone Course (Prerequisites: SSE 602 through SSE 609)
SSE 610 B	Capstone Course (Prerequisite: SSE 610A)

## ■ MASTER OF SCIENCE IN INFORMATION SYSTEMS

(720-812)

Faculty Advisor: Rell Snyder • (714) 429-5282 • [rsnyder@nu.edu](mailto:rsnyder@nu.edu)

The Master of Science in Information Systems (MSIS) program is designed to provide students with the requisite management, business, strategic, and technical skills needed to help them apply information systems technology more efficiently and effectively. The MSIS program's objective is to close this gap by providing the needed education and career development foundations, including oral, written, and presentation skills; technical skills; people and business skills; and ethics and professionalism, which are integrated throughout its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration, and career tracks.

## Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree. This program is designed to offer information systems expertise to those from various education backgrounds. Enrolling students must have an undergraduate degree in information systems, information technology, computer science, or software engineering or must have approval of the lead faculty and have some background in business and technology.

## Program Learning Outcomes

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

- Demonstrate graduate-level written communication skills using formal technical writing and/ or APA formatting.
- Demonstrate graduate-level communication and presentation skills.
- Apply analytical and critical thinking skills to the management and development of information systems.
- Demonstrate project management and implementation of information System solutions.
- Demonstrate organizational and strategic skills needed to implement information system solutions.
- Perform systems analysis, addressing requirements among IS technology, people and organizational goals.
- Understand systems integration and distributed computing to maximize efficiencies and meet organizational goals.
- Apply decision support system solutions inclusive of knowledge based systems, expert systems and artificial intelligence.
- Demonstrate managerial principles and applications of networking and telecommunications.

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSIS transition program requirements described in the catalog description of various undergraduate programs must complete a minimum of 45 quarter units for their MSIS degree. The number of units required for the MSIS program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

## Degree Requirements

(12 courses; 54 quarter units)

The MSIS program requires the completion of 54-quarter units of graduate coursework. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSIS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other core courses have been completed or by approval of the lead faculty.**Core**

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## Requirements

(12 courses; 54 quarter units)

CIS 601	Information Systems Strategies
CIS 602	Network Services and Protocols (Prerequisite: CIS 601)
CIS 603	Database Management (Prerequisite: CIS 601)
CIS 604	Management and Security (Prerequisite: CIS 601)
CIS 606	End User Information Systems (Prerequisite: CIS 601)
CIS 607	Systems Integration (Prerequisite: CIS 601)
CIS 608	Knowledge Management (Prerequisite: CIS 601)
CIS 609	Advanced Knowledge Management (Prerequisite: CIS 608)
TMG 625	Systems Analysis and Design
TMG 640	Managing Technology Change
CIS 620A	Master's Research Project I (Prerequisites: All core requirements with a GPA of 3.0 or approval of lead faculty)
CIS 620B	Master's Research Project II (Prerequisite: CIS 620A)

## ■ MASTER OF SCIENCE IN SUSTAINABILITY MANAGEMENT

(720-821)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 •  
sviswana@nu.edu

The term “sustainability” began with the 1987 publication of the World Commission on Environment and Development report, defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” A combination of forces-including unprecedented growth in population, economy, urbanization, and energy use-is imposing new stresses on the earth’s resources and society’s ability to maintain or improve environmental quality. In addition, these pose a major threat to economic viability of many corporations. Starting within the last decade, a movement began inside business to change the way companies operate by eliminating things such as hazardous chemicals as well as the entire concept of waste. The same business practices that increase social and environmental capital also improve the long-term profitability of companies. These win-win situations for the natural world, the community, and business have given traction to the next industrial revolution. To meet these new challenges, many corporations, cities and states and countries are introducing new policies and programs from an emphasis on pollution control to pollution prevention to sustainable practices. This concept of sustainability encompasses ideas, aspirations and values that continue to inspire public and private organizations to become better stewards of the environment and that promote positive economic growth and social objectives. The principles of sustainability can stimulate technological innovation, advance competitiveness, and improve our quality of life.

This program is designed to provide methods and theory appropriate to the study of sustainability by exploring the concepts of sustainability and systems approaches across disciplines.

## Career Tracks

The following job titles were taken from a search of various sustainable job postings. Possible types of positions include: Project Manager, Sustainability Manager, Sustainability Analyst, Sustainable Design Professional, Engineer, Environmental

Consultant, Sustainability Consultant, Energy Efficiency Analyst, Operations Manager, Development Specialist, Resource Manager, etc.

## Program Learning Outcomes

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

- Understand the importance of sustainability concepts.
- Acquire scientific knowledge and methods required to evaluate the sustainability of systems.
- Learn to design, manufacture, and operate processes in an environmentally conducive manner.
- Demonstrate critical thinking skills required to analyze problems in their social and environmental context.
- Develop economically, environmentally, and socially sound sustainable decisions.
- Evaluate the impact of products, processes, and activities through life cycle assessment.
- Communicate through graduate level oral and writing skills.
- Demonstrate understanding of professional and ethical responsibility.

## Degree Requirements

To receive a Master of Science in Sustainability Management, students must complete 49.5 quarter units involving eleven courses. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at an 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 the graduate admission requirements for specific information regarding application and evaluation.

## Program Prerequisites

Candidates for the program must possess a Bachelor’s degree in engineering, engineering technology, sciences, business, management or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission is based on relevant experience and the following program prerequisite:

CSC 220 Applied Probability and Statistics (or equivalent)

This course may be waived if its equivalent has been completed at the undergraduate level with a grade of “C” or better.

## Core Requirements

(11 courses; 49.5 quarter units)

Students enrolled or seeking admission to the program can start any course; however, it is recommended to take the courses in the order specified below:

SEM 601	Introduction to Sustainability
SEM 602	Enterprise Excellence (Prerequisite: CSC 220 or equivalent)
SEM 603	Sustainable Innovation
SEM 604	Life Cycle & Risk Assessment
SEM 605	Energy Management
SEM 606	Environmental Management
SEM 607	Watershed Management
SEM 608	Sustainable Buildings
SEM 609	Sustainable Supply Chain
SEM 610A	Capstone Project Course (Prerequisite: SEM 601 through SEM 609)

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SEM 610B Capstone Project Course  
(Prerequisite: SEM 610A)

## ■ MASTER OF SCIENCE IN WIRELESS COMMUNICATIONS

(720-816)

Faculty Advisor: Ronald Uhlig • (858) 309-3415 • ruhlig@nu.edu

The Master of Science in Wireless Communications (MSWC) program is a professional degree that integrates communication techniques, problem solving strategies, simulation skills and mathematical foundations with hands-on training required to solve real world problems in telecommunications.

The program is designed for professionals and managers to facilitate the learning and application of skills in the field of wireless communications. The program uses a distinctive and challenging curriculum that emphasizes multidisciplinary knowledge and integrates theory through applications and design concepts.

Classes combine lectures, case and hands-on studies, individual and team projects, research papers and participant presentations.

### Program Learning Outcomes

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

- Evaluate and apply wireless networking, protocols, architectures, and standards to the development and design of wireless communication systems.
- Evaluate and choose the most appropriate kinds of coding and decoding schemes for constructing, detecting and filtering wireless communications signals.
- Build security into wireless communications systems and contrast ethical and related issues in the telecommunications industry.
- Plan, Integrate and implement multiple types of Second (2G) and Third Generation (3G) wireless networks.
- Employ strategic analysis software and tools to rapidly, but thoroughly, develop wireless, networks and service plans.
- Develop simulation models of the radio component of wireless systems using MATLAB, SIMULINK and its communication tools, including signal and system representations, filter models, noise generation, Monte Carlo simulation, and post-processing .
- Evaluate and forecast economic impacts of continually advancing technologies on wireless service providers, equipment providers, application providers, and consumers.
- Conduct in-depth research into a specific wireless communication topic, including finding and integrating relevant research results of others.
- Analyze and synthesize wireless communications concepts, project management principles, and ethical standards through graduate-level evaluative and creative written assignments and oral reports

### Careers

With National's MSWC program, faculty, students, and employers will be assured that our graduates are proficient in analytical, technical and critical thinking skills, they have a sense of professionalism, and are instilled with a strong set of values essential for success in the wireless communications field. This program reflects current and future industry needs, and graduates from the MSWC program are trained and prepared to assume a leadership role in the field.

The MSWC arms students with the tools necessary to achieve professional success in both theoretical and practical aspects of communication fields. Graduates are equipped to seek employment in research organizations, computer centers, or wireless

communications businesses and enterprises. This program also prepares students for further education in wireless communications enabling graduates to pursue Ph.D. studies, if they desire.

### Admission Requirements

It is assumed that candidates seeking admission to the program possess a baccalaureate degree in engineering, engineering technology, or physical/computational science from an accredited university.

### Degree Requirements

(16 courses; 72 quarter units)

The MSWC program requires the completion of 54-quarter units of graduate course work. Where appropriate, a maximum of 13.5-quarter units of graduate work completed at another accredited institution may be transferred to meet stated requirements in the program. The degree program consists of ten courses plus the two part MSWC Master's Research Project. It is recommended that all courses be taken in sequence.

### Program Prerequisites

(4 courses; 18 quarter units)

Students without a baccalaureate degree in Electrical Engineering or in a closely related area must complete the following four courses:

MTH 215	College Algebra
CSC 208	Calculus for Comp Science I (Prerequisite: MTH 215) (Cross listed with MTH 220)
CSC 209	Calculus for Comp Science II (Prerequisite: CSC 208)
PHS 104	Introductory Physics (Prerequisite: 2 years of high school algebra and MTH204 or 215 or 216A/B)

Lead Faculty may waive any prerequisites based on verifiable documented proof that the student has acquired the equivalent learning.

### Program Core Requirements

(12 courses; 54 quarter units)

Students are encouraged to take the following 12 courses (54 quarter units) in the order of presentation. Courses WCM 600, WCM 601 and WCM 602 are foundation courses that must be completed before taking any other courses and the project courses.

WCM 600	Signal Processing Theory
WCM 601	Digital Wireless Fundamentals (Prerequisite: WCM 600)
WCM 602	Wireless Principles/Standards
WCM 604	Wireless Coding and Modulation (Prerequisite: WCM 601 & WCM 602)
WCM 605	Wireless Systems Security (Prerequisite: WCM 602)
WCM 606	CDMA Wireless Systems (Prerequisite: WCM 604)
WCM 607	3rd & 4th Generation Wireless (Prerequisite: WCM 604)
WCM 608	Wireless Engineering Software (Prerequisite: WCM 604)
WCM 609	Radio Systems Modeling* (Prerequisite: WCM 604)
WCM 612	Wireless Economics Topics* (Prerequisites: all of WCM 600 through WCM 609)
WCM 611A	Master's Research Project I* (Prerequisites: Completion of all ten courses, WCM 600 through WCM 609 and WCM 612)

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WCM 611B Master's Research Project II\*  
(Prerequisite: WCM 611A)

\*With approval of the Lead faculty, any student may earn up to 10% of their grade in the sequence of the last four courses, WCM 609, WCM 612, WCM 611A and WCM 611B through an internship or Curricular Practical Training with a company or organization approved by the Lead faculty.

## CERTIFICATE PROGRAMS

### ● Undergraduate Certificate in Cisco Certified Network Associate (CCNA) Exploration

(670-556)

Faculty Advisor: Gordon Romney • (858) 309-3436 • gromney@nu.edu

The Cisco CCNA® Exploration provides a comprehensive overview of networking; from fundamentals to advanced applications and services. This certificate emphasizes theoretical concepts and practical application, while providing opportunities for students to gain the skills and hands-on experience needed to design, install, operate, and maintain networks. The CISCO CCNA Exploration consists of four core CCNA courses. At National University, each of these core course (4.5 units) consists of two classes. Each class has 2.25 units and is defined as a four week session. The CCNA Exploration curriculum helps prepare students for the Cisco CCNA® network associate certification exam. Upon completion of all eight courses ( PSX1100X, PSX1101X, PSX1102X, PSX1103X, PSX1104X, PSX1105X, PSX1106X, and PSX1107X), students are prepared for CISCO CCNA Comprehensive Exam.

#### Requirements for the Certificate

(8 courses; 18 quarter units)

- PSX 1100X Network Fundamentals I (2.25 quarter units)  
(Prerequisite: None)
- PSX1101X Network Fundamentals II (2.25 quarter units)  
(Prerequisite: PSX 1100X)
- PSX 1102X Routing Protocols & Concepts I (2.25 quarter units)  
(Prerequisite: PSX 1101X)
- PSX 1103X Routing Protocols & Concepts II (2.25 quarter units)  
(Prerequisite: PSX 1102X)
- PSX 1104X LAN Switching & Wireless I (2.25 quarter units)  
(Prerequisite: PSX 1103X)
- PSX1105X LAN Switching & Wireless II (2.25 quarter units)  
(Prerequisite: PSX 1104X)
- PSX1106X Accessing the WAN I (2.25 quarter units)  
(Prerequisite: PSX 1105X)
- PSX 1107X Accessing the WAN II (2.25 quarter units)  
(Prerequisite: PSX 1106X)

Students who are enrolled or who may wish to enroll in the BSITM program should contact the Lead Faculty regarding any course substitutions within that program.

### ● Undergraduate Certificate in Construction Contract Administration

(670-000-549)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • tgatton@nu.edu

The Construction Contract Administration Certificate Program provides an opportunity for students to obtain the essential skills necessary for competency in the process of construction contract administration through the life-cycle of the construction project. The program is aligned with the requirements of the Construction Specifications Institute's (CSI) recommendations and manual of practice. This certificate program will prepare the student for taking

the Construction Specifications Institute certification exam as a Certified Construction Contract Administrator (CCCA) Students will complete courses to develop competency in the areas of engineering graphics, plans, specifications, estimating, scheduling, control, materials and methods, the construction process cycle, construction documents, procurement, work execution, facilities management, project inception and closeout, delivery, design, inspections, quality, measurement, payment, claims and disputes. Upon completion, students will understand the principles of contractual relationships, document organization and construction contract administration procedures.

#### Prerequisites for the Certificate

(5 courses; 22.5 quarter units)

- EGR 319 Intro to Graphics & AutoCAD  
(Prerequisite: MTH 215)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)
- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)
- CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)
- CEN 425 Design and Construction Process Integration

#### Requirements for the Certificate

(4 courses; 18 quarter units)

- CEN 450 Construction Documents I  
(Prerequisites: CEN 413 and CEN 419)
- CEN 453 Construction Documents II  
(Prerequisite: CEN 450)
- CEN 470 Construction Contract Administration I  
(Prerequisite: CEN 453)
- CEN 473 Construction Contract Administration II  
(Prerequisite: CEN 470)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

### ● Undergraduate Certificate in Construction Documents Technology

(670-000-550)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • tgatton@nu.edu

The Construction Documents Technology certificate program provides an opportunity for students to obtain the essential skills for construction document management. This certificate is specially focused for individuals interested in understanding construction documents and the process flow of construction documentation through the life-cycle of the construction project. This certificate program will prepare the student for taking the Construction Specifications Institute certification exam as a Construction Document Technologist. Students will complete courses to develop competency in the areas of engineering graphics, plans, specifications, materials and methods, construction process cycle, construction documents, procurement and facilities management.

#### Prerequisites for the Certificate

(2 courses; 9 quarter units)

- EGR 319 Intro to Graphics & AutoCAD  
(Prerequisite: MTH 215)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)

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## Requirements for the Certificate

(4 courses; 18 quarter units)

- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)
- CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)
- CEN 450 Construction Documents I  
(Prerequisite: CEN 413 and CEN 419)
- CEN 453 Construction Documents II  
(Prerequisite: CEN 450)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Undergraduate Certificate in Construction Management

(670-000-551)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

The Construction Management certificate program provides an opportunity for students to obtain the essential skills for managing construction projects. This certificate is specially focused for individuals with significant field experience, but lacking construction management skills and academic preparation, and wish to become construction managers in various sub-contracting trades. Students will complete courses to develop competency in the areas of construction systems, project control, estimating and control, economics, management and accounting.

### Prerequisites for the Certificate

(6 courses; 27 quarter units)

- ACC 201 Financial Accounting Fundamentals
- EGR 307 Introduction to Engineering
- EGR 310 Engineering Economics  
(Prerequisite: MTH 215)
- EGR 319 Intro to Graphics & AutoCAD  
(Prerequisite: MTH 215)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)
- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)

### Requirements for the Certificate

(4 courses; 18 quarter units)

- CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)
- CEN 421 Construction Accounting, Finance and Law
- CEN 425 Design and Construction Process Integration
- EGR 440 Project Management Fundamentals  
(Prerequisite: EGR 307)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Undergraduate Certificate in Construction Safety and Inspection

(670-000-555)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

The Safety and Inspection certificate program provides an opportunity for students to obtain the essential skills for implementing and managing construction safety and quality programs through inspection. This certificate is specially focused for individuals with significant field experience, desiring a knowledge of management skills to perform field implementation of safety and quality through competent inspections. Students will complete courses to develop competency in the areas of electrical and construction systems, plans and project scheduling, estimating and control, inspection procedures and techniques, and management principles.

### Prerequisites for the Certificate

(5 courses; 22.5 quarter units)

- EGR 307 Introduction to Engineering
- EGR 313 Electrical Circuits and Systems  
(Prerequisite: MTH 215)
- EGR 319 Intro to Graphics & AutoCAD  
(Prerequisite: MTH 215)
- CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)
- CEN 413 Plans and Specifications  
(Prerequisite: EGR 319)

### Requirements for the Certificate

(4 courses; 18 quarter units)

- CEN 416 Mechanical and Electrical Systems  
(Prerequisite: MTH 215)
- CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)
- CEN 422 Field Inspection and Safety  
(Prerequisite: CEN 410)
- EGR 440 Project Management Fundamentals  
(Prerequisite: EGR 307)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Undergraduate Certificate in Construction Specifications

(670-000-552)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

The Construction Specifications Certificate Program provides an opportunity for students to obtain the essential skills necessary for competency in the process of construction documentation through the life-cycle of the construction project and prepare construction documents. The program is aligned with the requirements of the Construction Specifications Institute's (CSI) recommendations and manual of practice. This certificate program will prepare the student for taking the CSI certification exam as a Certified Construction Specifier (CCS). Students will complete courses to develop competency in the areas of engineering graphics, plans, specifications, estimating, scheduling, control, materials and methods, the construction process cycle, construction documents, procurement, facilities management, and project inception, delivery

# School of Engineering and Technology

and design. Upon completion, students will understand the principles of contractual relationships, document organization and document preparation.

## Prerequisites for the Certificate

(5 courses; 22.5 quarter units)

EGR 319	Intro to Graphics & AutoCAD (Prerequisite: MTH 215)
CEN 410	Construction Materials and Methods (Prerequisite: MTH 215)
CEN 413	Plans and Specifications (Prerequisite: EGR 319)
CEN 419	Estimating, Scheduling and Control (Prerequisite: CEN 410)
CEN 425	Design and Construction Process Integration

## Requirements for the Certificate

(4 courses; 18 quarter units)

CEN 450	Construction Documents I (Prerequisite: CEN 413, CEN 419)
CEN 453	Construction Documents II (Prerequisite: CEN 450)
CEN 460	Construction Specifications I (Prerequisite: CEN 453)
CEN 463	Construction Specifications II (Prerequisite: CEN 460)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Undergraduate Certificate in Electrical Systems Cost Estimating

(670-000-553)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • tgatton@nu.edu

The Electrical Systems Estimating certificate program provides an opportunity for students to obtain the essential skills for construction cost estimating with a specialization in electrical systems. This certificate is specially focused for individuals with significant field experience, but lacking cost estimating skills and academic preparation, wishing to perform construction cost estimating for electrical systems. Students will complete courses to develop competency in the areas of construction systems, project control, estimating, economics, management and accounting.

## Prerequisites for the Certificate

(3 courses; 13.5 quarter units)

EGR 313	Electrical Circuits and Systems (Prerequisite: MTH 215)
EGR 319	Intro to Graphics & AutoCAD (Prerequisite: MTH 215)
CEN 410	Construction Materials and Methods (Prerequisite: MTH 215)

## Requirements for the Certificate

(4 courses; 18 quarter units)

CEN 413	Plans and Specifications (Prerequisite: EGR 319)
CEN 419	Estimating, Scheduling and Control (Prerequisite: CEN 410)

CEN 420 Estimating, Scheduling and Control II  
(Prerequisite: CEN 419)

CEN 427 Electrical Systems Estimating and Bidding  
(Prerequisite: CEN 420)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Undergraduate Certificate in Information Technology Management

(670-000-465)

Faculty Advisor: Gordon Romney • (858) 309-3436 • gromney@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 IT

## Certificate Requirements

(5 courses; 22.5 units)

ITM 320	Information Technology Mgmt
ITM 340	IT Client using M/S Windows
ITM 420	Local Area Networks
ITM 430	Wide Area Networks
ITM 440	Database Concepts & Data Models

## Elective

(1 course, 4.5 quarter units)

Choose one of the following:

ITM 345	IT Server using Linux
ITM 434	Wireless LAN Administration
ITM 470	Information Security Mgmt

## ● Graduate Certificate in Lean Six Sigma (Green Belt and Black Belt)

(770-000-896)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 • sviswana@nu.edu

Lean Six Sigma is an integration of Six Sigma and Lean for an enterprise to achieve more effective and efficient operations. Six Sigma is a Quality Improvement methodology structured to reduce product or service failure rates to a negligible level. To achieve six sigma quality levels, the Six Sigma process encompasses all aspects of a business, including management, service delivery, design, production and customer satisfaction. Six Sigma companies typically spend less than 5 percent of their revenues addressing and repairing quality problems. Lean Enterprise is a structured, disciplined process for improving the efficiency of operations by identifying and eliminating non-value added activities and streamlining value-added activities. Organizations that deploy Lean Six Sigma routinely realize dramatic improvements in quality, productivity, inventory levels,



# School of Engineering and Technology

customer satisfaction and revenue. Recognizing these benefits many businesses are hiring certified professionals in this area to make improvement of their processes.

This Green Belt and Black Belt certification program offers an overview of the Lean Six Sigma concepts and tools including Lean Six Sigma deployment practices, project development, and the DMAIC, DMALC and DFLSS problem-solving approach. The program is administered through the Office of the Dean of Engineering and Technology in close collaboration with the applied engineering department. Before taking any of the courses in this program, students are strongly advised to contact the lead faculty in the area of concentration for a brief interview by phone or personal visit to review student's career objectives and provide guidance.

## Certification Prerequisites

(2 courses; 9 quarter units)

Candidates for the certificate program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences, or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this certificate program. Those who have a general non-science and non-engineering degree would be considered for admission based on relevant experience and the following minimum program prerequisites:

MGT 309 C Principles of Management and Organization  
MNS 205 Introduction to Quantitative Methods and Statistics  
or  
CSC 220 Applied Probability and Statistics (or equivalent course)  
(Prerequisite: Placement Evaluation)

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better.

## Required Courses

(5 courses; 22.5 quarter units)

## Green Belt Program Courses

(2 courses; 9 quarter units)

EEX 1201X Fundamentals of Process Analysis and Optimization  
EEX 1202X Operational Efficiency and Cost Effectiveness

## Black Belt Program Courses

(2 courses; 9 quarter units)

EEX 1203X Continuous Improvement Process  
EEX 1204X Advanced Process Analysis

## Green Belt and Black Belt Certification Course

(1 course; 4.5 quarter units)

EEX1205X Six Sigma Project Practicum

## ● Undergraduate Certificate in Mechanical Systems Cost Estimating

(670-000-554)

Faculty Advisor: Thomas Gatton • (858) 309-3430 • [tgatton@nu.edu](mailto:tgatton@nu.edu)

The Mechanical Systems Cost Estimating certificate program provides an opportunity for students to obtain the essential skills for cost estimating with a specialization in mechanical systems. This certificate is specially focused for individuals with significant field experience, but lacking cost estimating skills and academic preparation, wishing to perform construction cost estimating for mechanical systems. Students will complete courses to develop

competency in the areas of electrical and construction systems, plans and specifications, project control, scheduling, estimating, bidding, control, economics, management and accounting.

## Prerequisites for the Certificate

(3 courses; 13.5 quarter units)

EGR 319 Intro to Graphics & AutoCAD  
(Prerequisite: MTH 215)  
CEN 410 Construction Materials and Methods  
(Prerequisite: MTH 215)  
CEN 413 Plans and Specifications  
(Prerequisite: MTH 215)

## Requirements for the Certificate

(4 courses; 18 quarter units)

CEN 416 Mechanical and Electrical Systems  
(Prerequisite: MTH 215)  
CEN 419 Estimating, Scheduling and Control  
(Prerequisite: CEN 410)  
CEN 420 Estimating, Scheduling and Control II  
(Prerequisite: CEN 419)  
CEN 429 Mechanical Systems Estimating and Bidding  
(Prerequisite: CEN 420)

Courses taken for this certificate program may be applied to other certificate programs, as well as a degree program, where applicable. Additionally, some of the prerequisite courses have credit/challenge by exams available to students who have acquired the content knowledge of the required prerequisite coursework in a non-academic format. Please contact the Lead Faculty for more information.

## ● Graduate Certificate in Project Management

(770-000-893)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 • [sviswana@nu.edu](mailto:sviswana@nu.edu)

(5 courses; 22.5 quarter units)

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting business enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation, and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born but are nurtured from a combination of experience, time, talent, and training. Successful projects don't happen spontaneously; they require preparation, planning, and organization. This certificate program is designed to provide systematic training to students pursuing a project management certification offered by Project Management Institute. To earn this certificate, students are required to take the following courses in the order specified below:

ENM 601 Project Management Principles  
ENM 602 Risk, Contracts, and Legal Issues  
PME 601 Advanced Project Management  
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)  
PME 602 Skills Management  
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)  
PME 604 Project Financing Management  
(Prerequisite: ENM 600, ENM 601, ENM 602, and ENM 603)

# School of Engineering and Technology

## ● Graduate Certificate in Security and Safety Engineering

(770-000-894)

Faculty Advisor: Shekar Viswanathan • (858) 309-3416 •

*sviswana@nu.edu*

(4 courses; 18 quarter units)

The Security and Safety Engineering certificate program prepares graduates for positions in several areas of security and safety engineering. Students completing 18 quarter units of the following courses can earn a Security and Safety Engineering certificate and the specialty would be recorded on the students' university transcript. This program academically trains students to appear for "Certified Safety Professional" (CSP) certification administered by the American Society of Safety Engineers' and the American Society of Industrial Security's (ASIS) Certified Protection Professional (CPP) exam. This specialty is administered through the Office of the Dean of Engineering and Technology. The lead faculty of the program reviews each student's coursework prior to permitting him/her into this program. Based on the student's performance, the coordinator and the dean determine whether the student is eligible to receive a certificate of achievement.

SSE 602 Evaluation of Safety Programs

SSE 603 Fundamentals of Security

SSE 604 Security Planning and Design

*(Prerequisite: SSE 603)*

SSE 609 Planning for Terrorism

# School of Health and Human Services

Dean, **Michael Lacourse**  
Ph.D., Human Performance and Educational Inquiry Methodology  
Indiana University

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#### FOR FURTHER INFORMATION

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Visit our new headquarters at the National University Technology and Health  
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*The University of Values*



# Degree Programs Offered

## Undergraduate Degrees

### Associate of Science

with Major in:  
Nursing (Nevada only)

### Bachelor of Science

with Majors in:  
Allied Health <sup>⌚</sup>  
Healthcare Administration  
Public Health  
with Concentration in:  
Health Promotion  
Nursing (Generic Entry)  
Nursing (Licensed Vocational Nurse/ Licensed Practical Nurse to BSN)  
Nursing (RN Completion) <sup>⌚</sup>  
Nursing (Accelerated Post-Bachelor Degree)

## Graduate Degrees

Master of Healthcare Administration (MHA) <sup>⌚</sup>

Master of Integrative Health (M.I.H.)

Master of Public Health (M.P.H.)

### Master of Science

with Fields of Study in:  
Clinical Regulatory Affairs

## Certificate Program

LVN "30 Unit" Option Certificate  
Health Coaching

<sup>⌚</sup> denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every campus.

Various undergraduate minors are available in some degree programs.

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# School of Health and Human Services

## MISSION

Prepare professionals to meet the dynamic health needs of a diverse, global community.

## VISION

To be the southwest's premier healthcare educator.

## VALUES

### Diversity

SHHS students come from diverse backgrounds and are immersed in a culture of intellectually challenging discourse and discovery while experiencing a student-centered learning environment that fulfills their need for a highly-valued education.

### Stewardship

SHHS faculty members are qualified stewards of their academic discipline who sustain excellence in the quality of their teaching and the achievement of student learning outcomes.

### Scholarly Engagement

SHHS faculty members engage in high impact scholarly and creative activity aimed at advancing their academic disciplines and ensuring the relevancy of their teaching and student learning.

### Relevant Learning

SHHS provides personalized clinical learning experiences that are conducted in authentic professional environments under the guidance of qualified mentors.

## HONOR SOCIETY

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

## UNDERGRADUATE DEGREES

### ■ BACHELOR OF SCIENCE

(620)

#### 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 quarter units at the upper-division level and 4.5 quarter 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)

#### 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.

### ◆ MAJOR IN ALLIED HEALTH

(620-459)

Faculty Advisor: Patric Schiltz • (858) 309-3476 • [pschiltz@nu.edu](mailto:pschiltz@nu.edu)

The allied health profession refers to occupations that support, aid and increase the efficiency of the physician, dentist or primary health care specialist. Allied health professionals are involved with the delivery of health or related services pertaining to the identification, evaluation and prevention of diseases and disorders; dietary and nutrition services; rehabilitation and health systems management.

The Bachelor of Science in Allied Health degree program provides a broad-based foundation in global and national health care issues and trends, ethical and legal issues, health promotion and disease prevention, evidence based practice and allied health care research, health care systems management and health care based informatics.

The program is designed to articulate with Associate of Arts, allied health related degree programs at community colleges. It prepares graduates with additional knowledge, skills, and values to advance in the allied health profession; meet societal and health care delivery demands; and work in a variety of settings with diverse patients, families and communities. Graduates are prepared to assume supervisory, management, and/or educational positions. In addition, successful completion of this program allows students to pursue graduate education in the health care field.

#### Program Learning Outcomes

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

- Assess the relative health effects of environment, socioeconomic conditions, behavior, health services, and biology.
- Explain how a team approach that is coordinated, comprehensive and continuous facilitates successful treatment outcomes.
- Compare and contrast a medical model of health care delivery with a health promotion and disease prevention approach.
- Explain the process of active participation in health care from a provider, patient, family, and community perspective.

# School of Health and Human Services

- Assess the impact of effective and ineffective applications of technology in health services.
- Analyze health services from social, workforce, financial, regulatory, technological, and organizational viewpoints
- Commit to a code of professional ethics when providing services to clients, families and communities under all circumstances.
- Respect the population's cultural, social, religious, racial and ethnic diversity in health and disease.
- Apply concepts of data collection, analysis, evaluation, and dissemination to evidence-based allied health services.

## Degree Requirements

To receive a Bachelor of Science degree with a Major in Allied Health, 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 procedures for specific information regarding admission and evaluation.

## Requirements for the Major

(10 courses; 45 quarter units)

HSC 310	Issues & Trends in Health Care
HSC 400	Mgmt for Health Professionals
NSG 322	Intro to Biomedical Stats
HSC 330	Health Ed & Promotion
GER 310	Healthy Aging
HSC 300	Legal/Ethical Issues Hlth Profs
HSC 410	Informatics for Hlth Profs
HSC 420	Healthcare Research
HSC430	Case and Outcome Management
HSC 440	Allied Hlth Capstone Project

*(Prerequisites: Completion of the major requirements)*

## Upper-Division Electives

(6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units (6 courses) of electives to fulfill the upper-division unit requirements for the Bachelor of Science in Allied Health.

The following are strongly recommended

ART 329	World Art (+)
	<i>(Prerequisites: ENG 100/101)</i>
CHD 440	Drugs, Values and Society
CIS 301	Management Information Systems
COH 320	Chronic and Communicable Diseases
ECE 310	Diversity: Development & Ed.
ECO 430	Economics and Philosophy
HIS 350	Cultural Diversity (+)
	<i>(Prerequisites: ENG 100/101)</i>
HUB 401	Conflict Resolution
	<i>(Prerequisites: ENG 100/101 and PSY 100)</i>
LAW 400	Current Legal Issues
MGT 400	Ethics in Law, Business and Management
MGT 309C	Principles of Management and Organizations
PHL 336	Philosophy of Science
	<i>(Prerequisites: ENG 100/101)</i>
PHL 337	Ethics
	<i>(Prerequisites: ENG 100/101)</i>
PSY 301	Child Development
	<i>(Prerequisite: ENG 100/101)</i>
PSY 432	Social Psychology
	<i>(Prerequisites: ENG 100/101 and PSY 100)</i>

BIO 408	Genetics and Heredity
	<i>(Recommended: prior completion of BIO 161, 162 &amp; BIO 100A, CHE141,142 &amp; CHE101A 100A, or equivalent)</i>
SOC 310	Cultural Workplace Dynamics
	<i>(Prerequisites: ENG 100/101)</i>
SOC 445	Contemporary Social Problems
	<i>(Prerequisites: ENG 100/101)</i>

## ◆ MAJOR IN HEALTHCARE ADMINISTRATION

(620-512)

Faculty Advisor: Alan Henderson • (858) 309-3475 • ahenderson2@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHA) is an undergraduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level supervisory roles in healthcare organizations. Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal.

The BSHA program emphasizes the conceptual and analytical skills required to manage in contemporary healthcare organizations. The program features experiential opportunities in project management, teamwork and leadership. Ideal candidates for the BSHA program are those students looking for career entry in healthcare administration and those looking to advance from clinical/technical roles to supervisory roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a capstone experience. The BSHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

## Program Learning Outcomes

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

- communicate effectively with clients and members of a healthcare organization using written, visual and oral methods;
- differentiate the roles, perspectives, and expectations of clinical practitioners, nonclinical staff, supervisors, and managers in promoting quality and safety within healthcare organizations;
- identify the components of the health care delivery system in the United States and the impact of social, cultural, political, economic and environmental factors affecting the management and operation of health care organizations;
- use healthcare information technology, including statistical reasoning, to create, access, analyze, and interpret quantitative and qualitative healthcare data and information for effective decision making;
- describe theories affecting healthcare administration practice, including theories in business, law, organizational behavior, organizational design and strategic management;
- demonstrate critical thinking to solve problems and improve performance in healthcare organizations using principles of accounting, law, financial analysis, human resources management, operations analysis, management information systems analysis, strategic planning, and marketing;
- describe the determinants and measurement of health and disease in the population and the responsibilities of healthcare organizations to individual consumers and the community;
- demonstrate the ability to integrate administrative knowledge and competencies to make good ethical choices, improve organizational performance, and collaborate and lead others in an authentic healthcare organization; and
- integrate the skills and knowledge obtained in the general education with conceptual and technical competencies obtained in healthcare management education.



# School of Health and Human Services

## Background Checks

Agencies used by the school of Health and Human Services may require criminal background and/or drug screening prior to acceptance of a student into an internship or practicum. Students who do not pass the background check and/or drug test may be unable to attend the internship or practicum course and, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

## Degree Requirements

To receive a Bachelor of Science degree in Healthcare Administration, 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 education 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 evaluation.

## General Education Program Requirements

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

### AREA A: ENGLISH COMMUNICATION

(4 courses; 15 quarter units)

#### Category 1 – WRITING

(3 courses; 10.5 quarter units)

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

#### Category 2 – SPEECH AND COMMUNICATIONS

(1 course; 4.5 quarter units)

- COM 103 Oral Communication

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(1 course; 4.5 quarter units)

- NSG 322 Intro to Biomedical Stats

### AREA C: INFORMATION LITERACY

(1 course; 4.5 quarter units)

- ILR 260 Information Literacy  
(Prerequisites: ENG 100/101)

### AREA D: ARTS AND HUMANITIES

(3 courses; 13.5 quarter units)

- HIS 233 World Civilization I  
(Prerequisites: ENG 100/101)
- HIS 234 World Civilization II  
(Prerequisites: ENG 100/101)

Choose one additional course from approved offerings under Area D.

### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(3 courses; 13.5 quarter units)

- PSY 100 Introduction to Psychology  
or  
SOC 100 Principles of Sociology (+)  
(Prerequisites: ENG 100/101)
- ECO 203 Principles of Microeconomics  
ECO 204 Principles of Macroeconomics

### AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(2 courses; 6 quarter units)

- BIO 100 Survey of Bioscience  
BIO 100A Survey of Bioscience Lab (1.5 quarter units)  
(Prerequisite: BIO 100 or 161 for science majors)

### AREA G: MODERN LANGUAGE

(2 courses; 9 quarter units)

See general catalog for list of courses

### AREA A-G: GENERAL EDUCATION

(1 course; 4.5 quarter units)

See General Catalog for list of courses

### Preparation for the Major

(8 courses; 36 quarter units)

- COH 100 Personal Health  
COH 150 Healthcare Terminology  
ACC 201 Financial Accounting Fundamentals  
ACC 202 Managerial Accounting Fundamentals  
(Prerequisite: ACC 201)
- COH 310 Culture and Health  
COH 315 Introduction to Epidemiology  
(Prerequisite: NSG322)
- COH 320 Chronic and Communicable Disease  
COH 321 Health Behavior

### Requirements for the Major

(17 courses; 76.5 quarter units)

- HSC 300 Legal/Ethical Issues & Hlth Profs  
HSC 310 Issues & Trends in Healthcare  
COM 344 Organizational Communication  
(Prerequisites: ENG 101 and COM 100, COM 103, or 220)
- HSC 400 Mgt for Health Professionals  
HCA 401 Intro to HA HR Management  
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 402 Intro to HA QA Management  
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 403 Intro to Health Economics  
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 405 Basic HA Budgeting & Finance  
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HCA 406 Intro to HA Planning/Marketing  
(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)
- HSC 410 Informatics for Hlth Profs  
LED 410 Leading in Diverse Groups and Teams  
or  
MGT 422 Team Building, Interpersonal Dynamics & Empowerment
- HSC 420 Healthcare Research  
HCA 425 Healthcare Politics & Policy

# School of Health and Human Services

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

HSC 430 Case and Outcomes Management

HCA 450 Global Health Systems

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

HCA 494A Healthcare Internship

(Prerequisites: HSC 300, 310, 400, HCA 401, 402, 403, 405, 406, and application for admission)

HCA 494B Healthcare Capstone Project

(Prerequisite: HCA 494A)

## ◆ MAJOR IN PUBLIC HEALTH

(620-132)

Faculty Advisor: Alan Henderson • (858) 309-3475 • ahenderson2@nu.edu

The Bachelor of Science in Public Health Major in Health Promotion features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that health promotion plays in preventing disease while maintaining or increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national and international levels.

The program is designed to prepare entry-level health promotion professionals to begin careers in a variety of community health agencies: Official health agencies, voluntary health agencies, community based/non-governmental agencies, medical care services, education agencies, and business and industry. Within these practice settings, entry-level health promotion practitioners address significant health challenges from individual, family, group, organization, neighborhood, community, and society perspectives. Graduates will apply their competencies to assess needs, plan and implement programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of health promotion as a profession. Upon graduation, entry-level health promotion practitioners will be eligible to demonstrate their knowledge and skills to become Certified Health Education Specialists (CHES) through the National Commission on Health Education Credentialing, Inc.

The Major in Health Promotion prepares the graduate to be able to fulfill the following outcomes as an entry-level professional:

- Demonstrate knowledge of the core disciplines of public health and their relationship to the ecology of public health.
- Explain the development and application of health promotion to contemporary health challenges.
- Review the development of professions and their evolving role in society in the context of health promotion.
- Compare and contrast the resources used to determine the health status of local, state, national, and international groups, communities, and populations.
- Differentiate between the behavioral, biological, environmental, and health services contributions to health from an historical perspective.
- Describe behavioral and non-behavioral variables contributing to morbidity and mortality produced by chronic and communicable diseases and injuries.
- Compare and contrast the contributions of distress, nutrition, physical activity, and the misuse and abuse of drugs to morbidity and mortality among specific groups, communities, and societies.
- Assess the need for health promotion programs in response to the characteristics of diverse communities of interest, using

primary and secondary data.

- Plan health promotion programs using measurable structural, process, and outcome objectives to address identified needs.
- Employ a variety of behavioral, environmental, and policy strategies and tactics to implement health promotion programs.
- Monitor progress of a health promotion program in meeting stated goals and objectives.
- Consider the progress and outcomes of a health promotion program in relation to established standards.
- Categorize communication and advocacy strategies and tactics according to the influence of behavior, environment, and public policy according to a given health need in a given community.
- Endeavor to incorporate ethical and cultural considerations in health promotion programs.
- Commit to a career in health promotion that incorporates lifelong learning and high professional standards.

## Background Checks

Agencies used by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of a student into an internship or practicum. Students who do not pass the background check and/or drug test may be unable to attend the internship or practicum course and, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

## Degree Requirements

To receive a Bachelor of Science degree in Public Health with a Concentration in Health Promotion, 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 education 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 evaluation.

## General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. 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

### Category 1-Writing

(10.5 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  
(Prerequisite: ENG 100/101)

### Category 2-Speech and Communication

(4.5 quarter units required)

- COM 103 Oral Communication



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## AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units required)

NSG 322 Intro to Biomedical Stats

## AREA C: INFORMATION LITERACY

(4.5 quarter units required)

ILR 260 Information Literacy  
(Prerequisite: ENG 100/101)

## AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

HIS 233 World Civilization I  
(Prerequisite: ENG 100/101)

HIS 234 World Civilization II  
(Prerequisite: ENG 100/101)

Choose one additional course from Area D

## AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

PSY 100 Introduction to Psychology

SOC 100 Introduction to Sociology  
(Prerequisite: ENG 100/101)

POL 201 American Government and Politics

## AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(18 quarter units required)

BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)

BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)

BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO 201 & 201A, 100 & 100A, CHE 101 & 101A, or equivalent courses)

BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
(Prerequisite: BIO 202)

BIO 203 Introductory Microbiology  
(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)

BIO 203A Introductory Microbiology Lab (1.5 quarter Units)  
(Prerequisite: BIO 203)

## AREA G: MODERN LANGUAGE

(9 quarter units required)

See General Education listing in this Catalog for a list of courses

## AREA A-G: GENERAL EDUCATION

(4.5 quarter units required)

Choose one:

PHL 375 Environmental Ethics  
(Prerequisite: ENG 100/101)

SCI 335 Environmental Science

## Preparation for the Major

(3 courses; 13.5 quarter units)

Student must present evidence of a valid CPR and First Aid certification. Certification must be valid at the time of graduation.

COH 100 Personal Health  
COH 310 Culture and Health  
COH 320 Chronic & Communicable Diseases

## Requirements for the Major

(17 courses; 76.5 quarter units)

### Public Health Core Requirements

(5 courses; 22.5 quarter units)

COH 300 The Ecology of Public Health  
(Prerequisites: COH 100, 310, 320)

COH 315 Introduction to Epidemiology  
(Prerequisite: NSG 322)

COH 321 Health Behavior

COH 400 Environmental Health

HSC 410 Informatics for Hlth Profs

### Health Promotion Core Requirements

(12 courses; 54 quarter units)

COH 380 HP Planning & Evaluation  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 401 Health Promotion Concepts  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 412 Injury Prevention  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 415 HP & Stress Management  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 416 PH & Physical Activity  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 417 Public Health Nutrition  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 418 Drug Use & Abuse  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 419 Public Health & Sexuality  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 430 HP Strategies & Tactics  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 435 PH Communications & Advocacy  
(Prerequisites: COH 300, 315, 400, HSC 410)

COH 494A Internship in Health Promotion  
(Prerequisites: COH 300, 315, 400, HSC 410 and completion of a minimum of 36 quarter units of the Health Promotion Core)

COH 494B Public Health Capstone Project  
(Prerequisite: COH 494A and evidence of valid CPR and First Aid certification.)

### Recommended Electives

If needed, students are encouraged to choose from the following:

GER 310 Healthy Aging

COH 420 Health of Vulnerable Groups

COH 422 Global Health Promotion

## NURSING PROGRAMS

### INFORMATION APPLICABLE TO ALL NURSING PROGRAMS

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to a nursing program.

### Admission Requirements

Students seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree

# School of Health and Human Services

program at the University as outlined in the University Catalog.

2. Have obtained a 2.75 cumulative GPA from all regionally accredited institutions attended.
3. Submit a separate application for admission into a specific nursing program (see below)

*\*Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program.*

## Admission Process

Admission into the nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of this catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be sent to the Department of Nursing, to the campus at which you would enroll; San Diego, Fresno, Henderson, or Los Angeles. These addresses are found on the Nursing application, online, and on the back of the University Catalog. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the University campus offices. The Prospective Student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated for equality to National University Department of Nursing required prerequisite courses.

*All Prospective Students will attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics of Nursing Program will be described to the Prospective Students at this time (i.e. number of Nursing courses, sequence of courses, requirements for progression in the Program). These Forums will be offered monthly (schedules are available online or by emailing nursing@nu.edu).*

A Calculation Worksheet will be used to evaluate each Prospective Student's application packet by the Admissions Committee of the Department of Nursing. The Prospective Student will be ranked in comparison to the other applicants for that application cycle. The scoring will be based on:

- Quality of Grades in all Math and Science prerequisite courses
- Number of attempts in taking the Math and Science prerequisite courses.
- All prerequisite courses must be completed with a minimum passing grade of C (73%).
- Test of Essential Academic Skills Score (TEAS), (explained below)
- Written essay.

*Please note: Students will be contacted by the Department of Nursing to schedule the proctored essay and TEAS exam once a complete Nursing application packet is on file.*

All Prospective Students must take the Test of Essential Academic Skills (TEAS) prior to consideration for admission to the Nursing Program, following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Information Forum. The TEAS may be taken a total of 3 times (see

re-application process below), with no less than 60 days between tests.

All Prospective Students must complete a proctored essay. One essay topic will be drawn from questions developed by the Nursing Faculty and typed on a computer. Each Prospective Student in any one session will answer the same question. Prospective Students have the option of re-writing the essay should they be denied admission to the Nursing Program (see re-application process below).

Following the receipt of all application items, the Prospective Student's packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Admission will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort. The Prospective Student will receive a letter regarding this decision. No waiting list is maintained.

*Students who are not accepted may re-apply for admission to the Nursing Program if she/he is interested. Prospective Students may re-apply to the Nursing Program up to 3 times in any 12-month period without incurring the cost of reapplying to the University. However, if the Prospective Student chooses to re-take the TEAS, she/he will need to follow the TEAS application process, with any associated fees. If the Prospective Student chooses to re-do the essay question, she/he must contact the Nursing Department by emailing nursing@nu.edu.*

Students are not eligible for financial aid until the Nursing application, Evaluation Packet, and the formal degree evaluation is done by the Office of the Registrar. Students who have a previous Bachelors degree are only eligible to apply to the BSN options of the Program (i.e. LVN to BSN, RN to BSN).

Before participating in clinical practice, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests. In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of \$1,000,000 per occurrence/ \$3,000,000 aggregate. Continued liability coverage as well as current health clearance and immunity coverage is required throughout the program. Students must possess a social security number to disclose to the California Board of Registered Nursing (BRN) at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for Health Care Providers plus AED certification). The student is responsible to determine if his/her insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Prior to a clinical experience in a facility, students may be required to demonstrate freedom from drug use through screening. Facilities also require an individual background check and fingerprinting on a student. Students are responsible to meet all requirements established by clinical facilities.

Students will need to provide their own transportation to class and all clinical experiences. Proof of auto insurance, a current car registration, and a valid driver's license is required for access to clinical facilities located on military installations.

## Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum entry mental and

# School of Health and Human Services

physical qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. National University wishes to inform prospective students of the general nature of such qualifications, although qualifications may vary among employers. Further, National University wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment, and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary and word usage.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University's Office of Scholarships and Special Services as described in the university catalog.

## Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and the Admissions Advisor throughout the program.

## Progression Requirements

All transfer courses accepted from another college or university must be equivalent in content and credit. Students with previous preparation in nursing are admitted to the program as space is available providing requirements are met for admission to the University and the Department of Nursing. Academic acceptance is determined on an individual basis through evaluation of past academic preparation and professional experience. All students

with foreign transcripts must have an evaluation done by IERF as part of the application process. For more information, please visit <http://www.ierf.org>.

Students who have not had continual enrollment in National University's nursing program (defined as not taking nursing coursework for more than a one calendar year) or who are transferring from another nursing program must demonstrate level-appropriate proficiency skills prior to readmission to the program. Likewise, these students will need to retake the medication calculation examinations successfully. Students who are unsuccessful in their first attempt at any of the nursing courses or who choose to take a voluntary break from the course sequencing for any reason will be placed in subsequent cohorts as openings in the classes are available. Students who are absent for a period of 12 months or more must re-enroll and be re-evaluated under a new catalog. Any changes in the schedule of NSG classes must submit a schedule change form which must then be approved by the Nursing Department. Students should contact the Nursing Department for assistance.

Any student who wishes to challenge a nursing course (with an NSG prefix) or earn academic credit by examination must successfully complete the culminating examination appropriate to the course. University policies, found in this catalog, should be followed to apply for Challenge or Credit by Examination opportunities. In the nursing theory or non-clinical courses, the terminal measures are often a final exam and/or term paper. In the case of the challenge exam, these requirements must receive a passing grade of 80 percent or higher. In the nursing clinical laboratory classes students will demonstrate competent clinical care by way of return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the return demonstration with 100 percent skill and accuracy. Regardless of how many courses students take as challenge/credit by exam, they must still meet National University residency requirements.

Students requesting to take one or more NSG courses in a non-degree status are required to submit a letter of intent to the Nursing Department along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process. After its completion, successful candidates will be enrolled in classes on a space available basis.

## The Student Agreement

To ensure that graduates of National University's nursing programs are able to meet the legal requirements of the California Board of Registered Nursing (the Board), all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is distributed at the mandatory student orientation.

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

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for an RN license;
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

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## Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program.

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

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, 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 nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to work as a registered nurse in California healthcare facilities. Every person who is an applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

## Learning Contracts

Learning contracts will be used by faculty to notify students of learning issues and/or a clinical performance problem. If the student fails to meet the standard set forth in the learning contract, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the contract and an additional copy will be maintained in the student's file in the Department of Nursing.

## Procedures Governing Problems with Progress in the Program

When a student is having a problem with the nursing program or a student is notified that she/he is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course lead or (if the deficit is in clinical practice) with the course lead and the clinical nursing faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Student/Faculty Learning Contract.

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a nursing theory or clinical course, 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 Undergraduate Degrees section of this catalog.

## Application for Licensure

Students seeking an RN license must apply to the Board for such a license. It is the student's responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least four to six months before their graduation date. All requests for transcript forms must be signed after the completion/graduation date. All first time applicants are required to submit fingerprints with the application.

The Board requires applicants to take an examination containing objective multiple-choice questions administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of six hours.

## ■ BACHELOR OF SCIENCE IN NURSING (BSN)

(651)

*Faculty Advisor: Contact the Department of Nursing at (858) 521-3906*

The Bachelor of Science in Nursing (BSN) program prepares degree candidates to develop critical thinking, communication and therapeutic nursing skills within the framework of transcultural nursing. Graduates are able to manage the nursing care of culturally diverse clients in a variety of settings.

The BSN program is accredited by the Commission on Collegiate Nursing Education (CCNE) through June 2011. The community health nursing course sequencing and content (NSG 412, NSG 411, and NSG 410) meet requirements for certification as a public health nurse in California.

## Program Learning Outcomes

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

- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

## ■ BACHELOR OF SCIENCE IN NURSING GENERIC ENTRY (B.S.N.)

(This program is for students with little or no prior college credits.)  
(651)

*Faculty Advisor: Contact the Department of Nursing at (858) 521-3906*

## Departmental Admission Requirements

To be eligible for admission to the generic entry BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Complete a proctored written essay



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## Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, 45 quarter units of which must be completed in residence at National University and 76.5 quarter units must be upper-division. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. The following courses are specific degree requirements. In the absence of transfer credit, students may be required to take additional electives to satisfy the total units required for the degree.

## Required General Education Preparation

(18 courses; 69 quarter units)

### AREA A: ENGLISH COMMUNICATION

#### CATEGORY – 1 Writing

(6 quarter units)

- ENG 100 Effective College English I (3 quarter units)  
ENG 101 Effective College English II (3 quarter units)  
(Prerequisite: ENG 100)

#### CATEGORY 2 – Speech and Communication

(4.5 quarter units)

- COM 103 Oral Communication

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units)

- NSG 322 Intro to Biomedical Stats

### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units)

- ILR 260 Information Literacy  
(Prerequisites: ENG 100/101)

### AREA D: ARTS AND HUMANITIES

(9 quarter units)

See the General Education section of the catalog for applicable courses

### 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 SCIENCES

(18 quarter units)

- BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)  
BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)  
BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO 201 & 201A, 100 & 100A, CHE 101 & 101A, or equivalent courses)  
BIO 202A Human Anatomy & Physiol Lab II 1.5 quarter units)  
(Prerequisite: BIO 202)  
BIO 203 Introductory Microbiology  
(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)

- BIO 203A Introductory Microbiology Lab (1.5 quarter Units)  
(Prerequisite: BIO 203)

### AREA G: MODERN LANGUAGE

(9 quarter units)

- SPN 340A Spanish for the Work Place  
SPN 341 Cross-Cultural Communication

### AREA A-G: GENERAL EDUCATION

(4.5 quarter units)

- SOC 500 Cultural Pluralism in the USA  
(Prerequisite: ENG 100/101)  
or  
HUB 500 Cross-Cultural Dynamics of Human Behavior  
(Prerequisites: ENG 100/101 and PSY 100)

The following areas of General Education must be completed prior to beginning any preparation for the Major or Nursing Major core coursework: Area A1, A2, Area B, Area C, Area E, and Area F

### Preparation for the Major

(9 courses; 36 quarter units)

- NSG 403 Nursing Theories and Models  
(Prerequisite: admission to nursing program, and cumulative GPA and completion of required general education preparation with a minimum GPA 2.75)  
NSG 211T Health Assessment\*\* (3 quarter units)  
(Prerequisite: "C" or better in NSG 403)  
NSG 211A Health Assessment Clinical \*\* (1.5 quarter units)  
(Prerequisite: "C" or better in NSG 403)  
NSG 304 Pharmacology in Nursing  
(Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A)  
NSG 422 Nursing Research  
(Prerequisite: NSG 322 and "C" or better in NSG 304 or 404)  
NSG 200 Foundations of Nursing Practice\*\*  
(Prerequisite: "C" or better in NSG 422)  
NSG 200A Foundations Clinical Lab\*\*  
(Prerequisite: "C" or better in NSG 422)  
NSG 205 Medical-Surgical Nursing I\*\*  
(Prerequisite: "C" or better in NSG 200 and "S" in NSG 200A)  
NSG 205A Medical-Surgical I Clinical\*\*  
(Prerequisite: "C" or better in NSG 200 and "S" in NSG 200A)

### Nursing Core Courses

(14 courses; 60 quarter units)

- NSG 320 Medical-Surgical Nursing II\*\*  
(Prerequisite: "C" or better in NSG 205 and "S" in NSG 205A)  
NSG 320A Medical-Surgical II Clinical \*\*  
(Prerequisite: "C" or better in NSG 205 and "S" in NSG 205A)  
NSG 314 Child-bearing Family Nursing\*\*  
(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)  
NSG 314A Child-bearing Family Clinical \*\*  
(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)  
NSG 315 Pediatric Nursing\*\*  
(Prerequisite: "C" or better in NSG 314 and "S" in NSG 314A)  
NSG 315A Pediatric Nursing Clinical \*\*  
(Prerequisite: "C" or better in NSG 314 and "S" in NSG314A)  
NSG 325 Psychosocial Nursing\*\*

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(Prerequisite: "C" or better in NSG 315 and "S" in NSG 315A)

- NSG 325A Psychosocial Nursing Clinical \*\*  
(Prerequisite: "C" or better in NSG 315 and "S" in NSG 315A)
- NSG 412 Community Healthcare Delivery\*\*\*  
(Prerequisite: Successful completion of all previous nursing courses)
- NSG 411 Community Health Frameworks\*\*\*  
(Prerequisites: "C" or better in NSG 412)
- NSG 410 Community: Population Focus\*\*\*  
(Prerequisites: "C" or better in NSG 411)
- NSG 340 Nursing Leadership/Management\*\*  
(Prerequisite: "C" or better in 410)
- NSG 340A Leadership/Management Clinical\*\* (1.5 quarter units)  
(Prerequisite: "C" or better in NSG 410)
- NSG 440 Issues in Professional Nursing (capstone course)  
(Prerequisites: completion of all other required nursing courses)

\*\* Content required for licensure by CA Board of Registered Nursing

\*\*\*This course requires a clinical practicum of 32 hours

## ■ LICENSED VOCATIONAL NURSE TO BACHELOR OF SCIENCE IN NURSING (L.V.N.-TO-B.S.N.)

(for Licensed Vocational Nurses seeking to advance to BSN-prepared Registered Nurse)  
(651-120)

Faculty Advisor: Contact the Department of Nursing at (858) 521-3906

### Departmental Admission Requirements

To be eligible for admission to the LVN-BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a licensed vocational nurse in the state of California
- Submit the appropriate Nursing program application
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Complete a proctored written essay
- Submit the appropriate nursing program application

### Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, of which a minimum of 76.5 quarter units must be completed at the upper-division level and 45 quarter units of which must be completed in residence at National University. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree. Students exiting after completing the courses required for licensure by the California Board of Registered Nursing (as designated below) without completing at least 180 quarter units (at National University or through credit transfer) will not be granted the BSN degree.

### General Education Requirements

(18 courses; 69 quarter units)

### AREA A: ENGLISH COMMUNICATION

#### CATEGORY 1 – Writing

(6 quarter units)

- ENG 100 Effective College English I (3 quarter units)  
ENG 101 Effective College English II (3 quarter units)  
(Prerequisite: ENG 100)

#### CATEGORY 2 – Speech and Communication

(4.5 quarter units)

- COM 103 Oral Communication

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units)

- NSG 322 Intro to Biomedical Stats

### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units)

- ILR 260 Information Literacy  
(Prerequisites: ENG 100/101)

### AREA D: ARTS AND HUMANITIES

(9 quarter units)

See listing of General Education courses offered in this category.

### 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 SCIENCES

(18 quarter units)

- BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)
- BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)
- BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO 201 & 201A, 100 & 100A, CHE 101 & 101A, or equivalent courses)
- BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
(Prerequisite: BIO 202)
- BIO 203 Introductory Microbiology  
(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)
- BIO 203A Introductory Microbiology Lab (1.5 quarter Units)  
(Prerequisite: BIO 203)

### AREA G: MODERN LANGUAGE

(9 quarter units)

- SPN 340A Spanish for the Work Place  
SPN 341 Cross-Cultural Communication

### AREA A-G: GENERAL EDUCATION

(4.5 quarter units)

- SOC 500 Cultural Pluralism in the USA  
(Prerequisite: ENG 100/101)

or

- HUB 500 Cross-Cultural Dynamics of Human Behavior  
(Prerequisites: ENG 100/101 and PSY 100)

### Nursing Core Courses

(16 courses; 64.5 quarter units)

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NSG 310	Professional Nursing Values** (Prerequisite: admission to nursing program, and cumulative GPA and completion of required general education preparation with a minimum GPA 2.75)
NSG 403	Nursing Theories and Models (Prerequisite: "C" or better in NSG 310)
NSG 211T	Health Assessment** (3 quarter units) (Prerequisites: "C" or better in NSG 403)
NSG 211A	Health Assessment Clinical ** (1.5 quarter units) (Prerequisites: "C" or better in NSG 403)
NSG 404	Pharmacology for Nurses (Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A)
NSG 422	Nursing Research (Prerequisite: NSG 322 and "C" or better in NSG 304 or 404)
NSG 320	Medical-Surgical Nursing II** (Prerequisites: "C" or better in NSG 422)
NSG 320A	Medical-Surgical Nursing II Clinical ** (Prerequisites: "C" or better in NSG 422)
NSG 325	Psychosocial Nursing** (Prerequisite: "C" or better in NSG 320 and "S" in NSG 320A)
NSG 325A	Psychosocial Nursing Clinical ** (Prerequisite: "C" or better in NSG 320 and "S" in NSG 320A)
NSG 412	Community Healthcare Delivery*** (Prerequisite: Successful completion of all previous nursing courses)
NSG 411	Community Health Frameworks*** (Prerequisites: "C" or better in NSG 412)
NSG 410	Community: Population Focus*** (Prerequisites: "C" or better in NSG 411)
NSG 340	Nursing Leadership/Management** (Prerequisite: "C" or better in 410)
NSG 340A	Leadership/Management Clinical** (1.5 quarter units) (Prerequisite: "C" or better in NSG 410)
NSG 440	Issues in Professional Nursing (capstone course) (Prerequisites: completion of all other required nursing courses)

\*\*\*This course requires a clinical practicum of 32 hours

## ■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION

(This program is for already licensed, registered nurses seeking a BSN degree.)

(651-121)

Faculty Advisor: Contact the Department of Nursing at (858) 521-3906

### Departmental Admission Requirements

To be eligible for admission to the BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a registered nurse in the state where clinical experiences will be completed
- Have achieved a grade point average of 2.75 or the equivalent in the basic nursing program
- Be a graduate of an associate degree in nursing program or meet equivalency requirements for National University
- Submit the appropriate nursing program application
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Complete a proctored written essay

### Equivalency Requirements

Licensed RNs who have not earned the Associate of Science in Nursing degree can meet equivalency requirements by completing the general education requirements, the preparation for the major and Anatomy and Physiology (12 quarter units). Students can use Anatomy and Physiology to meet the Physical and Biological Sciences general education requirements, or they can use prior coursework from other regionally accredited institutions. The basic nursing education program must have included coursework in those areas required by the California Board of Registered Nursing.

### Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, a minimum of 76.5 quarter units of which must be completed at the upper-division level and 45 quarter units of which must be completed in residence at National University.

A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

### Preparation for the Major

(6 courses; 27 quarter units)

NSG 322 Intro to Biomedical Stats  
PSY 100 Introduction to Psychology  
SOC 100 Principles of Sociology (+)  
(Prerequisite: ENG 100/101)

or

SOC 260 Cultural Anthropology  
(Prerequisite: ENG 100/101)

SPN 340A Spanish for the Work Place  
SPN 341 Cross-Cultural Communication  
SOC 500 Cultural Pluralism in the USA  
(Prerequisite: ENG 100/101)

or

HUB 500 Cross-Cultural Dynamics of Human Behavior  
(Prerequisites: ENG 100/101 and PSY 100)

### Nursing Core Courses

(11 courses; 45 quarter units)

NSG 310	Professional Nursing Values** (Prerequisite: admission to nursing program, and cumulative GPA and completion of required general education preparation with a minimum GPA 2.75)
NSG 403	Nursing Theories and Models (Prerequisite: "C" or better in NSG 310)
NSG 211T	Health Assessment** (3 quarter units) (Prerequisites: "C" or better in NSG 403)
NSG 211A	Health Assessment Clinical ** (1.5 quarter units) (Prerequisites: "C" or better in NSG 403)
NSG 404	Pharmacology for Nurses (Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A)
NSG 422	Nursing Research (Prerequisite: NSG 322 and "C" or better in NSG 304 or 404)
NSG 412	Community Healthcare Delivery***

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*(Prerequisite: Successful completion of all previous nursing courses)*

NSG 411	Community Health Frameworks*** <i>(Prerequisites: "C" or better in NSG 412)</i>
NSG 410	Community: Population Focus*** <i>(Prerequisites: "C" or better in NSG 411)</i>
NSG 342	RN-BSN Nursing Management <i>(Prerequisite: "C" or better in 410)</i>
NSG 440	Issues in Professional Nursing (capstone course) <i>(Prerequisites: completion of all other required nursing courses)</i>

\*\*\*This course requires a clinical practicum of 32 hours

## Upper-Division Electives

(3 courses; 13.5 quarter units)

In the absence of upper-division transfer units, 13.5 quarter units of upper-division coursework may be needed to meet the minimum upper-division requirement of 76.5 quarter units. Electives should be chosen in consultation with faculty advisors.

## ■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) ACCELERATED POST-BACHELOR DEGREE

(This program is for individuals with prior earned bachelor's degree (i.e., B.A., B.S.) who wish to be prepared for licensure as a registered nurse while simultaneously earning a Bachelor of Science in Nursing degree.)  
(651-399)

Faculty Advisor: Contact the Department of Nursing at (858) 521-3906

### Departmental Admission Requirements

To be eligible for admission to the Accelerated post-bachelor's BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a bachelor's degree from an accredited school
- Have an overall college GPA of 2.75 OR 3.0 GPA on last 60 hours of coursework completed
- Submit the appropriate nursing program application
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Complete a proctored written essay

### Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, a minimum of 76.5 quarter units of which must be completed at the upper-division level and 45 quarter units of which must be completed in residence at National University. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. The following courses are specific degree requirements. In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

### Preparation for the Major

(19 courses; 72 quarter units)

COM 103	Oral Communication
NSG 322	Intro to Biomedical Stats
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology (+) <i>(Prerequisites: ENG 100/101)</i>

BIO 201	Human Anatomy & Physiol I (Recommended: prior completion of BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>(Prerequisite: BIO 201)</i>
BIO 202	Human Anatomy & Physiol II (Recommended: prior completion of BIO 201 & 201A, 100 & 100A, CHE 101 & 101A, or equivalent courses)
BIO 202A	Human Anatomy & Physiol Lab II 1.5 quarter units <i>(Prerequisite: BIO 202)</i>
BIO 203	Introductory Microbiology (Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)
BIO 203A	Introductory Microbiology Lab (1.5 quarter Units) <i>(Prerequisite: BIO 203)</i>
NSG 403	Nursing Theories and Models <i>(Prerequisite: admission to nursing program, and cumulative GPA and completion of required general education preparation with a minimum GPA 2.75)</i>
NSG 211T	Health Assessment** (3 quarter units) <i>(Prerequisite: "C" or better in NSG 403)</i>
NSG 211A	Health Assessment Clinical ** (1.5 quarter units) <i>(Prerequisite: "C" or better in NSG 403)</i>
NSG 304	Pharmacology in Nursing <i>(Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A)</i>
NSG 422	Nursing Research <i>(Prerequisite: NSG 322 and "C" or better in NSG 304 )</i>
NSG 200	Foundations of Nursing Practice** <i>(Prerequisite: "C" or better in NSG 422)</i>
NSG 200A	Foundations Clinical Lab** <i>(Prerequisite: "C" or better in NSG 422)</i>
NSG 205	Medical-Surgical Nursing I** <i>(Prerequisite: "C" or better in NSG 200 and "S" in NSG 200A)</i>
NSG 205A	Medical-Surgical I Clinical** <i>(Prerequisite: "C" or better in NSG 200 and "S" in NSG 200A)</i>
<b>Nursing Core Courses</b> (14 courses; 60 quarter units)	
NSG 320	Medical-Surgical Nursing II** <i>(Prerequisite: "C" or better in NSG 205 and "S" in NSG 205A)</i>
NSG 320A	Medical-Surgical II Clinical ** <i>(Prerequisite: "C" or better in NSG 205 and "S" in NSG 205A)</i>
NSG 314	Child-bearing Family Nursing** <i>(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)</i>
NSG 314A	Child-bearing Family Clinical ** <i>(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)</i>
NSG 315	Pediatric Nursing** <i>(Prerequisite: "C" or better in NSG 314 and "S" in NSG 314A)</i>
NSG 315A	Pediatric Nursing Clinical ** <i>(Prerequisite: "C" or better in NSG 314 and "S" in NSG314A)</i>
NSG 325	Psychosocial Nursing** <i>(Prerequisite: "C" or better in NSG 315 and "S" in NSG 315A)</i>
NSG 325A	Psychosocial Nursing Clinical ** <i>(Prerequisite: "C" or better in NSG 315 and "S" in NSG 315A)</i>
NSG 412	Community Healthcare Delivery*** <i>(Prerequisite: Successful completion of all previous nursing courses)</i>
NSG 411	Community Health Frameworks***



NSG 410	Community: Population Focus*** (Prerequisites: "C" or better in NSG 412)
NSG 340	Nursing Leadership/Management** (Prerequisite: "C" or better in 410)
NSG 340A	Leadership/Management Clinical** (1.5 quarter units) (Prerequisite: "C" or better in NSG 410)
NSG 440	Issues in Professional Nursing (capstone course) (Prerequisites: completion of all other required nursing courses)

\*\* Content required for licensure by CA Board of Registered Nursing

\*\*\*This course requires a clinical practicum of 32 hours

## GRADUATE DEGREES

### ■ MASTER OF HEALTHCARE ADMINISTRATION (MHA)

(733)

Faculty Advisor: Terry Schmidt • (858) 309-3483 • [tschmidt@nu.edu](mailto:tschmidt@nu.edu)

The Master of Healthcare Administration (MHA) is a graduate professional degree designed to enhance the practice of healthcare administration/management by preparing students for entry level and middle management roles in healthcare organizations. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state, and federal. Faculty members have expertise in diverse fields such as management, economics, law, medicine, public health, planning, sociology, and statistics. They are united by a common commitment to solving problems and developing innovations related to the access, cost, and quality of healthcare.

The MHA program emphasizes the conceptual and analytical skills required to understand and manage today's healthcare organization and prepare for tomorrow's challenges. Special attention is given to the social contributions of the profession and its unique people-dependent focus. Also featured are experiential opportunities in project management, teamwork and leadership. Ideal candidates for the MHA program are those students looking for career advancement from middle to upper middle management; those looking for career transition into healthcare administration from other professions; and those looking to advance from clinical/technical roles to management roles. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a multidisciplinary team-based capstone experience. The MHA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

#### Program Learning Outcomes

In accordance with the competency guidelines established by the National Center for Healthcare Leadership (NCHL), the Master of Healthcare Administration program prepares graduates to:

- Adopt an achievement-oriented professional philosophy by habitually creating and assessing measurable personal and organizational goals.
- Solve complex problems in a healthcare environment by employing rigorous analytical skills.
- Align strategic priorities of a healthcare organization with the needs and values of the community it serves.
- Conduct financial analysis and explain financial and accounting information, prepare and manage budgets, and make sound long-term investment decisions in a healthcare organization.

- Maintain professional currency with health, organizational, industry, and professional trends and developments.
- Apply complex concepts and develop creative solutions to be an innovative healthcare manager.
- Formulate strategic plans based on business, economic, demographic, ethno-cultural, political, and regulatory trends and developments, and develop an evolving vision for the organization and the health industry that results in long-term success and viability.
- Establish metrics for individual and organizational accountability to standards of performance.
- Energize stakeholders and sustain their commitment to changes in approaches, processes, and strategies.
- Work cooperatively with others as part of a team or group, including demonstrating positive attitudes about the team, its members, and its ability to get its mission accomplished.
- Speak and write in a clear, logical, and grammatical manner in formal and informal situations, to prepare cogent business presentations, and to facilitate a group.
- Persuade and convince others to support a point of view, position, or recommendation.
- Employ administrative and clinical information technology and decision-support tools in process and performance improvement.
- Identify formal and informal decision-making structures and power relationships in a healthcare organization.
- Apply statistical and financial methods and metrics to set goals and measure clinical as well as organizational performance. Graduates will adopt a commitment to and employment of evidence-based techniques for decision making.
- Analyze and design or improve an organizational process, including incorporating the principles of quality management as well as customer satisfaction.
- Plan, execute, and oversee a multi-year, large-scale healthcare-related project involving significant resources, scope, and impact.
- Implement staff development and other management practices that represent contemporary best practices, comply with legal and regulatory requirements, and optimize the performance of the workforce.
- Demonstrate application of ethical and professional practices to healthcare management.
- Establish, build, and sustain professional contacts for the purpose of building networks of people with common goals and interests.
- Self-assess personal strengths and development needs, including one's impact on others.
- Build the breadth and depth of a healthcare organization's human capability.
- Be a leader, from assembling a senior management team that possesses balanced capabilities to setting the mission, values, and norms, as well as holding the team members accountable individually and as a group for results.

#### Degree Requirements

(16 courses; 72 quarter units)

To receive an MHA degree, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

#### Core Requirements

(16 courses; 72 quarter units)

It is required that students take the following courses in the

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scheduled sequence:

## Unit 1: Foundations of Healthcare

HCA 600	U.S. Healthcare System
HCA 602	Managerial Epidemiology
HCA 640	Biostatistics and Research
HCA 610	Health Policy

## Unit 2: The Healthcare Organization

HCA 620	Health Organization Management
HCA 626	Healthcare Information Systems
HCA 622	Quality Appraisal & Evaluation

## Unit 3: The Healthcare Administrator

HCA 662	Healthcare Accounting
HCA 660	Health Economics
HCA 664	Healthcare Finance
HCA 628	HA Human Resources Management
HCA 630	Healthcare Law & Ethics
HCA 624	Healthcare Planning & Marketing

## Unit 4: The Healthcare Leader

HCA 670	Healthcare Leadership
HCA 691	Healthcare Internship (Prerequisites: Completion of HCA 600, 602, 610, 620, 622, 624, 626, 628, 630, 640, 660, 662, 664, 670 or permission by instructor.)
HCA 692	Healthcare Capstone (Prerequisites: Completion of HCA 600, 602, 610, 620, 622, 624, 626, 628, 630, 640, 660, 662, 664, 670, 691A or permission by instructor.)

## Recommended Elective

(1 course, 4.5 quarter units)

HCA 650	Medical Practice Management
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## ■ MASTER OF INTEGRATIVE HEALTH (M.I.H.)

(739)

Faculty Advisor: Patric Schiltz • (858) 309-3476 • [pschiltz@nu.edu](mailto:pschiltz@nu.edu)

The Master of Integrative Health program will provide the student with intermediate to advanced knowledge and skills in integrative and holistic health care theory, clinical practice and standard of care. The goal is to educate students who wish to enter, or who are already employed, in public and private healthcare organizations related to integrative, holistic, or complementary and alternative medicine (CAM) clinical practice, research, education, administration, or regulatory affairs. Some graduates may choose to continue their academic preparation by pursuing advanced degrees in various medical and biomedical disciplines. The program does not prepare students for a licensure examination in any related integrative or holistic healthcare practice.

Integrative health is a lifestyle approach to health care and promotion that is “holistic” or “whole person” and that recognizes the interrelationships among physical, mental, social, environmental, and spiritual dimensions of health and well-being. Integrative health practice is based on several related principles of health care: encouragement of self-care and personal responsibility for health; the engagement of mind, body, and spirit as essential to good health; promotion of vibrant health, wellness, and the achievement of one’s potential; use of alternative and

complementary therapies that are safe and effective; reliance on natural and less expensive approaches to achieving good health.

Integrative medicine is a related healthcare model that combines diagnostics and treatments from conventional medicine with complementary and alternative medicine (CAM) for which there is evidence of safety and effectiveness. The National Center for Alternative and Complementary Medicine at the National Institutes of Health (NCCAM), the nation’s premiere research institute, groups CAM practices into four domains: mind-body medicine, biologically-based practices, manipulative and body-based practices, and energy medicine. The MIH curriculum focuses on these four domains in the context of clinical healthcare.

To receive the MIH degree, 54 quarter units of graduate work must be completed. 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. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

## Program Learning Outcomes

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

- Summarize and interpret the theoretical foundations, principles of good clinical practice and standard of care for integrative and holistic healthcare.
- Critique philosophical and cultural foundations of global healing traditions.
- Compare the safety and efficacy of mind-body clinical therapies and formulate appropriate treatment plans for diverse individuals.
- Compare the safety and efficacy of biofield and energy based therapies and formulate appropriate treatment plans for diverse individuals.
- Compare the safety and efficacy of bio-energetic therapies for musculoskeletal pain and dysfunction and formulate appropriate treatment plans for diverse individuals.
- Evaluate client physical fitness levels and formulate effective exercise prescription plans for positive health outcomes in diverse individuals.
- Evaluate client dietary profiles and formulate appropriate nutritional and healthy eating plans for positive health outcomes in diverse individuals.
- Compare the safety and efficacy of spiritual therapies for positive health outcomes and formulate treatment plans for diverse individuals.
- Critique scientific methods of inquiry applied to the discovery and evaluation of evidence-based integrative healthcare.
- Create a comprehensive business plan for the management and operation of an integrative health clinical practice.
- Complete a data-based research project or creative activity related to an integrative health problem.
- Create and evaluate alternative integrative health treatment plans for diverse individuals that incorporate multiple therapies.

## Degree Requirements

(12 courses; 54 quarter units)

Students are admitted into cohort learning teams and complete all degree requirements in the following sequence:

IHS 610	Integrative Healthcare
IHS 612	Global Healing Traditions
HCA 640	Biostatistics and Research
IHS 614	Mind-Body Therapy for Healing
IHS 616	Biofield and Energy Therapy
IHS 618	Bio-Energetic Therapy

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IHS 620	Exercise, Nutrition and Health
IHS 622	Spirituality, Health and Healing
IHS 680	Integrative Health Management
IHS 685	Integrative Health Practicum (Prerequisites: Completion of IHS 610, 612, 614, 616, 618, 620, 622, 680 with a grade of "C" or better)
IHS 690	Integrative Health Capstone (Prerequisites: Completion of IHS 610, 612, 614, 616, 618, 620, 622, 680, 685 with a grade of "C" or better)
IHS 624	Healing Journeys for Health (Prerequisites: Completion of IHS 610, 612, 614, 616, 618, 620, 622, 680, 685, 690 with a grade of "C" or better.)

## ■ MASTER OF PUBLIC HEALTH (M.P.H.)

(719)

Faculty Advisor: Gina Piane • (858) 309-3474 • [gpiane@nu.edu](mailto:gpiane@nu.edu)

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention. Public Health involves multidisciplinary and collaborative strategies for solving health-related problems, including programs that serve the public sector at all levels—local, state, federal, and global. Faculty members have expertise and experience in public health promotion.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and a multidisciplinary team-based capstone experience. The MPH program is an applicant for accreditation with the Council on Education in Public Health (CEPH).

### Program Learning Outcomes

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education in Public Health (CEPH), the Master of Public Health program prepares graduates to:

- Analyze and interpret health data.
- Describe the distribution and determinants of disease, disabilities and death in human populations.
- Evaluate the environmental factors that affect the health of a community.
- Analyze the planning, organization, administration and policies of health care organizations.
- Apply the concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

### Concentration in Health Promotion

- Assess individual and community needs for health education.
- Plan health education strategies, interventions, and programs.
- Implement health education strategies, interventions, and programs.
- Conduct evaluation related to health education.
- Administer health education strategies and interventions.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.
- Apply appropriate research principles and techniques in health education.
- Administer health education programs.
- Advance the profession of health education.

### Degree Requirements

(16 courses, 72 quarter units)

To receive an MPH degree, students must complete at least 72 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### Core Requirements

(16 courses, 72 quarter units)

It is required that students take the following courses in sequence:

#### Unit 1: Public Health Foundations

HCA 600	U. S. Health Care System
COH 601	Global Public Health
COH 602	Biostatistics
COH 603	Public Health Biology

#### Unit 2: Public Health Theory

COH 604	Theories of Health Behavior
COH 605	Public Health Promotion (Prerequisite: COH 604)
COH 606	Epidemiology (Prerequisite: COH 602)
COH 607	Public Health Program Development (Prerequisite: COH 605 and 606)
COH 608	Public Health and the Environment (Prerequisite: COH 603)

#### Unit 3: Public Health Interventions

COH 609	Public Health Program Evaluation (Prerequisite: COH 607)
COH 618	Health Promotion Strategies (Prerequisite: COH 605)
COH 611	Public Health Research Methods (Prerequisite: COH 606)
COH 612	Health Policy & Advocacy (Prerequisite: COH 609)
COH 613	Public Health Informatics (Prerequisite: COH 606)

#### Unit 4: Public Health Integration

COH 691	Public Health Internship (Prerequisites: HCA 600, COH 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613)
COH 692	Public Health Capstone Project (Prerequisite: COH 691)

## ■ MASTER OF SCIENCE IN CLINICAL REGULATORY AFFAIRS

(720-504)

Faculty Advisor: Patric Schiltz • (858) 309-3476 • [pschiltz@nu.edu](mailto:pschiltz@nu.edu)

The Master of Science in Clinical Regulatory Affairs provides a comprehensive program of graduate study in the field of clinical trials and the federal regulations associated with developing and performing clinical trials. The program will be based on didactic lectures, case studies, and comprehensive texts and articles associated with federal government regulations and clinical trial research monitoring and coordinating. This program will allow the student to have a comprehensive knowledge of the field, develop and implement appropriate protocols and documents, as well as understand data management and the clinical trial research industry.

# School of Health and Human Services

## Program Learning Outcomes

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

- Understand the federal regulations in the approval process of a new drug, medical device, or biologic;
- Have a fundamental knowledge of human rights obligations, adverse events, clinical trial monitoring, and data collection;
- Understand good clinical and manufacturing process;
- Develop and implement standard operating procedures, clinical data collection forms, electronic records, clinical trial protocols, and federal regulatory forms;
- Develop and implement a methodology for a clinical trial with supportive data management and data analysis;
- Design and implement an investigational device exemption;
- Design and implement an investigational new drug application;
- File for pre market approval, new drug approval, or biologic license approval;
- Develop compliance documents and quality assurance and quality control documentation;
- Prepare for an FDA meeting;
- Understand evidence based data and data management;
- Coordinate and monitor clinical trials;
- Understand and comply with FDA audits; and
- Be proficient in statistical analysis of clinical results

## Background Checks

Clinical agencies utilized by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of the student into the clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend the clinical course and therefore may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

## Degree Requirements

(11 courses 49.5 quarter units)

MRA 600	Introduction to Regulatory Affairs
MRA 601	Clinical Documentation
MRA 602	Human Subjects in Clinical Trials
HCA 609A	Healthcare Law, Policy, Politics and Ethics
HTM 605	Healthcare Information Technologies
HCA 605	Evidence Based Healthcare
MRA 603	Medical Device and Pharmaceutical Regulations
MRA 604	Coordinating and Monitoring Clinical Research
MRA 605	Analytical Methods for Regulatory Affairs
MRA 606	FDA Regulations and Submissions
MRA 610A	Research Capstone Project in Regulatory Affairs
or	
MRA 610B	Regulatory Affairs Internship

## CERTIFICATE PROGRAMS

### ● LVN "30 UNIT" OPTION CERTIFICATE

(670-000-184)

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

## Departmental Admission Requirements

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

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

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

## Requirements for the Certificate

To receive the "30 Unit Option" certificate, students must complete the 39 quarter units as outlined below. The following courses are specific certificate requirements.

## Required Preparation

(4 courses; 12 quarter units)

BIO 202	Human Anatomy & Physiol II (Recommended: prior completion of BIO 201 & 201A, 100 & 100A, CHE 101 & 101A, or equivalent courses)
BIO 202A	Human Anatomy & Physiol Lab II 1.5 quarter units (Prerequisite: BIO 202)
BIO 203	Introductory Microbiology (Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, CHE 101 & 101A, or equivalent courses)
BIO 203A	Introductory Microbiology Lab (1.5 quarter Units) (Prerequisite: BIO 203)

## Nursing Core Courses

(6 courses; 27 quarter units)

NSG 310	Professional Nursing Values**
NSG 320	Medical-Surgical Nursing II**
NSG 320A	Medical-Surgical II Clinical **
NSG 325	Psychosocial Nursing** (Prerequisite: "C" or better in NSG 320 and "S" in NSG 320A)
NSG 325A	Psychosocial Nursing Clinical ** (Prerequisite: "C" or better in NSG 320 and "S" in NSG 320A)
NSG 342	Nursing Leadership/Management** (Prerequisite: "C" or better in NSG 325 and "S" in NSG 325A)

\*\* Content required for licensure by CA Board of Registered Nursing

### ● HEALTH COACHING CERTIFICATE

(770-791)

Faculty Advisor: Patric Schiltz • (858) 309-3476 • pschiltz@nu.edu

This certificate is designed for integrative health professionals seeking to extend and improve their ability to coach patients through lifestyle and health changes. Potential students include physicians, nurses, chiropractors, nutritionists, pharmacists, acupuncture practitioners, naturopathy practitioners, physical fitness trainers, weight management coaches, and physical therapists, among others.



For admission to the graduate certificate program, students must meet all requirements for admission to a graduate degree program. For integrative practitioners and other interested individuals who are professionally prepared and licensed, but may not have completed a bachelor's degree, six of the eight courses are offered in partnership with Extended Learning and may be taken for non-academic credit. Please see extended learning section for more information on non academic coursework.

## Program Learning Outcomes

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

- Demonstrate an understanding of coaching the “whole person”.
- Recognize how to use self awareness tools to facilitate personal development and growth in self and in coaching clients.
- Evaluate health coaching models and methods.
- Demonstrate knowledge of the coaching relationship.
- Be able to discuss the three phases of transition: endings, neutral zone, and new reality; recognize how to use exercises/tools to facilitate transition through coaching.
- Demonstrate an understanding of the core skills of motivational interviewing and when to use it, as well as why it is important for health coaching.
- Demonstrate knowledge of emotional intelligence and social intelligence.
- Demonstrate an understanding of the use of EQ assessment tools and how assessment results are useful in the coaching practice.
- Practice core coaching competencies with clients.
- Write a project focused research paper, which results in the development of a coaching application, tool or training method.
- Describe the key elements of healing environments
- Demonstrate understanding of the elements and implications of holistic stress management
- Differentiate between allopathic and complementary and integrative health care practices.

## Certificate Requirements

(8 courses; 36 quarter units)

To receive a Certificate in Health Coaching, students must complete the eight courses listed below. These include the six core courses, a practicum experience that requires students to complete 120 hours of coaching, and an independent study course that required a project-focused research paper.

IHC 600	Introduction to Complementary Healing
IHC 610	Self as Coach
IHC 615	Fundamentals of Health Coaching
IHC 620	The Coaching Relationship
IHC 635	Social and Emotional Intelligences
IHC 630	Advanced Health Coaching Seminar
IHC 632	Practicum in Health Coaching
IHC 640	Independent Study in Health Coaching



# School of Media and Communication

Karla Berry

M.F.A.

School of the Art Institute of Chicago

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#### FOR FURTHER INFORMATION

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Visit our new headquarters at the National University Technology and Health  
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*The University of Values*



# Degree Programs Offered and Faculty

## Degrees Offered

### Undergraduate Degrees

#### Bachelor of Arts

with Majors in:

Digital Entertainment and Interactive Arts <sup>~</sup>

with Concentrations in:

Cinematic Arts

Digital Design and Web Development

Video Game Art and Animation

Video Game Production and Design

Digital Journalism

Strategic Communications

#### Minor in Journalism

### Graduate Degrees

Master of Arts in Strategic Communications <sup>~</sup>

Master of Fine Arts in Digital Cinema <sup>~</sup>

Master of Fine Arts in Video Game Production and Design

Master of Fine Arts in Screenwriting

Master of Science in Educational and Instructional  
Technology <sup>~</sup>

<sup>~</sup> denotes program also offered or partially offered online.

Note: Not all online programs or courses are offered in entirety via Internet.

Note: Not all courses or programs listed in this catalog are available at every campus.

Various undergraduate minors are available in some degree programs.

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# School of Media and Communication

## MISSION STATEMENT

The School of Media and Communication is dedicated to preparing a diverse population of learners with valuable skills and enhanced understanding in order to pursue careers that merge traditional and modern media. Students will acquire a broad education in Communication theory, literacy, and research aimed at enhancing the interaction of individuals and society with media. The School of Media and Communication offers programs in evolving technologies and disciplines as well as traditional media communication. Graduates will demonstrate leadership, social responsibility, and service to the global community.

The School of Media and Communication mission is accomplished as we collectively:

- Apply the values of honesty, civility, creativity, and teamwork
- Pursue the highest standards in learning, teaching, and research
- Enhance the natural qualities, social cohesion, and knowledge base of the University's distinctive regional western states market while preparing for a broader online market
- Promote equity and cultural diversity
- Develop national and international partnerships for mutual benefit and strategic achievement
- Pursue and respond to new challenges with resourcefulness, and by expanding our resource flexibility, to achieve greater self-reliance
- Strive for continuous improvement through systematic performance evaluation.

## HONOR SOCIETY

### PINNACLE HONOR SOCIETY FOR UNDERGRADUATE STUDENTS

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation's most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying grade point average. Students will be asked to complete an application which is then reviewed for eligibility determination.

## UNDERGRADUATE DEGREES

### ■ BACHELOR OF ARTS

(610)

#### General Education Program Requirements

The general education program consists of a minimum of 70.5 quarter units. Of the 70.5 units, students must complete at least 4.5 units at the upper division level and 4.5 units in diversity enriched course work. 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)

#### 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.

## ◆ MAJOR IN DIGITAL ENTERTAINMENT AND INTERACTIVE ARTS

(610-115)

Faculty Advisor: John Banks • (858) 309-3441 • [jbanks@nu.edu](mailto:jbanks@nu.edu)

The Bachelor of Arts in Digital Entertainment and Interactive Arts consists of courses that prepare the student for a broad range of positions requiring a background in digital entertainment and interactive design, multimedia 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. Successful completion of the program will enable graduates to compete for employment because they possess a combination of skills and knowledge vital to today's workplace. Positions in video and multimedia production, business, publishing, government, education and training include Web Designer/ Developer, Game Designer, Animator, Project Manager, and Multimedia Specialist.

### Program Learning Outcomes

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

- Develop and utilize a personal vision in the creation of original multimedia content.
- Apply the principles of graphic and information design in the generation of digital media projects.
- Work effectively in teams and independently to complete multimedia projects in a manner consistent with current industry practices.
- Communicate effectively with clients and production team members using oral, visual, and written methods.
- Describe and implement the phases of media production, from the initial planning to the final delivery of a professional product.
- Explain the relevant legal issues related to media production and distribution
- Create active and interactive content with graphics, animation, sound and video using media authoring software.
- Design a professional electronic portfolio that demonstrates writing and design competency in a variety of media, including web, digital video, 2D and 3D graphics and animation.
- Identify and analyze current trends and key technologies in the media industry.
- Design interactive media using authoring software and scripting

# School of Media and Communication

- 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.

## Preparation for the Major

(8 courses; 36 quarter units)

COM 100	Introduction to Mass Communication*
or	
COM 103	Oral Communication *
COM 220	Media Literacy*
MUL 200	Communication Tools (Prerequisites: ENG 100/101 and COM 100/COM 103)
MUL 205	Principles of Graphic Design (Prerequisites: ENG 100/101 and COM 100/COM 103)
MUL 245	Principles of Web Design (Prerequisites: ENG 100/101 and COM 100/COM 103)
MUL 255	Interactive Game Design (Prerequisites: ENG 100/101 and COM 100/COM 103)
MUL 265	Digital Audio and Video (Prerequisites: ENG 100/101 and COM 100/COM 103)
MUL 275	3-D Modeling for Video Games (Prerequisites: ENG 100/101 and COM 100/COM 103)

\* may be used to satisfy general education requirements

## 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 365	Applied Digital Audio and Video (Prerequisite: MUL 265 or equivalent)
MUL 335	Digital Design for Print (Prerequisites: ENG 100/101 and COM 100/COM103)
MUL 345	Applied Web Design (Prerequisites: MUL 200 level requirements or equivalents)
MUL 355	Game Scripting (Prerequisites: MUL 200 level requirements or equivalents)
MUL 332	Electronic Design and Layout (Prerequisites: ENG 100/101 and COM 100)
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)
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\*This is a two-month long class occurring after concentration courses

## DIGITAL ENTERTAINMENT AND INTERACTIVE ARTS CONCENTRATIONS

Students must select one of the following 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 learn specialized skills through 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 CSC courses.

### ▲ Concentration in Cinematic Arts

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

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

### ▲ Concentration in Digital Design and Web Development

(190)

(6 courses; 27 quarter units)

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

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

### ▲ Concentration in Video Game Art and Animation

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

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

### ▲ Concentration in Video Game Production and Design

(193)

(6 courses; 27 quarter units)

MUL 325	Psychology of Video Gaming (Prerequisites: all general core courses and PSY 100)
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# School of Media and Communication

MUL 318 Video Game Production  
(Prerequisites: all general core courses)  
MUL 401 Advanced Video Game Design  
(Prerequisites: all general core courses)  
MUL 411 Video Game Production Project  
(Prerequisites: all general core courses; MUL 325; MUL 318; MUL 401)  
and two Upper-Division Electives from MUL, COM, or CSC courses

## ◆ MAJOR IN DIGITAL JOURNALISM

(610-495)

Faculty Advisor: Sara-Ellen Amster • (714) 429-5311 • samster@nu.edu

The Bachelor of Arts in Digital Journalism is a pre-professional program that provides students with a solid foundation in traditional journalistic practices and theories as well as in the new forms of digital journalism that are rapidly reinventing the field. The course of study includes the theory and methods of gathering information and writing for news beats, as well as reporting and writing, investigative and features stories. The program introduces students to the professional responsibilities faced by journalists and news organizations with in-depth study of the ethical and legal ramifications of news gathering and dissemination.

Students become versed in writing for different media outlets ranging from print to broadcast and Web-based formats such as multimedia pages, blogs and podcasts. Students will actively engage in reporting and writing assignments in order to produce a professional portfolio that is tailored to their goals and enables them to compete for employment in the field of 21st century journalism. Graduates of the program will be prepared to embark on varied journalism career paths at newspapers and magazines, broadcast outlets, convergent newsrooms and new media entities.

### Program Learning Outcomes

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

- Work in groups to publish an online or print news product.
- Write in a variety of story forms, including news and feature.
- Write focused news and feature stories for a variety of platforms.
- Identify the elements of style and structure in news and feature stories.
- Apply copyediting rules and techniques for fact-checking.
- Identify what constitutes news.
- Apply ethical principles of journalism during reporting, writing and producing.
- Recognize the legal boundaries of the First Amendment that balance the freedom and responsibility of the press.

### Degree Requirements

To receive a Bachelor of Arts degree with a Major in Digital Journalism, students must complete at least 180 quarter units as articulated below. Forty-five (45) quarter units must be completed in residence at National University and 76.5 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.

### Prerequisites for the Major

(5 courses; 19.5 quarter units)

ENG 100 Effective College English I (3 quarter units)  
(Prerequisite: Placement Exam)  
ENG 101 Effective College English I (3 quarter units)  
(Prerequisite: Placement Exam)  
COM 100 Introduction to Mass Communication\*  
or  
COM 220 Media Literacy\*  
MUL 200 Communication Tools

(Prerequisites: ENG 100/101 and COM 100/COM 103)

MUL 245 Principles of Web Design  
(Prerequisites: ENG 100/101 and COM 100/COM 103)

\* may be used to satisfy general education requirements

### Requirements for the Major

(14 courses; 63 quarter units)

JRN 300 Multimedia Journalism Skills  
(Prerequisites: ENG 100/101)  
JRN 301 Copy Editing  
(Prerequisites: ENG 100/101)  
JRN 305 The Art of the Interview  
(Prerequisites: ENG 100/101)  
JRN 310 Convergent Journalism  
(Prerequisites: ENG 100/101, COM 100 or COM 220)  
BRO 330 Field Production I  
(Prerequisites: ENG 100/101)  
JRN 330 Beat Reporting  
(Prerequisites: ENG 100/101)  
JRN 335 Investigative Reporting  
(Prerequisites: ENG 100/101)  
JRN 340 Feature Writing  
(Prerequisites: ENG 100/101)  
JRN 350 Youth and the News  
(Prerequisites: ENG 100/101)  
JRN 360 Freedom of the Press: a Journey Through Cinema  
(Prerequisites: ENG 100/101)  
or  
COM 380 Democracy in the Information Age  
(Prerequisites: ENG 100/101)  
JRN 420 Journalism Ethics  
(Prerequisites: ENG 100/101)  
JRN 421 Legal Issues in Journalism  
(Prerequisites: ENG 100/101)  
JRN 432 Video Journalism  
(Prerequisites: ENG 100/101)  
JRN 495 Capstone Project in Journalism  
(Prerequisites: COM 100 or COM 220, JRN 310, JRN 330, JRN 335, JRN 340 and BRO 330)

### Upper-Division Elective Courses

(2 courses; 9 quarter units)

To complete the requirements for the major in journalism students must take two elective courses at the 300 and/or 400 level. Elective courses should be chosen based on student career plans and may be taken in any subject that provides the student with an expertise in a particular area or field of journalism: business, health, economics, ecology, etc. All journalism majors should seek the advice of the faculty advisor before selecting electives.

## ◆ MAJOR IN STRATEGIC COMMUNICATIONS

(610-206)

Faculty Advisor: Joan Van Tassel • (858) 309-3446 • jvantassel@nu.edu

The Bachelor of Arts in Strategic Communications consists of courses that prepare the student for leadership positions in public relations, advertising, and marketing and corporate communication. Graduates can use the strategic thinking and message creation skills they acquire to work in any industry, helping organizations create messages for presentations and print, broadcast, and Internet media. The program covers the theory and practice of integrated marketing communication campaigns, disseminated in interpersonal, intercultural, organizational and public settings. Students learn through academic work, case studies, and hands-on experience creating messages across media platforms. Successful completion of the program will enable graduates to compete for employment in positions that require strategic thinking and planning, project

# School of Media and Communication

management, and message creation expertise in such communication-related areas as corporate communication, advertising, and public relations management.

## Program Learning Outcomes

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

- Develop campaign messaging strategies by writing scenarios.
- Apply persuasion theory to media messages creating communication campaigns.
- Create content that fulfills strategic communications campaign objectives by producing media stories and messages.
- Deliver online presentations that explain strategic communication plans by creating plans and presenting them online.
- Lead and participate in the creation of strategic communications programs by working in groups.
- Gather appropriate data to guide the development of a strategic communications program by conducting research.
- Develop communications program planning documents by preparing and writing documents.
- Develop multi-platform, multi-public message dissemination plans by writing plans.

## Degree Requirements

To receive a Bachelor of Arts in Strategic Communications, students must complete at least 180 quarter units as articulated 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 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.

### Prerequisites

(3 courses; 10.5 quarter units)

ENG 100 Effective College English I (3 quarter units) \*  
(Prerequisite: Placement Exam)

ENG 101 Effective College English II (3 quarter units)\*  
(Prerequisite: ENG100)

COM 100 Introduction to Mass Communication\*

or

COM 103 Oral Communication\*

or

COM 220 Media Literacy \*

\* May be used to fulfill a general education requirement

### Requirements for the Major

(20 courses; 90 quarter units)

COM 300 Interpersonal Communication  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 305 Intercultural Communication  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 310 Communication Theory  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 315 Communication Research Methods  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 324 Critical Thinking and Ethics  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 334 Persuasion  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 344 Organizational Communication  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 354 Professional Presentations  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 364 Communication Technologies  
(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 385 Tale, Text & Hypertext  
(Prerequisite: ENG100/101)

COM 394 Strategic Writing

(Prerequisites: ENG101 and COM 100, 103, or 220)

COM 400 Mediated Messaging  
(Prerequisites: COM 354, 385, 394)

COM 410A Advertising Strategies  
(Prerequisites: COM 334 and COM 394)

COM 411A Advertising Campaigns  
(Prerequisites: COM 400 and COM 410A)

COM 420A Public Relations Strategies  
(Prerequisites: COM 334 and COM 394)

COM 421A Public Relations Campaigns  
(Prerequisites: COM 400 and COM 420A)

COM 430A Interactive Strategies  
(Prerequisites: COM 334 and COM 394)

COM 431A Interactive Campaigns  
(Prerequisites: COM 400 and COM 430A)

COM 444 Current Communication Issues

(Prerequisites: Completion of seven 300 level core courses)

COM 499 Communication Program Capstone  
(Prerequisites: Completion of sixteen core courses)

## SCHOOL OF MEDIA AND COMMUNICATION MINORS

### ● Minor in Journalism

(508)

(6 courses; 27 quarter units)

The minor is designed for those students who seek specialized knowledge of the field, including its most recent innovations. It emphasizes traditional foundations, including ethics, but also touches on convergent journalistic techniques for the 21st Century.

JRN 300 Multimedia Journalism Skills  
(Prerequisites: ENG 100/101.)

JRN 305 The Art of the Interview  
(Prerequisites: ENG 100/101)

JRN 310 Convergent Journalism  
(Prerequisites: (ENG 100/101, COM100 or COM220)

JRN 340 Feature Writing  
(Prerequisites: ENG 100/101)

JRN 360 Freedom of the Press: A Journey Through Cinema  
(Prerequisites: ENG 100/101)

JRN 420 Journalism Ethics  
(Prerequisites: ENG 100/101)

To the extent that specific courses have prerequisites, students will be required to meet them. The faculty advisor must grant approval for students to substitute one other existing JRN course to meet the requirements for the minor in place of another JRN course.(e.g., JRN 350, Youth and the News, for those interested in teaching).

## GRADUATE DEGREES

### ■ MASTER OF ARTS IN DIGITAL JOURNALISM

(710-508)

Faculty Advisor: Sara-Ellen Amster • (714) 429-5311 • samster@nu.edu

The goal of the Master of Arts in Digital Journalism is to prepare students to become high-functioning news and feature writers and specialty reporters as well as skilled editors/producers in a competitive multimedia environment. The program, to be taught entirely online, will link journalists internationally with each other, and train backpack and video journalist "one-man bands" who are hotly in demand in the new media marketplace. The changing nature of 21st century journalism will require professionals who are ready to answer the call for better-qualified news people in the 24-hour information-on demand cycle. Increasingly, the question of who is a

# School of Media and Communication

journalist has been replaced by who does journalism? Students will be armed with theoretical and practical approaches to help them and their news organizations, both traditional and non-traditional, meet the world's voracious appetite for clear, accessible and relevant knowledge—"news you can use"—to help consumers make better decisions and lead more informed lives.

With the program, National University adds its voice to the debate over what journalism is and needs to become. The program will marry non-traditional, multimedia skills with longtime foundations, legal underpinnings and ethics of traditional journalistic practice. Near the end of this 13-month program, students will be matched with mentors in the businesses they aspire to enter. Along the way, they will create a portfolio of digital clips to help them gain employment.

The degree requires that students are able to write in English at an advanced level and also be flexible enough to learn the latest technological skills that reporters and editors need to survive. Students must already possess a bachelor of arts degree. They must prove basic competency in certain digital skills or take a series of tutorials in Essential Digital Competencies, JRN 501, as a satisfactory-unsatisfactory companion to their other studies. If a student's writing skills need improvement, he or she may be required to enroll in a remedial writing class before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a second language test.

The opening course, Multimedia Journalism, will serve as gateway to the program, which also will offer such innovative classes as computer-assisted reporting, the business of journalism, producing the online publication, specialty reporting and international reporting. Admitted students must prequalify for Video Journalism by taking a series of tutorials, but JRN 501 may be waived by the instructor based on sufficient evidence of professional-level work. Consultation with the advisor is required. Essential Digital Competencies can be taken alongside the program for a grade of satisfactory/unsatisfactory as a student pursues the degree but must be taken prior to Video Journalism, JRN 610.

Graduates will acquire a host of intellectual, managerial and journalistic skills including:

- an understanding of the business of journalism;
- the ability to form original multimedia journalistic projects about public issues, events and individuals;
- the knowledge to engage in public journalism by conducting polling, interviewing and interactive audience research;
- the training to develop, implement and evaluate appropriate strategies of investigative journalism using the Web for both research and presentation; and
- professional instruction in the foundations of shoe-leather journalism, as well as story-generation and reportage.

## Program Learning Outcomes

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

- produce multimedia story packages;
- explain how the division of labor has changed in the new, integrated newsroom;
- generate material for print, podcast, TV and the Web;
- find solutions to the problems of contemporary journalism while employing ethical and legal principles;
- conduct independent investigations into matters of public importance;
- create and manage interactive online publications;
- build sophisticated online projects that include images, text and audio; and
- evaluate in-depth journalistic stories by conducting post-mortem debriefings about the handling of coverage.

## Degree Requirements

(14 courses, 63 quarter units)

To receive a Master of Arts in Digital Journalism students must complete at least 58.5 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 13.5 quarter units at the graduate level from a regionally accredited institution provided the units have not been used to satisfy the requirements of an awarded degree and the Faculty Advisor determines the course content is applicable to the program. 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 evaluation. The capstone in this program will be developed individually with the advisor and may include an internship in a student's home community or one arranged through National University's student newspaper.

## Prerequisite for the Program

(1 course; 4.5 quarter units)

JRN 501 Essential Digital Competencies  
(does not grant graduate level credit)

## Core Requirements

(13 courses; 58.5 quarter units)

JRN 600 Multimedia Journalism  
JRN 605 Advanced Feature Writing  
JRN 610 Video Journalism  
(Prerequisite: JRN 501 or waiver approved by Faculty Advisor)  
JRN 615 International Journalism  
JRN 620 Producing Online Publications  
JRN 630 Advanced Editing  
JRN 640 The Business of Journalism  
JRN 650 Computer-Assisted Reporting  
JRN 655 Seminar in Law  
JRN 656 Seminar in Ethics  
JRN 660 Specialty Reporting  
JRN 670 Enterprise Reporting  
JRN 680 Capstone Project  
(Prerequisites: Minimum of 10 core JRN classes completed or approval of Faculty Advisor)

## ■ MASTER OF ARTS IN STRATEGIC COMMUNICATIONS

(710-507)

Faculty Advisor: Joan Van Tassel • (858) 309-3446 • [jvantassel@nu.edu](mailto:jvantassel@nu.edu)

The goal of the Masters of Arts in Strategic Communications is to prepare students to assume professional positions in organizations that must meet the challenges of operating in an increasingly complex and interdependent global environment. It will arm graduates with both theoretical and practical approaches to developing strategic communications programs that enable organizations to meet their goals and objectives. Each course supplies an essential stepping-stone on the way to planning, executing, and evaluating effective strategic communications efforts.

The objective of the program is to develop effective, strategically-sophisticated professionals who possess the full complement of analytic and practical tools to lead communication efforts. It will foster strategic thinking, logical analysis, and solution generation. Upon completion of the degree, graduates will be able to develop and implement communications initiatives, using both traditional mass media and newer cutting-edge channels, such as social networking sites, blog sites, pod and video-casting, instant messaging, texting, and other mobile media.

# School of Media and Communication

This degree requires that students be able to write in English at an advanced level. If the student's writing skills need improvement, the student may be required to enroll in a remedial writing course before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer, English as a Second Language Placement Test.

Graduates will acquire an array of intellectual, managerial, and communication skills:

- An understanding of communications opportunities
- The ability to carry out analyses of organizational communications needs
- The knowledge to conduct audience analysis, formative, and evaluative research
- The training to develop, implement, and evaluate appropriate strategies and tactics to reach multiple publics
- Professional-level writing and presentation skills

## Program Learning Outcomes

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

- Plan communication campaigns by producing multi-public, multi-channel communication campaign planning documents.
- Manage communication campaigns by producing budgets, task lists, and schedules in project management software.
- Apply formative research to develop communication campaigns and messages.
- Create persuasive campaigns that meet high ethical standards by producing messages.
- Evaluate effective communication campaigns by conducting summative research.
- Deliver professional-level presentations in the online environment.
- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

At the completion of the Master of Arts in Strategic Communications, graduates will emerge with a deep understanding of the theories of communication and persuasion, an ability to lead and participate in the team development of organizational communication strategies, and the practical skills to plan, produce, and evaluate strategic communications programs and campaigns.

## Degree Requirements

(12 courses; 54 quarter units)

To receive a Master of Arts in Strategic Communications, students must complete at least 54 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication or business, 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

(11 courses; 49.5 quarter units)

COM 600	Comm in Global Environment
COM 605	Content Distribution
COM 610	Integrated Marketing Comm
COM 615	Research Methods
COM 620	Crisis Communications
COM 625	Campaign & Program Management
COM 630	Campaign & Program Evaluation
COM 635	Management of Creativity

COM 640	Persuasion
COM 650	Legal and Ethical Issues
COM 660	Capstone Project

## Elective

(1 course; 4.5 quarter units)

Students may take any graduate-level course with the approval of the program lead faculty, provided that they have completed all prerequisites for that course.

## ■ MASTER OF FINE ARTS IN DIGITAL CINEMA

(715-506)

Faculty Advisor: E. Alyn Warren III • (714) 429-5131 • [awarren@nu.edu](mailto:awarren@nu.edu)

The Digital Cinema MFA program provides graduates with an in-depth study of digital motion picture production and post-production and a foundation in film history. Graduate fellows develop technical skills in digital cinema production, the ability to critically evaluate film and video projects for practical and commercial outcomes, and a critical acumen in the area of film, visual communication and media studies. The curriculum covers screenwriting, digital cinematography, lighting, directing, production management, non-linear editing and post-production workflow, producing and distribution.

The program focuses on developing filmmakers well versed in all aspects of low budget, independent narrative and documentary style filmmaking and prepares graduates to work in a variety of production capacities in the following fields: commercial or industrial film and television, digital entertainment media and communication, educational or instructional media production.

The MDC program consists of five core seminars and six workshops with concurrent studio practica. In addition, depending upon their thesis project and professional interests, graduate fellows select one elective in film studies and one specialization workshop in advanced screenwriting or producing documentaries prior to taking the 4-course thesis sequence. Graduate fellows will complete the program with an original professional quality, digital short tailored to their interests, needs and desire for career development and a written thesis containing original research, critical analysis and a complete record of the thesis project.

## Program Delivery Format

The MDC program is offered as a hybrid format, with online courses and one-month in-residency at the Los Angeles campus for US citizens and permanent US residents; In the hybrid/online program, instruction for a majority of courses is delivered online. The program is also offered full-time onsite at the National University Los Angeles campus. International students with a qualified student visa must take the program onsite (also open to U.S. residents).

For all Digital Cinema fellows the MDC 683 Directing and Production Management is a hybrid workshop held online during the first month, and in the second month it must be taken onsite at the National University Los Angeles campus. The MDC688 & MDC689 workshops must be taken at the Los Angeles campus. The MDC 688 Production workshop lasts the first two weeks of the month and the second, MDC 689 Post-production, runs for two weeks during the second half of the month. These three workshops provide students with hands-on production experience in a collaborative environment using professional equipment and must be completed prior to the thesis sequence.

Students who are unable to devote a full month onsite for both MDC 688 and MDC 689 may elect to split the onsite residency by taking MDC 689 first and then later scheduling MDC 683 and MDC 688, which must be taken concurrently. For more information on the

# School of Media and Communication

onsite workshops, contact the program lead faculty advisor.

## Fees

Production and course material fees for MDC 688 and MDC 689 are \$325 each.

## Thesis Sequence

To qualify for the Digital Cinema thesis sequence the MFA fellow must have successfully completed all core courses by maintaining a “B” average and have completed the Production Sequence with a minimum grade of “B.” Candidates who do not meet these criteria will be required to successfully repeat a course based upon policies for Graduate programs published in the National University catalog and consultation with the program lead faculty.

Through the thesis project a thesis fellow must demonstrate her/his ability to work under the guidance of a thesis advisor to independently develop, produce and edit a short subject digital motion picture project of between 15 and 30 minutes in length, that presents a coherent storyline and sustains the interest of a discriminating audience. Specific parameters of the project are developed in consultation with the thesis advisor. A thesis advisor is arranged by the program lead faculty from among qualified Digital Cinema faculty based on the thesis project and schedule.

In addition to the digital short motion picture, the MFA Candidate must complete a written thesis that demonstrates the candidate’s ability to communicate coherently, critically, and creatively. I will include the complete production documentation—a treatment or synopsis, a project funding, budget, schedule and distribution plan and a shooting script—as well as a critical analysis of the project, relevant genre influences, and a self-assessment of the candidate’s evolution as a filmmaker during the thesis period.

The thesis sequence consists of four-courses and may last from 12-18 months. The courses are: MDC692 Thesis Proposal, MDC693 Thesis Production, MDC694 Thesis Post-Production and MDC 695 Thesis Qualification Review. During the Thesis Proposal course, a candidate works with a thesis advisor to develop a thesis proposal. Upon qualification of the proposal, the candidate is eligible for the Thesis Production course. During this time the candidate develops a script, conducts pre-production planning and completes the production phase of the project. Upon satisfactory completion of the production phase, the candidate is eligible for post-production, during which s/he edits and submits a rough cut for review by the thesis advisor.

A candidate is eligible for Thesis Qualification Review upon satisfactory completion of post-production and submission of a director’s cut for review by a thesis committee selected from among the program teaching faculty. At the end of this course a candidate submits the short subject and written thesis for evaluation by a thesis committee. The thesis committee determines whether the student has met or exceeded the qualification requirements for the Digital Cinema Master of Fine Arts.

A candidate must satisfactorily complete each thesis course within the maximum specified time period. Thesis Proposal and Qualification Review courses last two months each, and the Production and Post-production courses each last a maximum of six months. A candidate who is unable to satisfactorily complete each course during the specified time period must retake the course. Any thesis course that receives an unsatisfactory evaluation must be repeated.

## Program Learning Outcomes

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

- Critique the creative works of others orally and in writing using relevant critical models and professional vocabulary
- Evaluate both orally and in writing professional and theoretical

- issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards
- Incorporate independent research from primary and secondary sources into sustained analyses and interpretations of screenplays, films and television programs
- Generate an original narrative screenplay that incorporates standard industry format and such narrative structural elements such as premise, complex characters, story arcs, natural dialog, and other dramatic and genre conventions
- Create a polished draft of an original screenplay or a documentary production treatment with a coherent structure and compelling storyline that engages and sustains the interest of a discriminating audience
- Generate the standard industry documentation required to effectively communicate and collaborate with a production team during the development, production, editing and distribution of a professional motion picture
- Generate original digital motion picture sequences using current cinematic theory and techniques to support the thematic concepts and story objectives of a script.
- Construct digital motion picture sequences using current visual and sound editing techniques and theory that engage and sustain the interest of a discriminating audience
- Implement post-production workflow processes to capture, edit, finish and export digital video assets to appropriate distribution media
- Create an original short motion picture based on an original concept with a coherent storyline that is significant and complex enough to engage and sustain the interest of a discriminating audience and is suitable for distribution or submission to a film festival

At the completion of the Master of Fine Arts in Digital Cinema, students will possess the knowledge and skills needed to produce a professional quality digital motion picture and to participate in the ongoing scholarly and critical discussions of issues in the field of film, film theory and criticism.

## Application Requirements and Program Prerequisites

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

Students admitted to the hybrid online program are expected to possess or have reliable access to a high-speed Internet connection including an email account outside of National University for course projects and assignments. The hybrid program also requires access to a digital still and video cameras. Students also need to have access to a DVD rental service.

Given the nature of digital video production and editing, students must have personal access to a computer that meets the system requirements for professional digital video editing software currently available. AVID Media Composer is used for the onsite residency post-production course and students are expected to have a working knowledge of that software interface at the time of the residency. (Always check the manufacturer’s web site for system requirements before purchasing software. Students may need to upgrade their computer or components to meet those specifications.) The student should also have an external FireWire 400 or 800 (IEEE 1394) hard-drive for media storage, to possess or have access to a digital still camera, a digital video camera with manual controls , a tripod, a basic lighting kit, and non-linear editing software (MDC 660, 651, 652 and 653).

The following software is required: Microsoft Office (Word, Excel, PowerPoint, Internet Explorer) or comparable software capable of outputting PDF documents, a variety of standard browser plug-ins (i.e. JavaScript, Flash, Shockwave, QuickTime, etc.), an FTP client software (such as s Fetch, CoreFTP, FileZilla, etc.), Adobe Photoshop

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Elements (or equivalent photo image processing program (MDC661 & 651), Apple QuickTime Pro and the above mentioned AVID Media Composer or a comparable digital video editing software package (MDC662 & 652), and a script writing program such as CELTX, MovieMagic or Final Draft (MDC680 & 681). Students should plan to learn to operate the software before taking related classes. A digital scanner is also recommended.

Additional fees apply to the onsite residency production and postproduction courses. Fees cover the additional costs of the residency workshops including workshop expenses, expendables, materials, supplies and meals. Expenses for accommodation and transportation related to the intensive residency are not included in the tuition or fees, and students are responsible for arranging their own accommodations and transportation during the onsite residency. For more information on any of the above requirements contact the program lead faculty advisor.

## Program Prerequisites

The Digital Cinema MFA is a graduate level program. It is recommended that students have had undergraduate courses or experience in some of the following areas: communication, film, literature, media studies, graphic design, multimedia arts, history, philosophy, psychology or sociology. For more information contact the program lead faculty advisor.

It is expected that students have acquired the basic knowledge and skills needed to operate a digital camera using manual settings and are familiar with photographic principles like exposure, iris, and shutter, as well as such digital concepts as white balance, image resolution, frame rate and screen ratio. A successful applicant should have entry-level knowledge of video editing software and be able to create new projects, capture digital video and audio assets, assemble and insert, edit, and export sequences to a variety of QuickTime formats for DVD, internet and streaming formats. Students who do not have such experience or skills should take a basic video editing class such as MUL265 Digital Audio and Video or equivalent non-credit preparation course prior to entering the program. Students who do not have those skills may be asked to submit a short digital video project for consideration. Contact the program lead faculty for specifications.

## Degree Requirements

(81 quarter units)

To receive a Master of Fine Arts, students in the Digital Cinema program must complete at least 81 quarter units of graduate work, of which a minimum of 63 quarter units must be taken at National University. Students can transfer up to 13.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication, film, media studies, or production, provided the units have not been used to satisfy the requirements of an awarded degree. Program applicants wishing to transfer credits into the program should contact the program lead faculty advisor and arrange for an evaluation in advance. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

## Core Requirements

(4 courses; 18 quarter units)

- MDC 650 Producing Digital Cinema
- MDC 660 Narrative Structure in Film
- MDC 661 Cinematic Design & Grammar
- MDC 662 Sound Design & Production

## Workshops and Studio Practica

(3 courses; 13.5 quarter units; 3 studio Practica, 6.75 quarter units)

- MDC 651 Digital Cinematography

(Prerequisite: MDC 661)

(Co-requisite: MDC 651P)

MDC 651P Cinematography Practicum (2.25 quarter units)  
(Co-requisite with MDC 651)

MDC 652 Digital Video Editing  
(Co-requisite: MDC 652P)

MDC 652P Digital Editing Practicum (2.25 quarter units)  
(Co-requisite with MDC 652)

MDC 680 Screenwriting I  
(Prerequisite: MDC 660)

(Co-requisite: MDC 680P)

MDC 680P Screenwriting I Practicum (2.25 quarter units)  
(Co-requisite with MDC 680)

## Production Sequence

(4 courses; 18 quarter units; 1 studio practicum, 2.25 quarter units)

MDC 653 Film Directing Process  
(Prerequisite: MDC 651, MDC 660 and MDC 662)

MDC 683 Directing & Production Mgmt  
(Prerequisite: MDC 650, 651, 652, 662 and 653)  
(Co-requisites: MDC 683P, 688)

MDC 683P Production Mgmt Practicum (2.25 quarter units)  
(Co-requisite with MDC 683)

MDC 688 Digital Cinema Production  
(Prerequisite: MDC 651 and 653)  
(Co-requisite: MDC 683)

MDC 689 Digital Cinema Post-Production  
(Prerequisites: MDC 650, 660, 652, and 662)

## Specialized Study

(1 course; 4.5 quarter units and 1 studio practicum, 2.25 quarter units)

MDC 670 Producing Documentaries  
(Prerequisite: MDC 650 and 683)  
(Co-requisite: MDC 670P)

MDC 670P Documentary Practicum (2.25 quarter units)  
(Co-requisite: MDC 670)

or

MDC 681 Screenwriting II  
(Prerequisite: MDC 680)  
(Co-requisite: MDC 681P)

MDC 681P Screenwriting II Practicum (2.25 quarter units)  
(Co-requisite: MDC 681)

## Thesis Sequence

MDC 692 Thesis Project Proposal  
(Prerequisite: all other MDC core and workshop courses)

MDC 693 Thesis Project Production (2.25 quarter units)  
(Prerequisite: MDC 692)

MDC 694 Thesis Project Postproduction (2.25 quarter units)  
(Prerequisite: MDC 693)

MDC 695 Thesis Qualification Review (2.25 quarter units)  
(Prerequisite: MDC 694)

## Electives

(1 course, 4.5 quarter units)

To complete the program, students can select electives from any of the following courses or apply for an equivalency substitution with another graduate level course in media studies, media production, art or literary criticism, narrative or dramatic writing or theory. Contact program lead faculty for more information.

- ENG 665 Film Theory
- ENG 666 Film History: The Silents
- ENG 667 Film History: American Film
- ENG 668 Film Genre Studies
- ENG 669 World Film



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ENG 685 Great Directors: American  
ENG 686 Great Directors: International

## ■ MASTER OF FINE ARTS IN PROFESSIONAL SCREENWRITING

(715-508)

Faculty Advisor: Bettina Moss • (310) 662-2152 • [bmoss@nu.edu](mailto:bmoss@nu.edu)

The Professional Screenwriting MFA program provides an in-depth study of the art of screen writing, where students learn to write compelling, well structured stories with memorable characters. Graduate candidates develop skills in advanced screenwriting, the ability to critically evaluate film and television scripts for practical and commercial outcomes, and critical acumen in the area of film and media studies. Graduate candidates will complete the program with a minimum of two feature length screenplays and/or teleplays, an aesthetic statement reflecting their artistic development and a marketing plan intended to introduce the student's work to the entertainment industry. This program is hybrid, with the majority of classes delivered online. There is also a two week on-site residency in Los Angeles.

Instructors bring the benefit of professional film and television experience to their teaching. The program focuses on developing screenwriters well versed in both commercial and independent screenwriting and prepares graduates to work in a variety of capacities in the following fields: commercial, industrial or independent screenwriting and television writing and/or development, digital entertainment media and communication, and educational or instructional film programs. Course work covers screenwriting, television writing, adaptation, script analysis, script development, and business aspects of film and television programming.

Upon completion of the Master of Fine Arts in Professional Screenwriting, students will possess the knowledge and skills needed to write professional level screenplays and to participate in the ongoing scholarly and critical discussions of issues in the field of film, film theory and criticism.

### Program Learning Outcomes

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

- Critique their own as well as creative works of others using independent research, relevant critical models and professional vocabulary.
- Through analysis of feature films, television programming and television and film scripts develop a professional screenwriters' vocabulary for constructing and revising one's own work.
- Generate original and/or adapted narrative screenplays, as well as critical writing, which reflect principles relevant to the craft and practice of screenwriting.
- Working at an advanced level, generate new and/or revise existing work which integrates critical responses to previous drafts and also demonstrates self-direction and originality in identifying and solving problems.
- Develop a polished aesthetic statement documenting the writer's growth as an artist and the impact of academic, cultural and social influences.
- Create an engaging, professional "pitch" and marketing plan suitable for introducing the MFA candidate's work to the film and/or television business

### Program Delivery

The program is offered as a Hybrid, online/on-site low-residency program for US citizens and permanent US residents. The five core courses, the electives and a majority of advanced courses with co-requisite "studio Practica" are delivered online. Depending upon their thesis project and professional interests, students select three

electives to be completed prior to taking the 2-course thesis sequence.

The low-residency component of the program consists of two advanced courses: the "hybrid course" SCR 670 Development-Production Writing, its practicum, SCR 670P, and SCR 675 The Business of Screenwriting. The first month of SCR 670 is taken online, and its Practica component is taken during the two week on-site low-residency at National University's Los Angeles campus. SCR 675, The Business of Screenwriting runs on-site for two weeks and will run concurrently with the SCR 670P practicum. These low-residency courses provide students with the opportunity to work in person in a collaborative environment that introduces them to working professionals and to learn crucial elements of screenwriting, pitch presentations and how business is conducted in the film and television community.

### Thesis Sequence

To qualify for the Master of Fine Arts the successful MFA candidate must demonstrate her/his ability to work under the guidance of a thesis advisor and to; a) independently develop, write and revise a minimum of two feature length screenplays or teleplays, b) independently develop and write an aesthetic statement documenting the artistic choices that resulted in the student's thesis projects and reflect how their artistic choices exist within a larger cultural and social context and c) create a marketing plan and pitch to introduce the student's work to the entertainment community. These must be contained in the MFA Thesis Portfolio.

In order to proceed to thesis, SCR Master of Fine Arts candidates must apply in writing to the program lead faculty for "advancement to candidacy." On the basis of the application, the MFA candidate is assigned to a thesis advisor. To be eligible for advancement to thesis candidacy, prospective candidates must have successfully completed all core courses by maintaining a "B" average AND have completed all advanced courses with a minimum grade of "B." Candidates who do not meet these criteria will be required to successfully repeat a course and/or complete an approved "guided study" or "professional internship."

The Professional Screenwriting thesis portfolio is developed during a two-course sequence that may last from 4-12 months. The courses are SCR 690 Screenwriting Thesis and SCR 691 Thesis Qualification & Review. During the Screenwriting Thesis course, a candidate works with a thesis advisor to develop a Screenwriting Portfolio by polishing and/or revising one or two scripts previously developed in Advanced Screenwriting classes and/or developing and writing another new screenplay. In addition, an aesthetic statement is crafted along with a marketing plan. Upon successful completion of these components as determined by the thesis advisor, the graduate candidate is cleared to take the SCR 691 Thesis Qualification & Review. The candidate submits the screenplays, aesthetic statement and marketing plan for evaluation by a thesis committee. Based on the committee's review the candidate has two months to revise the screenwriting portfolio and meet the standards for qualification review. The thesis committee determines whether the student has met or exceeded the qualification requirements for the Professional Screenwriting Master of Fine Arts.

A candidate must satisfactorily complete each thesis course within the maximum specified time period. A candidate who is unable to satisfactorily complete each course during the specified time period must retake the course. Any thesis course that receives an unsatisfactory evaluation must be repeated.

### Application Requirements and Program Prerequisites

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

Students are expected to possess or have reliable access to a high-

# School of Media and Communication

speed Internet connection including an email account outside of National University for course projects and assignments. Students need to have access to a DVD rental service.

Students must have personal access to a computer that meets the system requirements for viewing films and film clips online. The following software is required: Microsoft Office (Word, Excel, PowerPoint, Internet Explorer) or comparable software capable of outputting PDF documents, a variety of standard browser plug-ins (i.e. JavaScript, Flash, Shockwave, QuickTime, Real player etc.). Students must also acquire and use a screenwriting software specific to the creation of screen and television scripts.

Additional fees apply to residency workshops including workshop expenses, expendables, materials, supplies and meals. Expenses for accommodation and transportation related to the residency are not included in the tuition or fees, and students are responsible for arranging their own accommodations and transportation during the onsite residency. For more information on any of the above requirements contact the program lead faculty advisor.

## Program Prerequisites

The Professional Screenwriting MFA is a graduate level program. Prior to entry it is expected that students have acquired the knowledge and skills needed to write, evaluate and engage in critical thought at the graduate level. Students who do not have such experience or skills should take appropriate courses before entering the program.

It is recommended that students have had undergraduate courses or experience in some of the following areas: communication, film, television, english, literary or media studies, history, philosophy, psychology or sociology or other relevant areas. For more information contact the program lead faculty advisor.

## Degree Requirements

(19 courses; 72 quarter units)

To receive a Master of Fine Arts, students in the Professional Screenwriting program must complete at least 72 quarter units of graduate work, of which a minimum of 63 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 screenwriting, communication, film or media studies, or other appropriate areas of study 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 lead faculty advisor. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation.

## Core Requirements

(7 courses; 27 quarter units)

SCR 650	Script Reading and Coverage
MDC 660	Narrative Structure In Film
MDC 680	Screenwriting I (Co-requisite: MDC 680P)
MDC 680P	Screenwriting I Practicum (2.25 quarter units) (Co-requisite with MDC 680)
MDC 681	Screenwriting II (Prerequisite: MDC 680) (Co-requisite: MDC 681P)
MDC 681P	Screenwriting II Practicum (2.25 quarter units) (Co-requisite with MDC 681)

*Note: Practica are the "Studio labs" associated with 2 month courses.*  
One of the following Film History Courses:

ENG 667	Film History: American Film
ENG 668	Film Genre Studies

ENG 669 World Film

## Advanced Core Requirements

(8 courses; 29.25 quarter units)

SCR 682	Adv. Screenwriting Workshop (Prerequisite: MDC 681) (Co-requisite: SCR 682P)
SCR 682P	Adv. Screenwriting Practicum (2.25 quarter units) (Co-requisite with SCR 682)
SCR 683	Adaptation Workshop (Prerequisite: SCR 682) (Co-requisite: SCR 683P)
SCR 683P	Adaptation Practicum (2.25 quarter units) (Co-requisite with SCR 683)
SCR 665	Television Writing (Prerequisite: MDC 680)
SCR 670	Dev-Prod Writing (Prerequisite: MDC 681) (Co-requisite: SCR 670P)
SCR 670P	Dev-Prod Writing Practicum (Onsite 2 weeks) (2.25 quarter units) (Prerequisite MDC 681) (Co-requisite: SCR 670)
SCR 675	The Business of Screenwriting (Onsite 2 weeks) (Prerequisite: MDC 681)

## Graduate Electives Requirement

(2 courses; 9 quarter units)

(\* students may not repeat a film studies course taken as a core requirement)

MCW 600	Pedagogy of Creative Writing
ENG 665	Film Theory
ENG 667	Film History: American Film
ENG 668	Film Genre Studies
ENG 669	World Film
MCW 630	Seminar in Fiction
MCW 650	Seminar in Creative Non-fiction
MDC 650	Producing Digital Cinema
MDC 661	Cinematic Design & Grammar

## Thesis Sequence

(2 courses; 6.75 quarter units)

SCR 690	Screenwriting Thesis (Prerequisite: all other program courses)
SCR 691	Thesis Qualification Review (2.25 quarter units) (2 month course) (Prerequisite: SCR 690)

## ■ MASTER OF FINE ARTS IN VIDEO GAME PRODUCTION AND DESIGN

(715-507)

Faculty Advisor: Dr. Tim Langdell • (310) 662-2149 • tlangdell@nu.edu

The Master of Fine Arts in Video Game Production and Design (MFA-GP) will provide graduates with a thorough knowledge of 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

# School of Media and Communication

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

Upon successful completion of this program, students will 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

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.

## 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 (Prerequisites: all core courses)

## ■ MASTER OF SCIENCE IN EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

(720-503)

Faculty Advisor: Cynthia Sistik-Chandler • (858) 309-3457 •  
cchandler@nu.edu

The Master of Science in Educational and Instructional Technology is designed for students who want to participate in the paradigm changes that technology is precipitating in both education and training, as human learning moves from print and classroom-based instruction to digital media. The history and effectiveness of change processes and the role of technology in human learning are key components to the program.

Graduates will be prepared to enter education careers such as K-12 technology coordination, site administration, home school and virtual school instruction, and online instruction in higher education. Graduates will be prepared for the rapidly growing employment opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their knowledge and skills to any situation in which digital technologies hold the potential for improving instruction – especially business, industry, and governmental agencies.

This program emphasizes practical applications by offering extensive technical training in a variety of software. The program culminates

# School of Media and Communication

with a final technology project that applies the theory and practice of educational and instructional technology.

## Program Learning Outcomes

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

- Conduct a needs assessment, including analysis of subject matter, job/task, audience, and context.
- Demonstrate the ability to make interdisciplinary connections between technology, psychology, and computer-assisted interactive communications by preparing a multimedia product report.
- Complete an instructional design project, utilizing appropriate instructional design models.
- Design and implement an instructional module, demonstrating knowledge of and skill in the multimedia development cycle.
- Identify and evaluate effective methods for teaching adult learners using available technologies.
- Design an instructional module delivered through a completely digital form of distance education, and evaluate its effectiveness.
- Research, analyze and document the social, political, economic and educational consequences of the continued growth of the World Wide Web for all learners.
- Evaluate the instructional effectiveness of a game/simulation, and embed as a component of a multimedia product.
- Demonstrate mastery of project management skills in the implementation of a large-scale instructional design project.
- Write functional specifications for an instructional product and assess the costs and benefits of the chosen modes of development and delivery.

## Degree Requirements

(12 courses; 54 quarter units)

To obtain a Master of Science in Educational and Instructional Technology students must complete 54 quarter units of graduate work. Where appropriate, students can transfer a maximum of 13.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Students are expected to possess a computer or to have access to a campus with a computer lab. Given the nature of educational and instructional technology, the off campus computer should have a high speed internet connection (T1 or DSL) and have at least 1.6 GHz of processing speed with 512 MB RAM. In addition students should have access to MS Office (Word, PowerPoint, Excel, and Internet Explorer), as well as Adobe Dreamweaver 8. Additional software may be required depending on courses selected. Finally, students must also have access to a computer headset with microphone for Adobe Connect for synchronous video enabled, web-based conferences.

## Program Prerequisites

Candidates seeking admission to the program must possess a baccalaureate degree in good academic standing from a regionally accredited institution. Students considering this program should contact the program lead faculty prior to enrollment.

## Core Requirements

(6 courses; 27 quarter units)

- EDT 600A Technology Foundations
- EDT 601 Instructional Design  
(Prerequisite: EDT 600A)
- EDT 605 Education Theory & Technology  
(Prerequisite: EDT 600A)

- EDT 607 Media Based Learning Objects  
(Prerequisites: EDT 600A, 601, 605)
- EDT 609 Developing Online Courseware  
(Prerequisites: EDT 600A, 601, 605, 607)
- EDT 631 Media and Instruction  
(Prerequisite: EDT 600A)

## Required Electives

(4 courses; 18 quarter units)

Students will select four of the following courses as electives:

- EDT 603 Advanced Instructional Design  
(Prerequisite: EDT 601)
- EDT 611 Current Training Issues  
(Prerequisite: Completion of all core requirements)
- EDT 613 Simulations and Virtual Reality  
(Prerequisite: EDT 611)
- EDT 615 Performance Technology  
(Prerequisites: Completion of all core requirements and EDT 611)
- EDT 616 Video Games as Learning Tools  
(Prerequisite: Completion of all core requirements)
- EDT 623 Web-Based Instruction  
(Prerequisite: Completion of all core requirements)
- EDT 632 Technology and Leadership  
(Prerequisite: Completion of all core requirements)
- EDT 633 Assessment & Accountability  
(Prerequisite: Completion of all core requirements)

## Integration Seminars and Project

(2 courses; 9 quarter units)

- EDT 693 Instructional Evaluation & Development  
(Prerequisites: Completion of all core requirements and EDT 616 or EDT 623)
- EDT 695 Capstone Project  
(Prerequisites: Completion of all required core and elective coursework and EDT 693)

# Nevada Programs

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*The University of Values*



# Nevada Programs

National University's Henderson Campus has been authorized by the State of Nevada Commission on Post Secondary Education to offer the following programs onsite. In addition, the State of Nevada's Department of Education has approved all teacher education programs leading to teacher licensing in the State of Nevada. The Master of Arts in Counseling Psychology meets the academic requirements necessary to sit for the Marriage and Family Therapist License examinations mandated by the State Board of Examiners for the State of Nevada.

## Nevada Programs

**All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.**

Associate of Science in Health Science and Pre-Nursing  
Associate of Science in Nursing  
Bachelor of Arts with a Major in Arabic Studies  
Bachelor of Arts in Elementary Education  
Bachelor of Arts in Mathematics Education  
Bachelor of Arts in Secondary Education Major in English  
Bachelor of Business Administration  
Bachelor of Public Administration  
Bachelor of Science in Criminal Justice Administration  
Bachelor of Science in Nursing (RN Completion)  
English Language Program (see National University Language [NULI] section for more information)  
Master of Education in Elementary Education with Nevada Licensure Program  
Master of Education in Secondary Education with Nevada Licensure Program  
Master of Arts in Teaching  
Master of Arts in Counseling Psychology  
Master of Business Administration  
Master of Forensic Science  
Master of Public Administration  
Master of Science with Licensure in Special Education  
Master of Science in Organizational Leadership

## Financial Aid

In addition to the financial aid outlined in the financial aid section of the catalog, the following programs are available to Nevada residents:

### V.A. Educational Benefits

On site Nevada students interested in using Military benefits as listed on page 33 must request transcripts for all/any previous training: College/University, vocational, military, etc.

Please call or visit the Veteran Affairs Office for additional information at:

2850 W. Horizon Ridge Parkway, Suite 301  
Henderson, NV 89052  
702-531-7800

### State Grants

Nevada public colleges and universities offer various grant opportunities that are funded by the state. Each college has designed programs that best serve its student population. Some programs are only for Nevada residents, while others are open to nonresidents. Most grants are need-based, but some may not require documented need. Information on two of the grant programs follows. Keep in mind that not all programs are offered at all colleges.

### Access Grant

The Access Grant is for undergraduate and graduate students who have financial need and are Nevada residents. The maximum award is \$3,000 for graduate students and \$2,500 for undergraduates, but the amount can vary depending on your cost of attendance, enrollment status, living arrangements and availability of funds.

### Nevada Student Incentive Grant

This grant is for qualified low-income undergraduate and graduate students who are Nevada residents. The award amount varies by type of colleges, college costs, enrollment status and living arrangements.

### Tribal Scholarships

If you're a Native American, your tribe or nation may offer scholarships. To learn more, contact your tribe or call the regional office of the Bureau of Indian Affairs in Sacramento, California, at (916) 978-6058 or go to [www.oiep.bia.edu](http://www.oiep.bia.edu). Many tribes and the BIA require a "needs analysis" from the college's financial aid office to document eligibility, so be sure to file your FAFSA early. You'll also find scholarships for Native Americans at [www.collegefund.org](http://www.collegefund.org).

### Foster Youth Grants

Up to \$5,000 a year for college or vocational training is available for foster youth who have aged out of foster care or who were adopted after age 16. To learn more, talk to your high school counselor, your independent living coordinator, your college's financial aid administrator, go to [www.statevoucher.org](http://www.statevoucher.org) and click on "Nevada," or call (775) 684-4450.

A number of foundations also offer tuition waivers and scholarships for foster youth. The Otto A. Huth Scholarship Trust Fund is available to children who have been in the custody of the Nevada Division of Child and Family Services in a foster or group home. The application deadline is March 15 of each year. For more information, go to [www.dcf.state.nv.us](http://www.dcf.state.nv.us) (click on "Scholarships"). In addition, the CASA Foundation provides up to \$500 per semester for foster youth. For details, call (702) 455-4306.

### Refund Policy – Nevada Onsite Only

Students are accepted and registered for classes with the understanding that they will attend the entire course. Faculty contracts, the commitment of space, and other University resources are made on that assumption, creating financial obligations that students who withdraw must share. National University's refund policy reflects this position. Students may use the self-service function on the student web portal to withdraw themselves from class prior to midnight of the ninth (9th) day of the session, or they may ask an admissions advisor to withdraw them.

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

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

**Students who withdraw from a course prior to midnight of the:**  
ninth (9th) day of the session will receive a 100 percent refund  
tenth (10th) day of the session will receive a 64 percent refund  
eleventh (11th) day of the session will receive a 60 percent refund  
twelfth (12th) day of the session will receive a 57 percent refund

thirteenth (13th) day of the session will receive a 54 percent refund  
fourteenth (14th) day of the session will receive a 50 percent refund  
fifteenth (15th) day of the session will receive a 46 percent refund  
sixteenth (16th) day of the session will receive a 43 percent refund  
seventeenth (17th) day of the session will receive a 40 percent refund

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

Students must have a credit balance in their account to receive a refund. Refunds, depending on the verification of funds, are processed and mailed within fifteen (15) days from the later of: a) the date from when a student cancels enrollment; b) the date from when the institution terminates a student's enrollment; c) the last day of an authorized leave of absence (if the student fails to return after this period); or d) the last day of attendance of a student. All refunds are mailed to the student's home address. Students must make sure that the address on file is correct.

## Nevada Program Information

### ■ ASSOCIATE OF SCIENCE IN HEALTH SCIENCE AND PRE-NURSING

(602-125)

Faculty Advisor: Michael Maxwell • (858) 642-8413 • mmaxwell@nu.edu  
See College of Letters and Science Listings

### ■ BACHELOR OF ARTS, MAJOR IN ARABIC STUDIES

(610-448)

Faculty Advisor: Ramin Sarraf • (858) 642-8580 • rsarraf@nu.edu  
See College of Letters and Science Listings

### ■ BACHELOR OF ARTS, MAJOR IN EARLY CHILDHOOD EDUCATION

(610-444)

Lead Faculty: John Carta-Falsa • (858) 642-8380 • jcartafa@nu.edu  
See School of Education Listings

### ■ BACHELOR OF BUSINESS ADMINISTRATION

(630)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • bbuchowicz@nu.edu  
See School of Business and Management Listings

### ■ BACHELOR OF PUBLIC ADMINISTRATION

(640)

Faculty Advisor: Maryam Davodi-Far • (858) 642-8653 • mdavodi-far@nu.edu  
See College of Letters and Sciences Listings

### ■ BACHELOR OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION

(620-405)

Faculty Advisor: James Larson • (858) 642-8418 • jl Larson@nu.edu  
See College of Letters and Sciences Listings

### ENGLISH LANGUAGE PROGRAM (ELP)

### ■ MASTER OF ARTS IN TEACHING

(710-716)

Program Faculty Advisor: Caprice Houston-Bey • (702) 531-7833 • chouston-bey@nu.edu  
See School of Education Listings

Candidates for the Master of Arts in Teaching (MAT) degree must already hold a Nevada teaching license. The MAT program does not meet the standards of quality for licensure or endorsement in teaching in public education in Nevada. Students should speak with the faculty advisor regarding area of specialization selection.

### ■ MASTER OF BUSINESS ADMINISTRATION (730)

Faculty Advisor: Bruce Buchowicz • (858) 642-8439 • bbuchowicz@nu.edu  
See School of Business and Management Listings

### ■ MASTER OF FORENSIC SCIENCES (760)

Faculty Advisor: Ismail Sebetan • (858) 642-8419 • isebetan@nu.edu  
See College of Letters and Sciences Listings

### ■ MASTER OF PUBLIC ADMINISTRATION (740)

Faculty Advisor: Maryam Davodi-Far • (858) 642-8653 • mdavodi-far@nu.edu

See College of Letters and Sciences Listings

### ■ MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

(720-815)

Faculty Advisor: Julia Buchanan • (858) 642-8453 • jbuchanan@nu.edu  
See School of Business and Management listings

## COLLEGE OF LETTERS AND SCIENCES

### ■ MASTER OF ARTS IN COUNSELING PSYCHOLOGY

(710-505)

Faculty Advisor: Don Posson • (702) 531-7832 • dposson@nu.edu

The Master of Arts in Counseling Psychology is designed for students who are preparing to practice individual, couples, family, adolescent, and child psychotherapy. This degree is designed to prepare candidates to sit for the Marriage and Family Therapist (MFT) License examination mandated by the State Board of Examiners for the State of Nevada. The degree may not meet requirements in other states. Students should consult the licensing board of the appropriate state for information about MFT licensure outside of Nevada.

#### Program Learning Outcomes

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

- Establish professional relationships with diverse clients that provide the necessary conditions for therapeutic change.
- Diagnose and assess categories of mental distress, psychopathology, and problems in living in diverse individuals, couples, families, and systems according to the current diagnostic systems.
- Develop strategies and detailed plans for successful and ethical psychotherapeutic interventions with diverse client groups in various clinical contexts, including crisis intervention and case management assessment.
- Critically evaluate and assess various models of psychotherapy and execute psychotherapeutic interventions within diverse relationships.
- Apply clinical theory, research, and related literature within the field of Marriage and Family Therapy.
- Apply professional ethics, values, and relevant laws and legal codes to the professional roles and systems related to the practice of Marriage and Family Therapy.
- Integrate professional and personal development through self-reflection and introspective awareness.



# Nevada Programs

## Application Requirements

Students interested in enrolling in this program should contact the appropriate campus for further information regarding the application process.

To be considered for admission, applicants must meet the University graduate admission requirements listed in the general information for graduate degrees as well as the Master of Arts in Counseling Psychology program criteria. All applicants are evaluated in terms of the requirements for preparation for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

## Degree Requirements

(20 courses; 89 quarter units)

To receive the Master of Arts in Counseling Psychology degree students must complete at least 89 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation. In addition:

- Students must complete all course work with a grade of “B” or better. Students who receive a grade of “C+” or lower in two (2) or more courses must repeat all such courses before being allowed to continue in the program.
- Students must complete a minimum of 10 hours of individual, marital, family, or group psychotherapy before taking PSY 631A and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 400 hours of counseling experience at a designated practicum site with an approved practicum site supervisor during PSY 631B, PSY631C, and PSY 631D. Three hundred of the 400 hours must involve face-to-face psychotherapy with clients.
- Independent studies are not allowed in this program without departmental approval.
- Students may not take more than one course per month.
- Students seeking licensure must register with the Nevada Board of Licensure after graduation and fulfill all Nevada licensing requirements.
- Students are also urged to join the American Association of Marriage and Family Therapists. Students must obtain malpractice insurance through A.A.M.F.T. or another professional organization.
- Students must complete all course work within seven years. Any courses taken more than seven years ago must be repeated.

## Program Prerequisite Recommended Preparation

(1 course, 4.5 quarter units)

PSY 429 Introduction to Personality Theory

Candidates who have not previously completed this course or its equivalent are strongly urged to do so. PSY429 can be taken either online or in a classroom.

## Program Core Requirements

(20 courses; 89 quarter units)

These courses are scheduled on a limited basis. Students are encouraged to consult the regional faculty for the course sequence requirement, which may differ in each region. Enrollment in these

courses is limited to MA Counseling Psychology students unless the course is specifically listed in another degree.

PSY 635	Child/Adolescent Development
PSY 629A	Adult Development
PSY 653	Research Critiques
PSY 623A	Clinical Assessment I
PSY 623B	Clinical Assessment II
PSY 636	Child/Adolescent Counseling
PSY 632A	Family Therapy
PSY 632B	Couples Therapy
PSY 628	Group Therapy
PSY 627	Legal and Ethical Issues for MFT
PSY 631A	Counseling Practicum I (Prerequisite: department approval)
PSY 631B	Counseling Practicum II (Prerequisites: PSY 631A and department approval)
PSY 631C	Practicum for MFT Trainees II** (4 quarter units) (Prerequisites: PSY 631A and department approval)
PSY 631D	Practicum for MFT Trainees III** (4 quarter units) (Prerequisites: PSY 631A and department approval)
PSY 637	Culture in Counseling
PSY 624	Assessment Techniques for MFT
PSY 642	Relational Violence
CHD 640	Treatment of Addictions
PSY 626	Human Sexuality in Psychotherapy
PSY 655	Psychopharmacology

## Nevada Practicum Requirements

The Nevada State Board of Examiners for MFTs requires that applicants for Nevada licensure have completed at least three courses in practicum over no less than one year. Nevada students are required to take each of the following courses designed to meet the requirements of the Nevada State Board of Examiners.

PSY 631B	Counseling Practicum II (Prerequisites: PSY 631A and department approval)
PSY 631C	Practicum for MFT Trainees II** (4 quarter units) (Prerequisites: PSY 631A and department approval)
PSY 631D	Practicum for MFT Trainees III** (4 quarter units) (Prerequisites: PSY 631A and department approval)

\*This seminar meets once a week for two hours during six consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

\*\* This seminar meets once a week for two hours during three consecutive months in addition to the onsite practicum requirements. This seminar may meet in the late afternoon.

## SCHOOL OF EDUCATION

### ■ BACHELOR OF ARTS IN ELEMENTARY EDUCATION

(610-102-204)

Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • [cschubert@nu.edu](mailto:cschubert@nu.edu)

Faculty Advisor for License: Caprice Houston-Bey • (702) 531-7833 • [chouston-bey@nu.edu](mailto:chouston-bey@nu.edu)

Faculty Advisor for G.E.: Jacqueline Caesar • (858) 642 8350 • [jcaesar@nu.edu](mailto:jcaesar@nu.edu)

The Bachelor of Arts in Elementary Education 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 Learning Outcomes

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information;
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines;
- Identify and appreciate the cultural perspectives of world 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; this was originally one – split into 2 for clarity and language
- 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 Elementary Education, 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 with passing scores on PRAXIS I & II examinations.

### I. GENERAL EDUCATION COURSES (75.0 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 (3.0 quarter units)  
(Prerequisite: Placement Exam)
- ENG 101 Effective College English II (3.0 quarter units)  
(Prerequisite: ENG 100)
- ENG 240 Advanced Composition  
(Prerequisites: ENG 100/101)

##### CATEGORY 2 Speech and Communication

(4.5 quarter units required)

- COM100 Introduction to Mass Communication

#### AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING

(4.5 quarter units required)

- MTH209A Fundamentals of Mathematics I

#### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units required)

- ILR 260 Information Literacy  
(Prerequisite: 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 United States History I [+]  
(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

(15.0 quarter units required with 1 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.

- BIO100 Survey of Bioscience
- BIO100A Survey of Bioscience Lab (1.5 quarter units)
- PHS102 Survey of Physical Science
- EES301 Earth and Planetary Science

#### AREA G: MODERN LANGUAGE

(9 quarter units required)

See the General Catalog for Modern Language requirement

### II. Preparation for the Major

(3 courses; 10.5 quarter units)

- LIT 100 Introduction to Literature  
(Prerequisite: ENG 100/101)
- HIS 375 Nevada Hist., Govt., Const.  
(Prerequisites: ENG 100/101)
- TED 320 Introduction to Teaching (includes 30 hours of field experience) (1.5 quarter units)

Passage of PRAXIS I Examination is required before beginning course work in the major.

### iii. Requirements for the Major

(24 courses-106.5 quarter units)

(Prerequisite to all courses except MTH301 is ENG 100/101).

ALL Teacher Education courses (TED) have a field experience component. Students must maintain a 3.0 GPA within all TED course

# Nevada Programs

work and grades of “D” or “F” are not acceptable in TED courses. All major course work must be completed and PRAXIS II passed prior to student teaching. TED320 must be satisfactorily passed prior to beginning course work in the major.

## Elementary Education Major Requirements

(19 courses; 85.5 quarter units)

BIS 301	Introduction to Interdisciplinary Studies
COM 380	Democracy in the Information Age (Prerequisite ENG 100/101)
HIS 350	Cultural Diversity [+] (Prerequisite ENG 100/101)
ENG 350	Fundamentals of Linguistics (Prerequisite ENG 100/101)
MTH 301	Fundamentals of Mathematics II (Prerequisite: MTH 209A)
BIS 401	Interdisciplinary Practice: Integrating Knowledge With Technology (Prerequisite BIS 301 and four additional courses from the major)
TED 300	Fundamentals of Education (Prerequisite: TED 305 or 320)
TED 310	Development and Learning (Prerequisite: TED 305 or 320)
TED 330A	Reading and Lang. Arts Methods (Prerequisite: TED 305 or 320)
TED 340	Content Area Reading Methods (Prerequisite: TED 305 or 320)
TED 350	Math and Science Methods (Prerequisite: TED 305 or 320)
TED 355	Hist/Social Science Methods (Prerequisite: TED 305 or 320)
TED 380	Arts/PE/Health Methods (Prerequisite: TED 305 or 320)
TED 410	Survey of Multicultural Literature (Prerequisite: TED 305 or 320)
TED 430	Special Needs Students (Prerequisite: TED 305 or 320)
TED 440	Leadership and Assessment (Prerequisite: TED 305 or 320)

Choose one from the following:

ART 329	World Art [+] (Prerequisite: ENG 100/101)
MUS 327	World Music [+] (Prerequisite: ENG 100/101)
ART 400	Expressive and Integrative Arts

Choose one from the following:

SCI 300	Geography: Mapping the World
EES 301	Earth and Planetary Science
BIO310	Ecology
EES335	Environment Science
BIO 411	Biodiversity (Recommended: prior completion of BIO 100 and 100A)

Capstone Course

BIS 499	Interdisciplinary Studies Project
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## Student Teaching Requirements

(5 courses; 21 quarter units)

(Prerequisites: ALL MAJOR coursework must be completed satisfactorily including the GPA requirements for TED courses)

Candidates MUST pass PRAXIS I & 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 (Prerequisites: Completion of all upper division course requirements, including all TED coursework)
TED 465B	Student Teaching II (Prerequisites: Completion of all upper division course requirements, including all TED coursework)
TED 465C	Student Teaching III (Prerequisites: Completion of all upper division course requirements, including all TED coursework)
TED 465D	Student Teaching IV (Prerequisites: Completion of all upper division course requirements, including all TED coursework)
TED 470	Student Teach/E-Portfolio (3 quarter units) (Prerequisites: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D)

## ■ BACHELOR OF ARTS IN MATHEMATICS EDUCATION

(610-105-210)

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Faculty Advisor for Mathematics: Igor Subbotin • (310) 662-2150 • isubboti@nu.edu

Faculty Advisor for License: Caprice Houston-Bey • (702) 531-7833 • chouston-bey@nu.edu

The Bachelor of Arts in Mathematics Education provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares 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 PRAXIS I and PRAXIS II to receive a license.

### Degree Requirements

To receive a Bachelor of Art in Mathematics Education, 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.

### Program Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that is appropriate for the research and study in mathematics
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication
- Develop fundamental knowledge (in geometry) of the subject matter.
- Model real world problems with a variety of algebraic and transcendental functions in order to translate between the tabular, symbolic, and graphical representation of functions
- Use advanced statistics and probability concepts and methods to analyze and study different real-world problems
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs

- 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals.

## I. GENERAL EDUCATION COURSES

(79.5 quarter units)

The General Education requirements are listed below

### AREA A: ENGLISH COMMUNICATION

(15.0 quarter units required)

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING.

(13.5 quarter units required)

- MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)
- MTH 215 College Algebra  
(Prerequisite: Placement Evaluation)
- MTH 220 Calculus I  
(Prerequisites: MTH 215 or MTH 216 A/B, or placement equivalent)

### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units required)

### AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

- HIS 350 Cultural Diversity (+)  
(Prerequisites: ENG 100/101)

Choose 2 additional courses from General Education Area E offerings

### AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(10.5 quarter units required with 1 lab)

### AREA G: MODERN LANGUAGE

(9 quarter units required)

See the General Catalog for Modern Language requirement

### Preparation for the Major

(5 courses, 19.5 quarter units)

- TED 320 Introduction to Teaching (1.5 quarter units)
- HIS 375 Nevada Hist., Govt., Const.  
(Prerequisites: ENG 100/101)
- MTH 221 Calculus II  
(Prerequisites: MTH 220)
- MTH 222 Calculus III  
(Prerequisites: MTH 221)
- MTH 223 Calculus IV  
(Prerequisites: MTH 222)

Passage of PRAXIS I Examination is required before beginning coursework for the major.

### Mathematics Major Requirements

(11 courses; 49.5 quarter units)

- MTH 311 Topics from Geometry  
(Prerequisites: MTH 215 or MTH 216 A/B or placement evaluation)
- MTH 325 Discrete Mathematics  
(Prerequisites: MTH 215 or MTH 216 A/B, or placement evaluation)
- or
- CSC 331 Discrete Structures and Logic  
(Prerequisite: CSC 252 and CSC 310)
- MTH 411 Number Theory  
(Prerequisites: MTH 215 or MTH 216 A/B or 209A or placement evaluation)
- MTH 435 Linear Algebra  
(Prerequisites: MTH 325 and MTH 220)
- MTH 416 Algebraic Structures  
(Prerequisites: MTH 325 and MTH 435)
- MTH 417 Foundation of Geometry  
(Prerequisites: MTH 215 or MTH 216A/B and MTH 311)
- MTH 418 Statistical Analysis  
(Prerequisites: MTH 210 and MTH 220)
- MTH 412 History of Mathematics  
(Prerequisites: MTH 215, MTH 216A/B, or MTH 301)
- MTH 410 Technology in Math Education  
(Prerequisites: MTH 215 or MTH 216 A/B or MTH 301)
- MTH 460 Problem Solving Strategies  
(Prerequisites: MTH 416 or MTH 417)
- MTH 461 Methods of Teaching of Math  
(Prerequisites: MTH 311, MTH 325, MTH 412, and MTH 460)

### Education Theory and Methodology Requirements

(7 courses, 31.5 quarter units)

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 Fundamentals of Education  
(Prerequisite: TED 305 or 320)
- TED 310 Development and Learning  
(Prerequisite: TED 305 or 320)
- TED 330B Reading and Language Arts  
(Prerequisite: TED 305 or 320)
- TED 340 Content Area Reading Methods  
(Prerequisite: TED 305 or 320)
- TED 420 Diversity in Schooling  
(Prerequisites: TED305 or 320)
- TED 430 Special Needs Students  
(Prerequisites: TED305 or 320)
- TED 440 Leadership and Assessment  
(Prerequisite: TED 305 or 320)

### 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 PRAXIS I & II prior to Student Teaching I. 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  
(Prerequisites: Completion of all upper division course

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- TED 465B Student Teaching II  
*(Prerequisites: Completion of all upper division course requirements, including all TED coursework)*
- TED 465C Student Teaching III  
*(Prerequisites: Completion of all upper division course requirements, including all TED coursework)*
- TED 465D Student Teaching IV  
*(Prerequisites: Completion of all upper division course requirements, including all TED coursework)*
- TED 470 Student Teach/E-Portfolio (3 quarter units)  
*(Prerequisites: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D)*

## ■ BACHELOR OF ARTS IN SECONDARY EDUCATION Major in English

(610-111-201)

*Department Chair: Cynthia Schubert-Iratorza • (858) 642-8339 • cschubert@nu.edu*

*Faculty Advisor for License: Caprice Houston-Bey • (702) 531-7833 • chouston-bey@nu.edu*

*Faculty Advisor for English: John Miller • (714) 429-5146 • jmiller@nu.edu*

The Bachelor of Arts in Secondary English Education 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 secondary teachers in a changing cultural and economic environment.

### Program Learning Outcomes

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

- Demonstrate familiarity with major British and American writers and their works.
- Demonstrate knowledge of the major periods and movements of British and American literary history.
- Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.
- Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts
- Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.
- Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Demonstrate understanding of major critical approaches to the interpretation of literature.
- Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate application of educational technology to meet the needs of all learners including those with special needs 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.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensure healthy human growth.
- Utilize 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.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals

### Degree Requirements

To receive a Bachelor of Arts in Secondary English Education 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 receive passing scores on PRAXIS I & II.

### General Education Requirements

The General Education requirements are listed below: Candidates seeking a LICENSE are strongly advised to meet with an advisor early in their program to review program and license requirements.

#### AREA A: ENGLISH COMMUNICATION

(15 quarter units required – 10.5 units in writing and 4.5 in speech)

- ENG 100 Effective College English (3 quarter units)  
ENG 101 Effective College English (3 quarter units)  
*(Prerequisite: ENG 100)*
- ENG 240 Advanced Composition  
*(Prerequisites: ENG 100/101)*
- COM 100 Introduction to Mass Communication

#### AREA B: MATHEMATICAL CONCEPTS QUANTITATIVE REASONING

(4.5 quarter units required)

- MTH 209A Fundamentals of Mathematics I

#### AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units required)

- ILR 260 Information Literacy  
*(Prerequisite: ENG 100/101)*

#### AREA D: ARTS AND HUMANITIES

(13.5 quarter units required)

- LIT 100 Introduction to Literature  
*(Prerequisite: ENG 100/101)*
- HIS 233 World Civilizations I  
*(Prerequisite: ENG 100/101)*
- or
- HIS 234 World Civilizations II  
*(Prerequisite: ENG 100/101)*
- PHL 100 Introduction to Philosophy  
*(Prerequisite: ENG 100/101)*

#### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(courses must be in 3 distinct areas)

(13.5 quarter units required)

- HIS 220A United States History I [+]  
*(Prerequisites: ENG 100/101)*
- PSY 301 Child Development  
*(Prerequisites: ENG 100/101)*
- or
- PSY 100 Introduction to Psychology  
SOC 100 Principles of Sociology (+)  
*(Prerequisites: ENG 100/101)*
- or
- SOC 260 Cultural Anthropology  
*(Prerequisites: ENG 100/101)*



## AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(must have a life, earth, and physical science)

(15 quarter units required with 1 lab)

BIO100	Survey of Bioscience
BIO100A	Survey of Bioscience Lab (1.5 quarter units) (Prerequisite: BIO 100)
EES301	Earth and Planetary Science
PHS 102	Survey of Physical Science

## AREA G: MODERN LANGUAGE

(9 quarter units required)

See the General Catalog for Modern Language requirement

### Preparation for the Major

(4 courses; 15 quarter units)

The following courses or exams must be passed prior to beginning coursework in the major

ENG 310	English Grammar (Prerequisite: ENG 101)
ENG 350	Fundamentals of Linguistics (Prerequisites: ENG 100/101)
HIS 375	Nevada Hist., Govt., Const. (Prerequisites: ENG 100/101) (or pass Nevada Tests)
TED 320	Introduction to Teaching (includes 30 hours of field experience) (1.5 quarter units)

Passage of PRAXIS I Examination is required before beginning coursework for the major.

## III. REQUIREMENTS FOR THE MAJOR

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.

### English Major Requirements

(10 courses; 45 quarter units)

COM 360	Representation and Diversity in the Media (Prerequisites: ENG 100/101)
or	
ENG 375	Nature Writing (Prerequisites: ENG 100/101)
or	
ART 315	Film as Art (Prerequisites: ENG 100/101)
and	
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 463	20th Century 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

### Education Theory and Methodology Major Requirements

(9 courses; 40.5 quarter units)

(Prerequisite: TED 320)

TED 300	Fundamentals of Education (Prerequisite: TED 305 or 320)
TED 310	Development and Learning (Prerequisite: TED 305 or 320)
TED 330B	Reading and Language Arts (Prerequisite: TED 305 or 320)
TED 340	Content Area Reading Methods (Prerequisite: TED 305 or 320)
TED 410	Survey of Multicultural Lit (Prerequisite: TED 305 or 320)
TED 420	Diversity in Schooling (Prerequisite: TED 305 or 320)
TED 430	Special Needs Students (Prerequisite: TED 305 or 320)
TED 440	Leadership and Assessment (Prerequisite: TED 305 or 320)
TED 450	Teaching Methods for Secondary English Majors (Prerequisite: TED 305 or 320)

### Student Teaching Requirements

(5 courses; 21 quarter units)

Candidates MUST pass PRAXIS I & II and must have documented 60 hours in field experience prior to student teaching. TED 465 A, B, C, and D are field experiences receiving an honors, satisfactory, or unsatisfactory grade and are not factored into the cumulative GPA

TED 465A	Student Teaching I (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465B	Student Teaching II (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465C	Student Teaching III (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 465D	Student Teaching IV (Prerequisites: Completion of all upper-division course requirements, including all TED coursework)
TED 470	Student Teach/E-Portfolio (3 quarter units) *Must be taken concurrently with TED 465 A-D

## ■ MASTER OF EDUCATION IN ELEMENTARY EDUCATION WITH NEVADA LICENSURE

(750-717)

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The Master of Education in Elementary Education with Nevada Licensure is designed for students who are committed to being instructional leaders in the K-8 setting. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

# Nevada Programs

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Elementary Education Teaching License to apply to the Nevada Department of Education for licensure.

An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

## Program Learning Outcomes

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

- Apply educational research, evidence-based practice and academic writing in elementary education.
- Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.
- Apply Teacher Performance Expectations and subject specific pedagogical competencies.
- Design and assess subject specific content and pedagogy appropriate to the age and specific needs of elementary students.
- Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.
- Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.
- Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.

To receive a Master of Education in Elementary Education with Nevada Licensure, students must complete at least 66 quarter units of graduate work, 52.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

## Program Requirements

(14 courses; 66 quarter units)

TED 615	Foundations of Education
TED 605	The Diverse Classroom
EXC 625	Children w/Excep. in class
TED 621A	Lang. Dev. Methods: Elem. Sch.
TED 621B	Reading/Lang. Arts Methods
TED 668	Survey of Multicultural Literature
TED 616A	C&I I:History & Social Science
TED 616B	C&I II: Math & Science
TED 616C	C&I III:V & P Arts Health & PE
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)
TED 649	Student Teaching Seminar
MAT 641	Education and Social Pluralism
MAT 640	Applications of Research

## Course of Study

National University's Professional Teacher Preparation program is structured around courses grouped into intra-related and inter-related family courses focused on themes of foundations, education methods, and student teaching. Theory and practice as well as coursework and field experiences are developmental as candidates move from the foundation family courses to the method family courses and into "student teaching. Candidates who successfully complete the Professional Teacher Preparation program are eligible for a teaching license; those who choose to earn a Master in

Education degree must complete two additional courses.

## Foundation Courses

The three foundation courses are considered the foundation course family because all the courses build upon each other in terms of conceptual knowledge and skill, field experiences, and assessments. Furthermore, two of the three courses share all three required textbooks so that teacher candidates can integrate foundational perspectives into an on-going and ever developing professional educator philosophical statement. The foundation course family is the theoretical basis for skill development and acquisition in the method courses. The courses that comprise this family are:

TED 615	Foundations of Education
TED 605	The Diverse Classroom
EXC 625	Children w/Excep. in class

## Methods Courses

As are the foundations courses, the pedagogy courses are formed around adult learning theory and fieldwork. So that each candidate gains a clear understanding of the realities of public education, the program's coursework and field experiences are interrelated to form a cohesive set of learning experiences. Teacher Performance Expectations (TPEs) inherent in the Domains of Professional Competence are highlighted throughout each course syllabus and course outline, and must be highlighted in each lesson plan developed by candidates so that each candidate will have extensive opportunities to learn and to teach.

## Elementary Education

TED 621A	Lang. Dev. Methods: Elem. Sch.
TED 621B	Reading/Lang. Arts Methods
TED 668	Survey of Multicultural Literature
TED 616A	C&I I:History & Social Science
TED 616B	C&I II: Math & Science
TED 616C	C&I III:V & P Arts Health & PE

## Student Teaching

TED 649	Student Teaching Seminar
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)

## Master in Education

MAT 641	Education and Social Pluralism
MAT 640	Applications of Research

## ■ MASTER OF EDUCATION IN SECONDARY EDUCATION WITH NEVADA LICENSURE

(750-718)

*Department Chair: Cynthia Schubert-Irastorza • (858) 642-8339 • cshubert@nu.edu*

*Faculty Advisor: Caprice Houston-Bey • (702) 531-7833 • chouston-bey@nu.edu*

The Master of Education in Secondary Education with Nevada Licensure is designed for students who are committed to being instructional leaders in the 7-12 setting. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

The student teaching courses are required for the initial teaching

# Nevada Programs

license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Secondary Education Teaching License to apply to the Nevada Department of Education for licensure.

An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

## Program Learning Outcomes

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

- Apply educational research, evidence-based. Apply educational research, evidence-based practice and academic writing in secondary education.
- Demonstrate knowledge of student learning styles and the needs of diverse student populations in curriculum planning.
- Apply Teacher Performance Expectations and subject specific pedagogical competencies.
- Design and assess subject specific content and pedagogy appropriate to the age and specific needs of secondary level students.
- Examine and apply historical, philosophical, cultural, political, and social issues influencing K12 education.
- Demonstrate knowledge, skills and dispositions needed to connect instructional planning to learner characteristics.
- Demonstrate knowledge, skills and dispositions needed to assess student learning of academic goals based on learner characteristics.

To receive a Master of Education in Secondary Education with Nevada Licensure, students must complete at least 57 quarter units of graduate work, 43.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

## Program Requirements

(12 courses; 57 quarter units)

TED 615	Foundations of Education
TED 605	The Diverse Classroom
EXC 625	Children w/Excep. in class
TED 623	Lang. Dev. Methods: Secondary
TED 624	Literacy for Content Areas
TED 625A	Curriculum Design Sec. Learner
TED 625B	Instruction and Classroom Management for Secondary and Middle Schools
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)
TED 649	Student Teaching Seminar
MAT 643	Models of Teaching
MAT 640	Applications of Research

## Course of Study

National University's Professional Teacher Preparation program is structured around courses grouped into intra-related and inter-related family courses focused on themes of foundations, education methods and student teaching. Theory and practice as well as coursework and field experiences are developmental as candidates move from the foundation family courses to the method family courses and into student teaching. Candidates who successfully complete the Professional Teacher Preparation program are eligible

for a teaching license; those who choose to earn a Master in Education degree must complete two additional courses.

## Foundation Courses

The three foundation courses are considered the foundation course family because all the courses build upon each other in terms of conceptual knowledge and skill, field experiences, and assessments. Furthermore, two of the three courses share all three required textbooks so that teacher candidates can integrate foundational perspectives into an on-going and ever developing professional educator philosophical statement. The foundation course family is the theoretical basis for skill development and acquisition in the method courses. The courses that comprise this family are:

TED 615	Foundations of Education
TED 605	The Diverse Classroom.
EXC 625	Children w/Excep. in class

## Methods Courses

As are the foundations courses, the pedagogy courses are formed around adult learning theory and fieldwork. So that each candidate gains a clear understanding of the realities of public education, the program's coursework and field experiences are interrelated to form a cohesive set of learning experiences. Teacher Performance Expectations (TPEs) inherent in the Domains of Professional Competence are highlighted throughout each course syllabus and course outline, and must be highlighted in each lesson plan developed by candidates so that each candidate will have extensive opportunities to learn and to teach.

TED 623	Lang. Dev. Methods: Secondary
TED 624	Literacy for Content Areas
TED 625A	Curriculum Design Sec. Learner
TED 625B	Instruction and Classroom Management for Secondary and Middle Schools

## Student Teaching

TED 649	Student Teaching Seminar
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)

## Master in Education

MAT 643	Models of Teaching
MAT 640	Applications of Research

## Nevada Licensing Programs

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

## Admission Requirements

Students seeking a Nevada Teachers License at the graduate level at National University must possess a conferred or completed bachelor's degree, with a minimum 2.5 GPA from a regionally accredited U.S. university. Students with international degrees who do not hold a U.S.A. approved bachelor's degree must receive an evaluation from an approved international evaluation agency before being admitted to the University and starting the first course.

## 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 licensing programs must proceed through the following admissions procedure:

# Nevada Programs

**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.

Graduate students, see “Graduate Admission Standards.”

**Stage 2:** All graduate level licensure students must attend a Faculty Advisement orientation seminar and complete a candidate statement within 30 days of starting their first course or prerequisite course. 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 licensure packet and return this to the faculty advisor within 30 days to avoid evaluation or scheduling errors. Candidates enrolled in both master’s degree and licensure programs are evaluated after the licensure packet is returned to the faculty 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. A maximum of 13.5 quarter units may be accepted for unit credit and/or course content.

Students who are absent for a period of 12 months or more must reenroll and reevaluate under a new catalog.

All licensing courses are valid for seven years.

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

National University is committed to maintaining quality standards throughout its licensure and masters programs and to graduating competent professional educators. 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.

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 licensure 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.

## **Student Teaching Requirements**

Applicable to all Elementary, Secondary, and Special Education Licensure Students:

Before beginning any part of student teaching, candidates must:

- Return the completed licensure packet within 30 days of admission and orientation
- Provide proof of passage of the PRAXIS I and II
- Provide verification of a negative tuberculin examination within four years (must be current through student teaching)
- Attend student teacher interview and orientation with School of Education faculty
- Complete the prerequisite coursework with a 3.0 GPA; “D” and “F” grades are not accepted
- Complete a minimum of 40.5 quarter units for elementary and 31.5 quarter units for secondary in residence.
- Have a zero account balance.
- See a faculty advisor or placement specialist for specific information regarding any of these requirements.

## **Elementary and Secondary 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 Elementary/Secondary and in the ORI for Teacher Education

Note: Teacher Education Candidates may apply for equivalency (see form in Student Teaching Handbook) of one half of this requirement if they can document appropriate experience and meet other specified criteria.

Candidates will be placed:

- By the University in their student teaching school under the supervision of a University Supervisor and Cooperative 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 Nevada. 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 Nevada 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 licensing area for 16 weeks.
- In two different teaching settings.
- In two different grade spans.
- Elementary Education Candidates will be placed:
- In classrooms to observe and participate at two or more of the following grade spans: K-2, 3-5, and 6-8. A K-2 class experience is required unless there is documented fieldwork experience with beginning readers.

### Secondary Education 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.

### Licensure Candidates Teaching Under Contract

National University provides a program whereby actively employed teachers can complete the requirements for their teaching license while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the license sought. Licensure candidates teaching under contract:

- In an approved elementary education assignment can complete the assignment in their own classroom. There must be documented experience with K-2 or beginning readers, otherwise candidates must complete four weeks in an alternate setting with a certified teacher.
- In an approved secondary education assignment (within the license area) can complete the full semester in their own assignment provided that they are teaching four periods in two grade levels, or can document prior experience at other grade levels.
- In a regionally accredited and approved non-public school setting must complete a minimum of 4 weeks student teaching in a public school.
- Teach under the supervision of a University Supervisor and Cooperative Teacher who model effective teaching, implement state-adopted academic core curriculum, mentor the candidate, and work with the University Supervisor.

### Application for a Nevada Teacher License

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate 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 faculty advisor for deadline and review dates.

Each candidate must have on file:

- A zero account balance
- Official transcripts from all colleges/universities attended
- Passing score in PRAXIS I
- Verification of subject matter competency with score reports or cards from PRAXIS II.
- Proof of passing with a grade of "C" or better coursework or an examination covering the U.S. Constitution, Nevada Constitution, and Nevada School Law.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

All candidates are expected to participate in the evaluation of programs including follow-up studies after being employed in the field.

## ■ MASTER OF SCIENCE IN SPECIAL EDUCATION WITH NEVADA LICENSURE

### Generalist in Special Education - Endorsement to Teach Students with Mild to Moderate Needs for Assistance and Intervention

(720-719-356)

Department Chair and Faculty Advisor: Britt Ferguson • (858) 642-8346 • [mferguson@nu.edu](mailto:mferguson@nu.edu)

The purpose of the Generalist in Special Education endorsement program is to prepare students to instruct learners with mild to moderate disabilities in the K-12 system.

The Generalist in Special Education endorsement program at National University is based on the premise that meeting the special instructional needs of students in today's schools requires knowledge of a wide array of teaching strategies, as no one strategy can meet the needs of every special needs student. Another major premise is that all prospective teachers must develop an awareness and acceptance of cultural, linguistic, ethnic, economic, gender, lifestyle, and ability differences. The program is designed to present a variety of research-validated methods, techniques, and opportunities to develop knowledge and skills to create and implement instructional programs that will positively impact the learning of K-12 students with special needs across developmental domains.

### Program Learning Outcomes

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

- Demonstrate competence in the application of research methods including critiquing and synthesizing current educational literature
- Demonstrate competence in the ability to apply research methods including technology for research
- Demonstrate consultation and collaboration skills, including the ability to implement professional development at their school sites in the area of special education
- Advocate for students receiving special education services
- Understand Federal and State laws regarding special education
- Demonstrate competence in instructional design including adaptations required to assist students receiving special education services to achieve the state standards for curriculum
- Demonstrate competence in positive behavioral support
- Demonstrate expertise in use of technology as evidenced by development of adaptive devices, videos, and software

To receive a Master of Science in Special Education in with Nevada Licensure, students must complete at least 58.5 quarter units of graduate work, 49.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

Candidates in the program must demonstrate mastery of methods and techniques that accommodate the increasing diversity in contemporary Special Education and General Education programs where students with special needs are served.

### Program Requirements

(15 courses; 70.5 quarter units)

### Core Requirements

(11 courses; 49.5 quarter units)

EXC 625 Children w/Excep. in class  
TED 611 Educational Psychology

# Nevada Programs

EXC 603	Dev. EC Spec Needs
EXC 604	Excep & Diversity in Clsrm
EXC 620	Positive Behavior Support
EXC 630	Assess/Instr Planning in SpEd
EXC 644	Reading Methods for Special Education
EXC 615	Tech for Persons w/Disab
EXC 650	Collaboration and Consultation
EXC 657	Comm. Resource & Transition
EXC 660	Instruct of Learners w/MM Dis

## Student Teaching

(2 courses; 12 quarter units)

EXC 686 A & B Student Teaching (9 weeks each)

## Project Courses

(2 courses; 9 quarter units)

Students wishing to complete a Master's Degree in Special Education will need to complete two additional courses:

ILD 625	Educational Research and
EXC 694	Thesis <i>(Prerequisites: ILD 625 and successful completion of an undergraduate or graduate statistics course. students must have written permission of lead faculty to enroll in the course.)</i>
or	
EXC 637	Action Research <i>(Prerequisite: ILD 625)</i>

## Application for a Nevada Teacher License

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate 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.

Each candidate must have on file:

- A zero account balance
- Official transcripts from all colleges/universities attended
- Passing score in PRAXIS I
- Verification of subject matter competency with passing score reports on PRAXIS II.
- Proof of passing with a grade of "C" or better coursework or an examination covering the U.S. Constitution, Nevada Constitution, and Nevada School Law.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica

## SCHOOL OF HEALTH AND HUMAN SERVICES

### Nursing Programs

#### Information Applicable to all Nursing Programs

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to a nursing program.

#### Admission Requirements

Students seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.75 cumulative GPA from all regionally accredited institutions attended.
3. Submit a separate application for admission into a specific nursing program (see below)

\*Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program.

#### Admission Process

Admission into the nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the application requirements listed in the "General Admission Procedures" section of this catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. This application can be submitted following completion of all Math and Science prerequisite courses. These applications, with supporting documents, are accepted year-round and should be sent to the Department of Nursing, National University, 2850 W. Horizon Ridge Parkway #301, Henderson, NV 89052. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools. A minimum cumulative GPA of 2.75 is required for entry into NSG 304.

A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated for equality to National University Department of Nursing required prerequisite courses.

All nursing program applications are reviewed by an admissions committee in a competitive selective review process. Admission is granted to the most qualified candidates.

All prospective students will attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance to the Nursing Program. The specifics of the Nursing Program will be described to the prospective students at this time (i.e. number of Nursing courses, sequence of courses, requirements for progression in the Program). These Forums will be offered monthly. During the Pre-Nursing Program Information Forum, each student who plans to apply for admission to the Nursing Program will complete an essay. The essay topic will be drawn from one of four questions developed by the Nursing Faculty and typed on a computer. Each prospective student in any one session will answer the same question. prospective students have the option of re-writing the essay should they be denied admission to the Nursing Program (see re-application process below) if they plan to apply again in the future.

A Calculation Worksheet will be used to evaluate each prospective student's application packet by the Admissions Committee of the Department of Nursing. The prospective student will be ranked in comparison to other applicants for that application cycle. The scoring will be based on:

- Quality of grades in all Math and Science prerequisite courses
- Number of attempts at taking the Math and Science prerequisite

- courses to achieve a minimal passing grade of C (73%)
- Test of Essential Academic Skills Score (TEAS) (explained below)
- Written essay completed at the Pre-Nursing Information Forum

All prospective students must take the Test of Essential Academic Skills (TEAS) prior to consideration for admission to the nursing Program, but following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Information Forum. The TEAS may be taken a total of 3 times (see re-application process below), with no less than 60 days between tests.

Following receipt of all application items, the prospective student's application packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Admission will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort. The prospective student will receive a letter regarding this decision. No waiting list is maintained. Students can have access to their Admissions Calculation Worksheet upon request.

Students who are not accepted may re-apply for admission to the Nursing Program if he/she is interested. Prospective students may re-apply to the Nursing Program up to 3 times in any 12-month period without incurring the cost of reapplying to the University. However, if the prospective student chooses to re-take the TEAS, he/she will need to follow the TEAS application process, with any associated fees. If the prospective student chooses to re-do the essay question, he/she must attend another Pre-Nursing Program Information Forum at which he/she will complete the question assigned to that group of attendees.

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

Before participating in clinical practicums, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests. In addition, before engaging in clinical practicums at health facilities, students will be required to obtain professional liability insurance in the amount of \$1,000,000 per occurrence/ \$3,000,000 aggregate. Continued coverage throughout the program is required. Students must possess a social security number to disclose to the Nevada State Board of Nursing (NSBN) at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from (BLS-American Heart Association -Basic Life Support for Health Care Providers). The student is responsible to determine if his/her insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Prior to a clinical experience in a facility, students may be required to demonstrate freedom from drug use through screening. Facilities may also demand an individual background check and fingerprinting on a student. Students are responsible to meet all requirements established by clinical facilities.

Students will need to provide their own transportation to class and all clinical experiences. Proof of auto insurance, a current car registration, and a valid driver's license is required for access to clinical facilities located on military installations.

## **Mental And Physical Qualifications For Professional Nursing**

Please be advised that there are minimum entry qualifications to professional nursing practice. Typically, all nursing employers set up minimal physical and mental standards for employment as a registered nurse. National University wishes to inform prospective

students of the general nature of such qualifications, although qualifications may vary among employers. Further, National University wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capabilities for nursing prior to entering the profession of nursing as a graduate. Thus, the following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites, or in performing CPR.
- Respond and react immediately to auditory instructions/requests/monitor equipment, and perform auditory auscultation without auditory impediments.
- Physically perform up to a twelve hour clinical laboratory experience.
- Perform close and distance visual activities involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate grammar, vocabulary and word usage.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are expected to meet these qualifications and successfully complete other course requirements. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and assess their ability to meet these qualifications.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University's Office of Scholarships and Special Services as described in the university catalog.

## **Program Advisement**

All accepted students will be assigned a Nursing Faculty Advisor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Advisor and the Admissions Advisor throughout the program.

## **Progression Requirements**

All transfer courses accepted from another college or university must be equivalent in content and credit. Students who complete coursework in preparation for the nursing major at National University will be given priority for selection into nursing classes. Students with previous preparation in nursing are admitted to the program as space is available providing requirements are met for admission to the University and the Department of Nursing. Academic acceptance is determined on an individual basis through evaluation of past academic preparation and professional experience.

Students who have not had continual enrollment in National University's nursing program (defined as not taking nursing coursework for more than a one calendar year) or who are

# Nevada Programs

transferring from another nursing program must demonstrate level-appropriate proficiency skills prior to readmission to the program. Likewise, these students will need to retake the medication calculation examinations successfully. Students who are unsuccessful in their first attempt at any of the nursing courses or who choose to take a voluntary break from the course sequencing for any reason will be placed in subsequent cohorts as openings in the classes are available. Students who are absent for a period of 12 months or more must re-enroll and be re-evaluated under a new catalog. Any changes in the schedule of NSG classes must have a schedule or program change form approved by the Nursing department. Students should see their admissions advisor for assistance.

## The Student Agreement

To ensure that graduates of National University's nursing programs are able to meet the legal requirements of the Nevada State Board of Nursing (the Board), all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is distributed at the mandatory student orientation.

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

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills and qualifications to satisfy the requirements for an RN license;
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board all pertinent information pertaining to the student's qualification or fitness for an RN license.

## Time Management

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program.

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

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, 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 nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to nurse in Nevada healthcare facilities. Every person who is an applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

## Learning Contracts

Learning contracts will be used by faculty to notify students of learning issues and/or a clinical performance problem. If the student fails to meet the standard set forth in the learning contract, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the contract and an additional copy will be maintained in the student's file in the Department of Nursing.

## Procedures Governing Problems with Progress in the Program

When a student is having a problem with the nursing program or a student is notified that he/she is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course coordinator or (if the deficit is in clinical practice) with the course coordinator and the clinical nursing faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement (which may or may not include the creation of a Student/Faculty Learning Contract.)

If the candidate is allowed to continue in the program and receives a second unsatisfactory grade in a nursing theory or clinical course, 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 Undergraduate Degrees section of this catalog.

## Application for Licensure

Students seeking an RN license must apply to the Board for such a license. It is the student's responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least four to six months before their graduation date. All requests for transcript forms must be signed after the completion/graduation date. All first time applicants are required to submit fingerprints with the application.

The Board requires applicants to take an examination containing objective multiple-choice questions administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of six hours.

## ■ ASSOCIATE OF SCIENCE IN NURSING (ASN)

(603)

Faculty Advisor: Dr. Lara Carver • (702) 531-7800 • lcarver@nu.edu

This program is for individuals seeking minimum preparation to take the Nevada licensure exam for registered nursing.

## Program Learning Outcomes

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

- Formulate accurate nursing diagnosis based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.

## Departmental Admission Requirements

To be eligible for admission to the ASN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process



# Nevada Programs

- Submit the appropriate nursing program application
- Submit official score from TEAS testing
- Submit a proctored written essay
- Completion of all science and math prerequisites
- Submit sealed transcripts with grades from science and math prerequisite courses
- Have achieved a cumulative GPA of 2.75 from all regionally accredited institutions attended

## Degree Requirements

To receive an Associate of Science in Nursing (ASN), students must complete at least 108 quarter units as outlined below, 31.5 quarter units of which must be completed in residence at National University. Students should refer to the section on undergraduate admission procedures in the current general catalog for specific information on admission and evaluation. The following courses are specific degree requirements.

In the absence of transfer credit, students may take additional general electives to satisfy the total units required for the degree.

## General Education Requirements

(13 courses, 46.5 quarter units)

### AREA A: ENGLISH COMMUNICATION

#### CATEGORY 1 – Writing

(6 quarter units)

- ENG 100 Effective College English I (3 quarter units)  
(Prerequisite: Satisfactory performance on Accuplacer)
- ENG 101 Effective College English II (3 quarter units)  
(Prerequisite: ENG 100)

#### CATEGORY 2 – Speech and Communication

(4.5 quarter units)

- COM 103 Oral Communication

### AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units)

- MTH 204 Mathematics for Science  
(Prerequisite: Placement Evaluation or MTH 012 A/B)

### AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units)

- PSY 100 Introduction to Psychology
- SOC 100 Principles of Sociology [+]  
(Prerequisites: ENG 100/101)
- HIS 375 Nevada Hist., Govt., Const. (\* or a course containing required NV content)  
(Prerequisites: ENG 100/101)

### AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(18 quarter units)

- BIO 201 Human Anatomy & Physiol I  
(Recommended: prior completion of BIO 100 & 100A, BIO 101 & 101A, or equivalent courses)
- BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)  
(Prerequisite: BIO 201)
- BIO 202 Human Anatomy & Physiol II  
(Recommended: prior completion of BIO201 & 201A, BIO 100 & 100A, BIO 101 & 101A, or equivalent courses)
- BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)  
(Prerequisite: BIO 202)
- BIO 203 Introductory Microbiology

(Recommended: prior completion of BIO 201 & 201A, BIO 202 & 202A, BIO 100 & 100A, BIO 101 & 101A, or equivalent courses)

- BIO203A Introductory Microbiology Lab (1.5 quarter units)  
(Prerequisite: BIO 203)

## Nursing Core Courses

(14 courses, 61.5 quarter units)

- NSG 304 Pharmacology for Nursing Practice  
(Prerequisites: admission to nursing program and completion of required general education preparation with a minimum GPA 2.75)
- NSG 204 Nursing Foundations and Health Assessment  
(Prerequisite: "C" or better in NSG 304)
- NSG 204A Nursing Foundations and Health Assessment  
(Prerequisite: "C" or better in NSG 304)
- NSG 205 Medical-Surgical Nursing I  
(Prerequisites: "C" or better in NSG 204 and "S" in NSG 204A)
- NSG 205A Medical-Surgical I Clinical  
(Prerequisites: "C" or better in NSG 204 and "S" in NSG 204A)
- NSG 314 Child-Bearing Family Nursing  
(Prerequisites: "C" or better in NSG 205 and "S" in NSG 205A)
- NSG 314A Child-Bearing Family Clinical  
(Prerequisites: "C" or better in NSG 205 and "S" in NSG 205A)
- NSG 315 Pediatric Nursing  
(Prerequisites: "C" or better in NSG 314 and "S" in NSG 314A)
- NSG 315A Pediatric Nursing Clinical  
(Prerequisites: "C" or better in NSG 314 and "S" in NSG 314A)
- NSG 320 Medical-Surgical Nursing II  
(Prerequisites: "C" or better in NSG 315 and "S" in NSG 315A)
- NSG 320A Medical-Surgical II Clinical  
(Prerequisites: "C" or better in NSG 315 and "S" in NSG 315A)
- NSG 325 Psychosocial Nursing  
(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)
- NSG 325A Psychosocial Nursing Clinical  
(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)
- NSG 341 Leadership and Management in Nursing (3 quarter units)  
(Prerequisites: "C" or better in NSG 325 and "S" in NSG 325A)

## ■ BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION

(This program is for already licensed, registered nurses seeking a BSN degree.)  
(651-121)

Faculty Advisor: Lara Carver • (702) 531-7800 • lcarver@nu.edu

### Department Admission Requirements

To be eligible for admission to the BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process
- Hold a current, active license to practice as a registered nurse in the state/country where clinical experiences will be completed
- Have obtained an Associate degree in Nursing with a cumulative

# Nevada Programs

- grade point average of 2.75
- Attend a Pre-Nursing Program Information Forum
- Complete all prerequisites courses
- Take the Test of Essential Academic Skills
- Submit the appropriate nursing program application
- Complete a proctored written essay

## Program Learning Outcomes

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

- Formulate accurate nursing diagnoses based on multiple sources of collected data.
- Plan, implement, and evaluate strategies with patient-related identified nursing diagnoses.
- Work with families across the lifespan to identify learning needs and implement teaching strategies to achieve mutually defined healthcare goals.
- Manage multiple patients in a variety of settings by prioritizing and appropriately using/incorporating available resources.
- Effectively communicate with both patients/families and other members of the healthcare team.
- Assume professional, ethical, and legal behavior upholding the standards of entry into the profession.
- Practice professional nursing using theory and knowledge as a basis for practice.
- Demonstrate competency by meeting standards of care in providing nursing care to a diverse set of clients in a multicultural community.
- Demonstrate competency and leadership in organizing care for a caseload of clients.
- Analyze and synthesize current findings from nursing research and research in related fields.
- Evaluate current findings from relevant research for utilization in practice.
- Develop a critical stance on professional issues related to nursing practice, education, and knowledge development by analyzing the historical and contemporary environments in nursing.
- Use computer technologies to augment productivity and to gain access to multiple informational resource services.

## Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as outlined below, a minimum of 76.5 quarter units of which must be completed at the upper-division level and 45 quarter units of which must be completed in residence at National University.

A maximum of 45 quarter units (30 semester units) of lower-division credit may be allowed for clinical courses for a registered nurse who is a graduate of a three-year hospital nursing school. Up to 22.5 quarter units (15 semester units) of additional lower-division credit may be granted for academically equivalent coursework. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives or upper division courses to satisfy the total units required for the degree. Questions regarding appropriate electives should be directed to the Faculty Advisor.

## Preparation for the Major

(6 courses; 27 quarter units)

MTH 210 Probability and Statistics  
(Prerequisite: Placement Evaluation)

or

NSG 322 Intro to Biomedical Stats

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

or

SOC 260 Cultural Anthropology  
(Prerequisite: ENG 100/101)

SPN 340A Spanish for the Work Place

SPN 341 Cross-Cultural Communication

SOC 500 Cultural Pluralism in the USA  
(Prerequisite: ENG 100/101)

or

HUB 500 Cross-Cultural Dynamics of Human Behavior  
(Prerequisites: ENG 100/101 and PSY 100)

These courses must be taken prior to taking any of the 400-level nursing courses.

## Nursing Core Courses

(11 courses; 45 quarter units)

NSG 310 Professional Nursing Values  
(Prerequisite: admission to nursing program, and cumulative GPA and completion of required general education preparation with a minimum GPA 2.75)

NSG 403 Nursing Theories and Models  
(Prerequisite: "C" or better in NSG 310)

NSG 211T Health Assessment (3 quarter units)  
(Prerequisites: "C" or better in NSG 403)

NSG 211A Health Assessment Clinical (1.5 quarter units)  
(Prerequisites: "C" or better in NSG 403)

NSG 404 Pharmacology for Nurses  
(Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A)

NSG 422 Nursing Research  
(Prerequisite: NSG 322 and "C" or better in NSG 404)

NSG 412 Community Healthcare Delivery\*\*\*  
(Prerequisite: Successful completion of all previous nursing courses)

NSG 411 Community Health Frameworks\*\*\*  
(Prerequisites: "C" or better in NSG 412)

NSG 410 Community: Population Focus\*\*\*  
(Prerequisites: "C" or better in NSG 411)

NSG 342 Nursing Leadership/Management  
(Prerequisite: "C" or better in 410)

NSG 440 Issues in Professional Nursing (capstone course)  
(Prerequisites: completion of all other required nursing courses)

\*\*\*This course requires a clinical practicum of 32 hours

# Division of Extended Learning

Vice President, **John Dooley**  
M.B.A., Georgetown University

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#### FOR FURTHER INFORMATION

contact **The Division of Extended Learning**

11255 North Torrey Pines Road, La Jolla, CA 92037-1011

Call: **1 (800) NAT-UNIV, ext. 8600**

San Diego: **(858) 642-8600**

fax: **(858) 642-8714**

e-mail: **extlearning@nu.edu**

Web: **www.nu.edu/el**

*The University of Values*



# Division of Extended Learning

The Division of Extended Learning meets the needs of National University's diverse community of adult learners through a variety of innovative programs. The courses facilitate professional and organizational development, giving adults the opportunity to meet the ongoing challenges of changing careers. Many certificates, certifications, and certification training programs are directly linked to increased earnings.

Many of these programs are approved for Continuing Education Units (CEUs) for various professional organizations. The CEU is a uniform measure of non-credit continuing education learning experience. One CEU is awarded for every 10 contact hours of participation. Employers and others who routinely examine and evaluate individual accomplishments generally accept this unit of measurement.

Extended Learning is an authorized provider of the Continuing Education Unit (CEU); benchmarked to International Association for Continuing Education and Training (IACET) standards. The IACET CEU is considered the hallmark of quality in continuing education and training. IACET CEUs enhance the credibility of professional development and training in disciplines, such as: education, engineering, accounting, legal, medical, Real Estate and others. Extended Learning, in collaboration with the School of Health and Human Services, is also approved as a continuing education provider (CEP) by the California Board of Registered Nursing. National University provides many administrative services to support professional development events and conferences. These may be held at National University's campuses throughout California, client locations, online, or by real-time web seminars. Extended Learning documents CEUs with a certificate and/or an official National University transcript. For more information regarding professional excellence with National University CEUs, please call (858) 642-8607.

Extended Learning is a member of the following organizations:

- The Association for Continuing Higher Education (ACHE)
- American Management Association (AMA)
- The International Association for Continuing Education and Training (IACET) as an Authorized Provider of the Continuing Education Unit (CEU)
- The Learning Resources Network (LERN)
- National Dropout Prevention Center/Network (NDPC/N)
- The University Continuing Education Association (UCEA)

Paralegal Organizations:

- American Association for Paralegal Education (AAfPE)
- California Alliance of Paralegal Associations (CAPA)
- Los Angeles Paralegal Association (LAPA)
- National Association of Legal Assistants (NALA)

National University, Division of Extended Learning  
11255 North Torrey Pines Road, La Jolla, CA 92037  
Phone: 1 (800) NAT-UNIV, ext. 8600  
(858) 642-8600, Fax: (858) 642-8714  
Web: [www.nu.edu/el](http://www.nu.edu/el)

## Course Numbering System

### Credit Courses

Academic credit is granted for a limited number of programs. National University operates on a quarter system and all academic credit is awarded in quarter units. Students who plan to apply credits earned through Extended Learning to an academic degree program should consult with the appropriate institution and academic department to ascertain whether academic credits earned will transfer toward their proposed course of study. All courses to which academic credit is applied are 4.5 quarter units, unless

otherwise specified, and follow National University's illustrated tuition rates for undergraduate and graduate courses. Extended Learning reserves the right to modify tuition and/or program rates at anytime.

### Course Levels and Numbers

The course numbering system described below is effective only for those Extended Learning courses offered after 1991:

- 1000X-1099X Course for which lower division credit may be allowed toward degree requirements.
- 1100X-1199X Course for which upper division credit is allowed toward degree requirements.
- 1200X-1299X Course for which graduate credit may be allowed toward degree requirements.

### Non-Credit Courses

There are two categories of Extended Learning non-credit courses.

- 1800X-1899X These courses offer Continuing Education Units (CEUs), a nationally recognized measurement of a non-credit learning experience. Professional groups, employers, licensing agencies and others who routinely evaluate individual accomplishments and training generally accept this unit of measurement. One CEU is awarded for every 10 hours of participation.
- 1900X-1999X These courses carry neither academic credit nor CEUs. They are offered in response to the growing need for quality educational opportunities for professional, career, personal growth or general cultural interest and knowledge.

### Grading System for Academic Courses

GRADE	DEFINITION
A	Exceptional
B	Very Good
C	Satisfactory
D	Marginal
F	Failing

### Grading System for Continuing Education Units and Non-Credit Courses

Students are assessed on their comprehension of course material through class attendance, participation, weekly assignments, and instructor evaluation. In most cases, students will receive a grade of Satisfactory (S)/Unsatisfactory (U).

### Financial Aid

Division of Extended Learning students are generally not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in non-credit courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with the Division of Extended Learning or National University. Additionally, the Division of Extended Learning provides guidance to students who are utilizing funds through Tuition Assistance, Veteran's Assistance, and /or the Workforce Investment Act. The Division of Extended Learning does work with students who are seeking financial aid for certificate programs that grant academic credit. Financial aid is available through two methods: National University Tuition Assistance Loan and Federal Financial Aid through Title IV.



## Veterans' Information

Students wishing to apply for programs administered by the Department of Veterans Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans' Affairs Office located at 9388 Lightwave Avenue, San Diego, (858) 541-7970, or (800) 628-8648, ext. 7970.

## Tuition

Tuition for Extended Learning courses varies per program. Current tuition rates can be found under Course Descriptions.

## Refund Policy

For courses that are at least a month long; students who drop a course prior to midnight of the ninth (9th) day of the session will receive a 100 percent refund. Students who withdraw from a course on the tenth (10th) calendar day of the session will receive a 50 percent refund. Students who withdraw from a course after the tenth (10th) calendar day will receive no refund. In all cases in which refunds are awarded, the cost of books and materials will be deducted.

For courses that are less than a month long:

Students will be eligible for refunds based on the percentage remaining of the course or program. Students must contact the Division of Extended Learning to withdrawal from the course and to request a refund.

Refund	Percentage of Session/Course Remaining
100%	75-100%
50%	67-74%
No Refund	0-66%

For test preparation courses and courses offered in partnership with educational providers:

Students are not eligible to receive a refund once registration has been completed. These courses include CSET Preparation, Teacher Education Test Preparation, Self-Paced Online or CD-ROM Courses, Online Paraprofessional Programs, and Online Personal Enrichment, Music Industry Educators, and Information Technology Training.

## Course Drop and Withdrawal

Non-attendance or notifying an instructor does not constitute officially dropping or withdrawing from a course. Students must notify Extended Learning to request withdrawal from a course. The term "drop" means a student has dropped a course prior to midnight (PST) of the ninth (9th) day of the session, and no grade or notation appears on the student's record.

For courses receiving a grade, the term "withdrawal" signifies that a student has withdrawn from a course after midnight (PST) of the ninth (9th) day of the session, and a "W" will appear on the student's record. Students who withdraw after midnight (PST) of the twenty-first (21st) day of the session will receive a grade of "F" or "U," as appropriate for the course. This is a permanent mark with no grade points assigned.

For courses receiving a grade, students may drop a course prior to midnight (PST) of the ninth (9th) day of the session, by contacting 1-866-NU-ACCESS (1-866-682-2237) or [scs@nu.edu](mailto:scs@nu.edu). For non-graded or CEU courses offered by Extended Learning, students must contact Extended Learning directly at 1-800-NAT-UNIV, ext. 8600 or via e-mail at [extlearning@nu.edu](mailto:extlearning@nu.edu). The student is responsible for Ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

## Payment Options

Payment can be made by either telephone, fax, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available. Payment for Extended Learning courses is required before attending class.

## Corporate Training

Corporate training is available for businesses or school districts through Extended Learning. Classes can be held at a place of business or at a National University learning center. Each program can be tailored to target an organization's unique challenges and in-house training programs can be customized to any specifications necessary. Through these courses, National University can provide the services to maximize training budgets.

In collaboration with the American Management Association (AMA), National University offers continuing education, professional and workforce development, and business and industry training using AMA's Self-Study materials. Courses and workshops teach proven, relevant skills that enable participants to transform their learning experience into workplace performance with just-in-time knowledge. Practical management skills taught will help in developing new business leaders. Areas of study include Customer Service, Managerial Skills, Time Management, Leadership, Quality, Team Building, and many more. For organizations in need of specialized training, cohorts can be offered for groups of 20 or more.

## Certificate and Course Offerings

- Education
- Engineering & Technology
- Paralegal Studies
- Health & Human Services
- Business & Management
- Media and Communication
- Professional & Personal Development
- Online Career Training

## EDUCATION CERTIFICATES

### Dropout Prevention Specialist Certificate Program

(811-200)

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

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 will participate remotely with real-time Voice Over Internet Protocol Technology. Broadband access is mandatory.

# Division of Extended Learning

The certificate program consists of the following six courses:  
(6 courses; 7.2 CEUs)

DPX 1810X	Intro to Dropout Prevention
DPX 1820X	Student Success Team
DPX 1830X	Assessment and Accountability
DPX 1840X	Resources Fostering Resiliency
DPX 1850X	School & Community Involvement
DPX 1860X	Relevant Issues

## Autism Education Certificate Program

(811-202)

Faculty Advisor: KayDee Caywood • (310) 662-2145 • [kaywood@nu.edu](mailto:kaywood@nu.edu)

Courses can be taken for academic credit or continuing education units (CEUs).

This program is offered in cohorts only.

This certificate is designed for those interested in finding out more about working with and teaching those that fall within the Autism Spectrum Disorder. The four course sequence is designed to provide the student with an orientation to the terms and the characteristics involved, assessment and behavior management interaction strategies, a variety of teaching strategies, and train necessary skills in collaborating with parents and families of those in the spectrum. It is required that students complete Introduction to Students with Autism Spectrum Disorders first in the sequence.

Graduate credit courses can be applied to the Master of Arts in Teaching.

The four courses are designated by the following course numbers, depending on whether you are taking the program for graduate academic units (1200X) or CEU (1800X):

The certificate program consists of the following four courses:  
(4 courses; 18 quarter units)  
(4 courses; 16 CEUs)

AEX 1201X/1801X	Intro Students w/Autism Spect
AEX 1202X/1802X	Assess & Behavioral App in Aut.
AEX 1203X/1803X	Intervention/Instr. w/Aut
AEX 1204X/1804X	Autism Collab w/Parents & Fam.

## Coaching Certificate & Courses

(811-720)

Faculty Lead: Dr. Donna Elder • (310) 662-2142 • [delder@nu.edu](mailto:delder@nu.edu)

This certificate program teaches participants the elements of a good coaching model. Participants will learn to identify different types of questions and the appropriate time to use them. Upon successful completion, they will be able to understand the skills necessary in a good coaching relationship and apply the skills as a coach practitioner. Participants will analyze a coaching situation and be able to describe what worked well and ways to improve the coaching experience.

This certificate program consists of the following two courses:  
(2 courses; 6 CEUs)

IST 1846X	Becoming a Coach; 4 CEUs
IST 1847X	Coaching Practice; 2 CEUs

This course is separate and provides individual and group coaching to participants:

IST 1848X	Coaching for Teachers or Administrators; 2 CEUs
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## EDUCATION COURSES

### Academic Courses

HEDX 1201X	Health Education for Teachers; 4.5 quarter units
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(This course satisfies the CTC health education requirements for a Professional Clear under the Ryan Credential. This course does not grant graduate credit and cannot be used as an elective in a graduate program. **This course may not be used in place of HED 602 in programs under the School of Education.**)

EDX 1201X	Computer Tech. in Classroom; 4.5 quarter units
EDX 1229X	Leadership in Charter Schools; 4.5 quarter units
IHD 1203X	Facilitating Outcomes; 4.5 quarter units

### National Board Certification Teacher (NBCT) Academy & Monthly Collaborative Sessions w/ Online Supplements

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

NBCX 1201X/1800X National Board Certification Academy

National University offers three support options to meet the needs of teachers seeking National Board Certification. All options result in 20 contact hours plus an additional 25 hours of required field work for a total of 45 hours.

Upon completion of the NBCT Academy, participants receive:

- Certificate of Completion
- Official National University transcript
- Ongoing support from Certified Support Providers (CSPs) trained by NBPTS
- Advanced Candidacy and/or Recertification Assistance

There may be some price flexibility for the graduate program when a group of students enroll as a cohort and as a part of earning a master's degree. National University may also bring this course to a school district anywhere in the United States. For information about customized schedules, the possibility of cohort discount and technical questions, please contact the Program Director: Ronarae Adams; [radams@nu.edu](mailto:radams@nu.edu).

#### Option A: NBCX 1201X (NBCX 1801X included)

4.5 graduate quarter units

The NBCT Academy is designed specifically for credentialed teachers who are seeking National Board Certification. With approval from the Program Director, NBCX 1201X may be substituted for NBC 680 for pre or active candidates in the Master of Arts in Teaching degree program.

When enrolling in NBCX 1201X, a one month introduction course, teachers are provided with access to NBCX 1801X at no additional charge. This monthly national online collaborative is offered through the Division of Extended Learning. NBCX 1801X will be shown on an Extended Learning transcript that is separate from the academic transcript.

#### Option B: NBCX 1800X (NBCX 1801X included)

4.0 Continuing Education Units (CEUs)

Teachers may enroll in the NBCT Academy for CEU credit. Although CEUs cannot be converted to graduate credit, teachers are provided with an identical introduction course as the NBCX 1201X course; but without a letter grade (satisfactory/unsatisfactory). Teachers can use CEUs for salary and career advancement.

This option also includes monthly national online Collaborative

sessions (NBCX 1801X) at no additional charge.

## Option C: NBCX 1801X Collaborative Sessions

7.2 Continuing Education Units (CEUs)

Students enrolled in NBCX 1201X or NBCX 1800X are automatically enrolled in these collaborative online sessions at no additional charge. The monthly online collaborative provides teachers with an opportunity to network, and analyze their practice and portfolio commentaries against the certificate standards in a group setting. Sessions are held one Saturday each month from 9:00 am until Noon at various National University network sites and in a protected online collaborative environment. These sessions begin with a topic, but are structured to allow time for reading, editing and feedback to and from peers in a supportive environment moderated by NBCT Certified Support Providers (CSPs).

Those who enroll only in NBCX 1801X may not be taking the NBCT Academy courses, yet simply want to interact with other active candidates from across the country, and want additional exposure to the overall preparation methodologies.

The cost effective collaborative sessions provide NBCT candidates with a flexible, yet comprehensive approach for support, collaboration and technical assistance. This year-long collaborative augments other NBCT preparation methods by providing access to resources, threaded discussions and synchronous chat sessions. The online collaborative is hosted, but not driven, by experienced NBCTs with support provider training (NBPTS).

Each year, the collaborative reconvenes with updated information in the online supplement. As early as June, NBCT candidates will be admitted to the collaborative and may begin accessing helpful information. Enrolled candidates will have access to online chats, threaded discussions and online information that parallels monthly "on ground" research meetings.

All support and assistance is carefully designed and aligned with the NBPTS Code of Ethics for Candidates Support, and all participants (candidates and CSPs) adhere to the NBPTS criteria which are reflected by all program participants.

## Vocational Education

*Program Information: (858) 642-8600 • extlearning@nu.edu*

This two-part Vocational Education Series enables students to earn their Vocational Designated Subject Credential in vocational and technical education. These courses will help meet in-service educational requirements to work toward a part-time, full-time, or supervisory credential. This program is designed for anyone interested in acquiring and improving techniques in teaching occupational subjects to adult or community college students.

EDX 1842X Vocational Education Level I; 9 CEUs  
EDX 1843X Vocational Education Level II; 9 CEUs

## Career Technical Education Credential

*Faculty Advisor: Thomas Doyle • (858) 642-8368 • tdoyle@nu.edu*

### Program Description

The Career Technical Education Credential program prepares students for a technical career path. Qualified teachers are needed who will teach the knowledge, skills and dispositions necessary for obtaining and retaining jobs. These teachers need an understanding of teaching and the pedagogical skills necessary for training workers in technical fields for a market requiring sensitivity to diversity, knowledge of skills and the practical application of those skills in the workplace. In order to train teachers for teaching students, choosing a technical education path, the State of California has developed professional standards for

Career Technical Education. This program has been created based upon these standards. As a result, candidates will be prepared to use research-based pedagogical skills in the classroom by using the Career Technical Education standards and frameworks. These curriculum standards bolster California's standards-based education system by incorporating cutting-edge technology about career options, technology and skills required for success in adult life.

### Program Requirements

The National University teacher preparation program for Career Technical Education is a four-month, five-course intensive program with a sequence of courses that includes supervised teaching that spans the entire program. If candidates are already teaching in a technical/vocational classroom, the supervised teaching will take place in their own classroom under the guidance and support of a University Supervisor and Site Mentor. Candidates who do not have their own classroom will need to secure employment in their subject specialty. All candidates will complete four months of supervised teaching with a minimum of 20 hours per week. The University Supervisor will be responsible for guiding and evaluating the candidate. The Site Mentor will guide candidates, answer questions and provide encouragement and feedback.

### Program Learning Outcomes

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

- Develop the knowledge, skills, and dispositions necessary for effective teaching.
- Develop a positive environment conducive to learning.
- Use knowledge of the diversity of language and culture in California to create of learning environment where all students can succeed.
- Use learning theory as the foundation of curriculum development and instructional practice.
- Use assessment to differentiate instruction to meet the needs of all students including, but not limited to English language learners (ELL), special needs, gifted students, the top 1/3 of the class, the middle 1/3 of the class and the bottom 1/3 of the class.
- Demonstrate ethical behaviors in the classroom, in the school and in the community.
- Describe the legal issues that impact the teaching profession including FRPA requirements and mandatory reporting.
- Create a list of school and community resources to meet the needs of students who struggle with issues of chemical dependency, abuse, violence, homelessness, and other issues impacting the quality of life.
- Describe and demonstrate OSHA safety requirements.
- Demonstrate effective application of the California Teacher Performance Expectations.
- Use the CTE California Standards and Frameworks to provide content knowledge to students concerning their chosen career path.
- Use information processing to create lesson plans that meet the unique needs of the individual student.
- Demonstrate written and oral skills in devising and delivering lessons.
- Design lessons and units that show students are engaged in developmentally appropriate learning

### Requirement Courses

(5 courses; 22.5 quarter units)

CTEX 1100X	Orientation to CTE
CTEX 1111X	Adolescent/Adult Ed Psych (Prerequisite: CTEX 1100X)
CTEX 1125X	Instruction/Management (Prerequisite: CTEX 1100X; CTEX 1111X)

# Division of Extended Learning

CTEX 1126X Diverse Classroom  
(Prerequisite: CTEX 1100X; CTEX 1111X; CTEX 1125X)  
CTEX 1199X Supervised Teaching

Designated Subjects Career Technical Education (CTE) Teaching Credentials may be issued to individuals who meet the requirement for the preliminary credential as outlined below.

## State of California Requirements

Individuals must satisfy all of the following requirements:

1. Three years of work experience directly related to each industry sector to be named on the credential. One year equals a minimum of 1500 clock hours and the experience may be full-time or part-time, paid or unpaid. See Terms and Definitions for additional information regarding the experience requirement.
2. High school diploma requirement by one of the following methods:
  - a. Possess a high school diploma
  - b. Possess a diploma based on passage of the GED Test
  - c. Possess the foreign equivalent of a high school diploma
3. Verification, signed by the Commission-approved program sponsor, that the applicant has been apprised of the requirements for both the preliminary and clear credentials, including the requirements of the program of personalized preparation.
4. Completed application (form 41-4)
5. Completed LiveScan receipt (41-LS), verifying fingerprints have been taken and fees have been paid, unless fingerprint clearance is already on file at CTC.
6. Application processing fee
7. Recommendation by a Commission-approved CTE program sponsor

## Authorization

The Preliminary Designated Subjects CTE Teaching Credential authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, in career technical, trade or vocational courses. The Clear Designated Subjects CTE Teaching Credential (not currently offered by National University) authorizes the holder to teach in the subject or subjects named on the credential in grades twelve and below and in classes organized primarily for adults, including services to English learners in Specially Designed Academic Instruction Delivered in English (SDAIE) in career technical, trade or vocational courses.

Available subjects, also known as industry sectors, are as follows:

- Agriculture and Natural Resources
- Arts, Media, and Entertainment
- Building Trades and Construction
- Education, Child Development, and Family Services
- Energy and Utilities
- Engineering and Design
- Fashion and Interior Design
- Finance and Business
- Health Science and Medical Technology
- Hospitality, Tourism, and Recreation
- Information Technology
- Manufacturing and Product Development
- Marketing, Sales, and Service
- Public Service
- Transportation

## Period of Validity

The preliminary credential is valid for three years. The clear

credential is valid for five years and must be renewed online every five year renewal cycle. Once issued, there are no additional academic requirements to renew the clear credential.

## Work Experience

Verification of work experience means written confirmation of the applicant's qualifying experience, signed by the applicant's past or present employer(s) on company letterhead that attests to and/or includes all of the following:

1. Employer's name, address, and telephone number
2. The working relationship of the person signing the verification to the applicant
3. Beginning and ending dates of employment
4. Complete description of duties
5. A statement as to whether or not the employment was full-time (If employment was less than full-time, an accounting of the number of hours the applicant was employed is required.)

If the applicant was self-employed or if the applicant's experience was vocational, verification shall include a statement, signed by the applicant under penalty of perjury, detailing the information described in 1-5 above, and must be further substantiated, in writing, by other person(s) having first-hand knowledge of the applicant's self-employment or avocation, such as the applicant's accountant, major supplier of goods, or major user of goods or services. At least one year of the required work experience must be within the last five years, or two years within the last ten years, immediately preceding the issuance of the preliminary credential.

Teaching experience is not generally accepted as work experience; however, for the purpose of meeting the recency requirement, any of the following, or a combination of the following, may be cumulated to total 1500 clock hours:

- Work experience
- College-level related course work
- Non-college related course work
- Occupational internship
- Vocational teaching experience

Completion of forty-eight (48) semester units of postsecondary vocational training related to the industry sector(s) named on the credential may be substituted for a maximum of two of the three years of required work experience. The course work must be verified by official transcript and may be made on a pro rata basis up to the two-year maximum.

## CSET Preparation Courses

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

These courses give a comprehensive overview of all subject matter content needed to pass the California Subject Examinations for Teachers (CSET). All courses have been created and will be facilitated by credentialed, subject-matter experts. Courses are designed to align with the structure and rigor of academic courses, and are taught one month prior to a CSET test offering and run for four weeks.

(The following courses do not grant credit)

- |           |                                 |
|-----------|---------------------------------|
| EDX 1905X | CSET English Prep Course        |
| EDX 1912X | CSET Science Prep Course        |
| EDX 1913X | CSET Social Science Prep Course |
| EDX 1914X | CSET Math Prep Course           |
| EDX 1920X | CSET Mult. Subject Prep Course  |

## Test Preparation Courses

(The following courses do not grant credit)

EDX 1938X	U.S. Constitution Prep Course
EDX 1940X	RICA Prep Course

## Self-Paced Online Courses

Self-paced Online courses designed to satisfy teacher CEU requirements for career advancement. CD ROM versions of all courses are available for students who do not have access to high-speed internet.

TEDX 1823X	ADD: Info and Interventions; 4 CEUs
TEDX 1824X	Advanced Classroom Mgt; 3 CEUs
TEDX 1825X	Educational Assessment; 3 CEUs
TEDX 1826X	Traumatized Child; 3 CEUs
TEDX 1827X	Teaching Diversity; 3 CEUs
TEDX 1844X	Behavior is Language; 4 CEUs
TEDX 1845X	Violence in Schools; 3 CEUs
TEDX 1846X	Learning Disabilities; 4 CEUs
TEDX 1848X	Drugs & Alcohol in School; 3 CEUs
TEDX 1849X	Autism & Asperger's Disorders; 3 CEUs
TEDX 1868X	Inclusion; 3 CEUs
TEDX 1871X	Understanding Aggression; 4 CEUs
TEDX 1872X	Talented & Gifted; 3 CEUs
TEDX 1879X	Child Abuse; 3 CEUs
TEDX 1880X	Infant and Toddler Mental Health; 3 CEUs
TEDX 1881X	Reading Fundamentals #1; 3 CEUs
TEDX 1882X	Reading Fundamentals #2; 3 CEUs
TEDX 1883X	Reading Fundamentals #3; 4 CEUs
TEDX 1884X	Erly Childhood: Fmly-Centrd Srvc; 3 CEUs
TEDX 1885X	Early Childhood: Observtn & Asmnt; 4 CEUs
TEDX 1886X	Early Childhood Program Planning; 4 CEUs
TEDX 1887X	Erly Chldhd: Tpcl & Atypcl Dvlpmnt; 4 CEUs

## Behavior Management Workshop

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

The Behavior Blueprint courses have been developed from years of experience and best practices in both traditional and nontraditional educational settings. The basic tenets of behavior management, however, certainly apply to any classroom, school setting, or anywhere you deal with people. The workshops are user-friendly and break down behavior management into easily understood ideas and strategies. It is suggested that students either participate in each of the four individual in-depth courses which make up the components of Behavior Blueprint or the Behavior Blueprint course which is a condensed version of the other courses.

These workshops will help educators in all roles to understand the basics of behavior and how to respond/react to challenging situations with students, staff, students' parents, board members, or others in the community. New teachers typically find these workshops supplement the information they receive while obtaining their credential while experienced teachers report that they welcome the refresher regarding behavior management. Administrators appreciate the opportunity to look at the essentials of behavior management so that they can return to their school ready to take on the behavioral challenges they face every day.

Attending these workshops as a group from your school or organization will help in the promotion and development of behavior plans best suited to your program's specific behavior needs and will create a buy-in from all involved. Courses are taught onsite for continuing education units.

IST 1820X	Teachers Role in Behavior; 0.2 CEUs
IST 1821X	Decoding Student Behavior; 0.6 CEUs

IST 1822X	Behavior Management Foundations; 0.4 CEUs
IST 1823X	Proactive Behavior Management; 0.4 CEUs
IST 1824X	Your Behavior Blueprint - 1; 0.8 CEUs
IST 1825X	Your Behavior Blueprint - 2; 1.6 CEUs

## Correctional Education: Continuing Education Courses

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

Courses are designed for employees of the CA Department of Corrections and Rehabilitation in order to earn professional development credits for salary advancement. Focus of the courses will be on exceptional students in the classroom (as seen in an Institutional setting) and best practices for classroom management and instruction. Courses are offered online and onsite. Students receive 4.5 CEUs and a certificate of completion from National University for each course completed.

PSX 1858X	Diversity in the Classroom; 4.5 CEUs
PSX 1859X	Bhvr Mgt in a Crctnal Clsr; 4.5 CEUs
PSX 1860X	Fcltng Incarceratd Adlt Lnrs; 4.5 CEUs

## Child Care Providers Training Workshop

Faculty Advisor: Deborah LeBlanc • (310) 662-2146 • [dleblanc@nu.edu](mailto:dleblanc@nu.edu)

Courses designed for child care providers to maintain licensure requirements with the Center for Community and Family Services (CCFS) in Carson, CA. Courses are offered in English at CCFS and Spanish at the National University Los Angeles campus. Students receive 2.4 CEUs and a certificate of completion from National University.

CCTX 1801X	Arts & Crafts for Child Care; 2.4 CEUs
CCTX 1802X	Child Care Curriculum Planning; 2.4 CEUs
CCTX 1803X	Diversity & Global Awareness; 2.4 CEUs
CCTX 1810X	Child Care Providers Training; 2.4 CEUs
CCTX 1811X	Curso Para Principiantes – Curso de Entrenamiento Para Proveedores de Cuidado Infantil; 2.4 CEUs
CCTX 1820X	School Readiness & Preparation; 2.4 CEUs
CCTX 1821X	Curso Avanzado - Padres y Hijos Comunidad Observación y Concientización; 2.4 CEUs

## ENGINEERING & TECHNOLOGY CERTIFICATES

### Enterprise Excellence Certificate Programs

Program Information: (858) 642-8612 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

### Six Sigma Green Belt and Black Belt Certifications

#### Certification Prerequisites

Candidates for the certificate program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences, or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Those who have a general non-science and non-engineering degree would be considered for admission based on relevant experience and the following minimum program prerequisites:

MGT 409 C	Principles of Management and Organization (or equivalent course)
MNS 205	Introduction to Quantitative Methods and Statistics (or equivalent course)

These courses may be waived if their equivalents have been completed at the undergraduate level with a grade of "C" or better.

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The specialization courses as listed below will be offered in conjunction with the Management Sciences Division of VSE Corporation and National University. Successful completion of all four courses (EEX 1201X, EEX 1202X, EEX 1203X, and EEX 1204X) is offered as part of the Lean Six Sigma specialization in the Master of Science degree in either Engineering Management or Systems Engineering through the School of Engineering and Technology. For information on degree requirements refer to the School of Engineering and Technology section of this catalog.

The courses include:

## Green Belt Program Courses

EEX 1201X Process Analysis & Optimization; 4.5 quarter units  
EEX 1202X Efficiency & Cost Effectiveness; 4.5 quarter units

## Black Belt Program Courses

EEX 1203X Lead/Manage Continuous Improvement; 4.5 quarter units  
EEX 1204X Adv. Topics in Process Analysis; 4.5 quarter units

## Green Belt and Black Belt Certification Course

EEX 1825X LSS GB Project Practicum; 4 CEUs  
EEX 1826X LSS BB Project Practicum; 4 CEUs

The combined Green Belt and Black Belt program courses are equivalent to 160 hours of instruction. EEX 1825X and EEX 1826X are required only to obtain the Black Belt and Green Belt certifications in conjunction with the Green Belt and Black Belt program courses.

## Lean Six Sigma Master Black Belt Certification

(811-300)

EEX 1820X LSS MBB: Part 1; 4 CEUs  
EEX 1821X LSS MBB: Part 2; 4 CEUs

This course prepares Lean Six Sigma Black Belts to become Lean Six Sigma Master Black Belts and to serve as a member of the leadership team of an organization to achieve Enterprise Excellence. Prior to attending this workshop candidates need to be certified Lean Six Sigma Black Belts for a minimum of 12 months and to have successfully completed the equivalent of the following workshops:

- Project Management
- Probability and Statistics for Scientists and Engineers
- Introduction to Reliability Engineering

Lean Six Sigma Master Black Belt candidates will be nominated for certification after successfully completing this workshop; successfully completing a minimum of three Lean Six Sigma Black Belt projects in diverse environments; mentoring and coaching a minimum of five Lean Six Sigma Black Belt and/or Green Belt candidates to certification; and demonstrating an ability to perform Lean Six Sigma Green Belt and Black Belt training.

## Enterprise Architecture Certificate Program

Program Information: (858) 642-8612 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

The Federal Government requires Enterprise Architecture certifications in Federal Enterprise Architecture Framework (FEAF) and/or Department of Defense Architecture Framework (DoDAF). National University in conjunction with the Federal Enterprise Architecture Certification (FEAC) Institute provides training and education leading to certification in DoDAF and FEAF. National University offers students the opportunity to earn either continuing education units (CEU) or graduate academic credit. Students who take the classes for graduate credit can apply the units to the Master of Science in Engineering Management or Systems Engineering degree offered through the School of Engineering and Technology. For information on degree requirements refer to the School of

Engineering and Technology section of this catalog.

The DoDAF program offers experience with the products for the integrated architecture views including:

- Global Information Grid
- Network Centric Warfare
- Levels of Information Systems Interoperability
- Core Architecture Data Model

The FEA(F) program addresses:

- Concepts: regulations, concepts, theories, principles, methodology, and views
- Planning: creating Enterprise Architecture understanding & awareness
- Implementation: internal implementation, marketing, selling, and managing change
- Integration of: business, data, application, and technology
- Practicum: Project Development and Presentation, Program Certification Exam

## Department of Defense Architecture Framework (DODAF) Certification Program

(811-301)

Graduate credit: (4 courses; 18 quarter units; 1 course; 4 CEUs)  
CEUs: (5 courses; 20 CEUs)

The five courses are designated by the following course numbers, depending on whether you are taking the program for graduate academic units (1200X) or CEU (1800X):

DFX 1201X / 1801X Architecture Framework Basics  
DFX 1202X / 1802X Core and Supporting Products  
DFX 1203X / 1803X Architecture Analysis  
DFX 1204X / 1804X Architecture Modeling  
DFX 1810X Enterprise Architecture Practicum and Thesis (CEUs only)

## Federal Enterprise Architecture (Framework) [FEA(F)] Certification Program

(811-302)

Graduate credit: (4 courses; 18 quarter units; 1 course; 4 CEUs)  
CEUs: (5 courses; 20 CEUs)

The five courses are designated by the following course numbers, depending on whether you are taking the program for graduate academic units (1200X) or CEU (1800X):

EAX 1201X / 1801X Architecture  
EAX 1202X / 1802X Architecture Concepts  
EAX 1203X / 1803X Architecture Implementation  
EAX 1204X / 1804X Architecture Integration  
EAX 1810X Ent. Arch. Practicum/Thesis (CEUs only)

## Cisco CCNA Exploration

(811-871)

Faculty Advisor: John Bugado • (858) 309-3435 • [jbugado@nu.edu](mailto:jbugado@nu.edu)  
(8 courses; 18 quarter units)

This program provides a comprehensive overview of networking from fundamentals to advanced applications and services. It is based on a top-down approach to networking that is popular in many colleges and universities. This course emphasizes theoretical concepts and practical application, while providing opportunities for students to gain the skills and hands-on experience needed to design, install, operate, and maintain networks. CCNA Exploration offers in-depth theory, challenging labs, and a detailed overview of protocol operations. CCNA is the industry standard, foundational certification

for networking careers. Students need to complete all eight courses of CCNA Exploration to fully prepare for the CCNA exam.

The program is designed for students with advanced problem-solving and analytical skills, such as degree candidates in engineering, math, or science, or for working professionals who would like to advance their careers or gain certification. This program prepares students for CCNA certification and for successful IT careers in small to medium businesses, as well as enterprise and service provider environments.

## Prerequisites

Candidates for the Cisco Exploration program must possess an Associate's degree or have 1-2 years experience in information technology. Interested students from other disciplines such as computer science or information systems may be admitted to this program on approval by lead faculty or the instructor.

## Requirements for the Certificate:

(8 courses; 18 quarter units)

- PSX 1100X Network Fundamentals I (2.25 quarter units)  
*(Prerequisite: None)*
- PSX 1101X Network Fundamentals II (2.25 quarter units)  
*(Prerequisite: PSX 1100X)*
- PSX 1102X Routing Protocols & Concepts I (2.25 quarter units)  
*(Prerequisite: PSX 1101X)*
- PSX 1103X Routing Protocols & Concepts II (2.25 quarter units)  
*(Prerequisite: PSX 1102X)*
- PSX 1104X LAN Switching & Wireless I (2.25 quarter units)  
*(Prerequisite: PSX 1103X)*
- PSX 1105X LAN Switching & Wireless II (2.25 quarter units)  
*(Prerequisite: PSX 1104X)*
- PSX 1106X Accessing the WAN I (2.25 quarter units)  
*(Prerequisite: PSX 1105X)*
- PSX 1107X Accessing the WAN II (2.25 quarter units)  
*(Prerequisite: PSX 1106X)*

Students who are enrolled or who may wish to enroll in the BSITM program should contact the Lead Faculty regarding any course substitutions within that program.

## ENGINEERING & TECHNOLOGY COURSES

### American Society of Quality (ASQ) Certification Training

*Program Information: (858) 642-8600 • extlearning@nu.edu*

The Division of Extended Learning in collaboration with the San Diego Chapter of the American Society for Quality (ASQ) have partnered together to provide training courses that prepare individuals for ASQ certification. ASQ is the world's leading authority on quality, which advances learning, quality improvement, and knowledge exchange to improve business results, and to create better workplaces and communities worldwide. Each training course has been designed to prepare students for ASQ certification exams. Courses meet once a week for three hours and are taught by subject matter experts in the field. Courses are offered for continuing education units. Training courses are available for the following ASQ certifications:

- PSX 1804X CQA Training; 3.0 CEUs
- PSX 1805X CQE Training; 4.5 CEUs
- PSX 1806X CSQE Training; 3.6 CEUs
- PSX 1807X CMQ/OE Training; 3.0 CEUs
- PSX 1808X CBA Training; 3.6 CEUs
- PSX 1809X CCT Training; 3.0 CEUs

- PSX 1810X CHA Training; 3.6 CEUs
- PSX 1811X CQI Training; 3.0 CEUs
- PSX 1812X CQIA Training; 3.0 CEUs
- PSX 1813X CQPA Training; 3.0 CEUs
- PSX 1814X CQT Training; 3.0 CEUs
- PSX 1815X CRE Training; 3.6 CEUs

## Organizational Training Workshops

*Program Information: (858) 642-8612 • extlearning@nu.edu*

The Division of Extended Learning, in partnership with VSE Corporation, offers training courses to help organizations in promoting efficiencies and productivity enhancements. Topics include a broad range of consulting, facilitation, project management, survey, and training support to improve plans, policies, practices, processes, and procedures. Courses are taught in workshops ranging from two to five days and are offered for continuing education units.

- EEX 1830X Critical Knowledge Workshop; 2.4 CEUs
- EEX 1831X Prob. & Stats for Engineers/Scientists; 4 CEUs
- EEX 1832X Intro to Reliability Engineering; 4 CEUs
- EEX 1833X Intermed. Reliability Engineer; 4 CEUs
- EEX 1834X Adv. Reliability Engineering; 4 CEUs

Additional technology courses can be found in the Online Training Courses portion of the catalog.

## PARALEGAL STUDIES

*Program Information • (310) 662-2000 • extlearning@nu.edu*

### Legal Assistant Certificate

(672-000-521)

#### Program Description

This program option consists of 17 courses (76.5); 16 of which are Legal Specialty courses and one course of English for Professionals. 27 quarter units of general education are required (see catalog for information on general education). All lower division general education courses must be completed at National University or another regionally accredited institution.

The course work and the accompanying credits in this program may be transferred to the Bachelor of Science in Paralegal Studies, if all other requirements for admission are met.

#### Certificate Requirements

(17 courses; 76.5 quarter units)

#### Requirements for Core Courses

(10 courses; 45 quarter units)

- PLA 324 English for Professionals
- PLA 301 Legal Theory and Ethics
- PLA 303 Law Office Administration
- PLA 309 Directed Research and Writing A
- PLA 305 Property
- PLA 306 Torts
- PLA 308 Contracts
- PLA 318 Remedies and Judgments
- PLA 425 Litigation I
- PLA 310 Directed Research and Writing B

#### Requirements for Specialty Concentrations

(4 courses; 18 quarter units)

(3 courses; 13.5 quarter units, for students choosing Litigation)

All students must select two specialty concentrations listed below. Students must take the level I and level II courses for each

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Specialization. Since Litigation I is a requirement of the core courses, students who select the Litigation Specialization will be required to take one additional elective.

PLA 407	Family Law I
PLA 421	Family Law II
PLA 426	Litigation II (Prerequisite: PLA 425)
PLA 427	Probate and Estate Planning I (Recommended: PLA 404)
PLA 428	Probate and Estate Planning II
PLA 429	Corporations I
PLA 430	Corporations II (Prerequisite: PLA 429)
PLA 431	Real Estate I
PLA 432	Real Estate II (Prerequisite: PLA 431)
PLA 433	Criminal Law I
PLA 434	Criminal Law II

## Requirements for Elective Courses

(3 courses; 13.5 quarter units)

(4 courses; 18 quarter units, for students who choose the Litigation concentration)

PLA 302	Computers and the Law
PLA 311	Internship
PLA 314	Workers' Compensation
PLA 315	Bankruptcy Law and Procedure
PLA 316	Entertainment Law
PLA 317	Immigration Practice
PLA 335	Employment Law
PLA 404	Wills, Trusts, & Estate Planning
PLA 407	Family Law I
PLA 413	Juvenile Law and Procedure
PLA 433	Criminal Law I
PLA 434	Criminal Law II

## Paralegal Specialist Certificate

(672-000)

This program option consists of nine courses (40.5 quarter units); all of which are Legal Specialty courses except one course of English for Professionals is required in five of six Paralegal Specialist Certificate program options. A minimum of 90 quarter units of general education and electives are required in each program option below. All lower division general education courses must be completed at National University or another regionally accredited institution.

Upon successful completion of the program, students earn the Paralegal Specialist Certificate in one of the following six areas:

Litigation  
Corporations  
Real Estate  
Probate and Estate Planning  
Criminal Law  
Family Law

Students may earn more than one Paralegal Specialist Certificate. Generally, any course completed for any one Paralegal Specialist Certificate need not be repeated and will apply towards other Paralegal Specialist Certificates.

Each certificate is tailored to include training in substantive legal analysis, drafting of relevant legal documents, and managing of procedural matters. Each specialization requires the completion of 40.5 quarter units.

## Litigation Specialization

(672-000-515)

This certificate covers case analysis, legal research, drafting of pleadings, motion and discovery documents, evidence law, and preparation of civil cases for trial.

### Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 324	English for Professionals
PLA 301	Legal Theory and Ethics
PLA 303	Law Office Administration
PLA 309	Directed Research & Writing A
PLA 306	Torts
PLA 308	Contracts
PLA 318	Remedies and Judgments
PLA 425	Litigation I
PLA 426	Litigation II (Prerequisite: PLA 425)

## Corporations Specialization

(672-000-516)

This certificate covers case analysis, legal research, and preparation of documents for the formation and management of the corporate entity, including regulation of securities, acquisitions, and mergers.

### Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 324	English for Professionals
PLA 301	Legal Theory and Ethics
PLA 303	Law Office Administration
PLA 309	Directed Research & Writing A
PLA 308	Contracts
PLA 305	Property
PLA 318	Remedies and Judgments
PLA 429	Corporations I
PLA 430	Corporations II (Prerequisite: PLA 429)

## Real Estate Law Specialization

(672-000-517)

This certificate covers case analysis, legal research, analysis and preparation of documents involving leases, sale of property, real estate syndications, condominiums, zoning, and other related matters.

### Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 324	English for Professionals
PLA 301	Legal Theory and Ethics
PLA 303	Law Office Administration
PLA 309	Directed Research & Writing A
PLA 305	Property
PLA 308	Contracts
PLA 318	Remedies and Judgments
PLA 431	Real Estate I (Recommended: PLA 303)
PLA 432	Real Estate II (Prerequisite: PLA 431)

## Probate and Estate Planning Specialization

(672-000-518)

This certificate covers case analysis, legal research, preparation of documents, including wills and trusts, and handling administration of decedent's estate, including tax matters.



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## Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 324	English for Professionals
PLA 301	Legal Theory and Ethics
PLA 303	Law Office Administration
PLA 309	Directed Research & Writing A
PLA 305	Property
PLA 407	Family Law I
PLA 427	Probate and Estate Planning I (Recommended: PLA 404)
PLA 428	Probate and Estate Planning II
PLA 404	Wills, Trusts, and Estate Planning

## Criminal Law Specialization

(672-000-519)

This certificate covers the prosecution of criminal defendants and their defense, whether in public or private practice.

## Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 324	English for Professionals
PLA 301	Legal Theory and Ethics
PLA 306	Torts
PLA 309	Directed Research & Writing A
PLA 407	Family Law I
PLA 310	Directed Research & Writing B
PLA 413	Juvenile Law and Procedure
PLA 433	Criminal Law I
PLA 434	Criminal Law II

## Family Law Specialization

(672-000-520)

This certificate covers case analysis, legal research, analysis, and preparation of family law pleadings involving dissolution of marriage, paternity actions, domestic violence actions, adoptions, and other related matters.

## Certificate Requirements

(9 courses; 40.5 quarter units)

PLA 301	Legal Theory and Ethics
PLA 309	Directed Research & Writing A
PLA 305	Property
PLA 303	Law Office Administration
PLA 425	Litigation I
PLA 407	Family Law I
PLA 421	Family Law II
PLA 413	Juvenile Law and Procedure
PLA 404	Wills, Trusts, and Estate Planning

## HEALTH & HUMAN SERVICES CERTIFICATE

### Health Coaching Certificate Program

(811-880)

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

This six-course program will expose individuals currently working in a wide-array of fields to the current trends and practices of Health Coaching. It is designed to benefit anyone seeking to extend and improve their ability to coach patients through lifestyle and health changes. Each course is one month long and is taught online by subject matter experts. Students who successfully complete all course requirements will receive four (4.0 CEUs) per completed course. Students who complete all six courses will also receive a certificate in Health Coaching from National University.

The certificate consists of the following five courses:  
(6 courses; 24 CEUs)

IHX 1810X	Self as Coach
IHX 1835X	Social and Emotional Intelligences in Health Coaching
IHX 1800X	Introduction to Complementary Health Practices
IHX 1815X	Fundamentals of Health Coaching
IHX 1820X	The Coaching Relationship
IHX 1830X	Advanced Health Coaching Seminar

## HEALTH & HUMAN SERVICES COURSES

### Online Health Continuing Education Courses

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

The Center for Integrative Health and the Division of Extended Learning offer continuing education courses in integrated treatments and practice for nurses and other health professionals. These self-paced courses were developed by experts in the field and each is run online for four weeks. They introduce students to current trends in the field of integrative health and allow them to earn the contact hours required to maintain active licensure. In addition, students will be awarded National University CEUs.

IHX 1801X	Spirituality and Health; 4 contact hours
IHX 1802X	Ayurvedic Medicine; 5 contact hours
IHX 1803X	Bodywork Healing Therapies; 3 contact hours
IHX 1804X	Traditional Chinese Medicine; 5 contact hours
IHX 1805X	Cultural Competence in Healthcare; 4 contact hours

All courses hold the following accreditations:

- American Nurses Credentialing Center
- ALLEGRA Learning Solutions, LLC is accredited as a provider of continuing education in nursing by the American Nurses Credentialing Center's Commission on Accreditation.
- Accreditation refers to recognition of continuing nursing education only and does not imply Commission on Accreditation approval or endorsement of any commercial product.
- California Board of Registered Nurses
- Provider approved by the California Board of Registered Nursing, Provider #CEP 14693, for the stated number of contact hours.
- California Board of Behavioral Sciences
- California Board of Behavioral Sciences Provider #PCE 1564. Course meets the qualifications for the stated hours of continuing education credit for MFTs and/or LCSWs as required by the California Board of Behavioral Sciences.

## BUSINESS & MANAGEMENT CERTIFICATE

### Product Realization Certificate Program

(811-701)

Program Information: Dr. Charlene Ashton • (408) 236-1101 • [cashton@nu.edu](mailto:cashton@nu.edu)

The Product Realization Certificate Program is an opportunity for individuals who are interested in the development and release of physical products such as document control, engineering, and operations personnel, including managers, to get a comprehensive understanding of the Product Realization Process. The six courses, including a capstone course, are presented by experts in the field and include information on:

- History and recent developments in the product realization process
- Product realization strategies including design, cost structure, cash requirements and product lifecycle dynamics
- Engineering tools and processes
- Configuration management and change control
- Supply Chain Management

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Upon completion of the program individuals will understand how they can use current and emerging tools and processes to help their companies be more competitive, achieve faster time to market, have higher product quality, and support scalability through data automation and tool integration.

The certificate consists of the following six courses:  
(6 courses; 7.2 CEUs)

IST 1811X	Product Realization Overview
IST 1812X	Product Realization Strategies
IST 1813X	The Engineering Environment
IST 1814X	Configuration Mgt/Change Control
IST 1815X	Supply Chain Management
IST 1816X	Product Realization Capstone

## BUSINESS & MANAGEMENT COURSES

### QuickBooks Training

(811-860)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

The Division of Extended Learning in collaboration with the Center for Organizational Excellence have partnered to provide this workshop, which is designed for those who have limited experience with QuickBooks and provides hands-on step-by-step instructions on America's best-selling small business accounting software. The course covers setting up a QuickBooks file, invoicing your customers, tracking expenses, and creating reports (including report customization). Completion of this course will equip attendees to use QuickBooks successfully in a small business environment.

PSX 1925X QuickBooks Fundamentals

### Effective Leadership Workshops with Horses

*Program Information: Dr. Ellen Kaye Gehrke • (858) 642-8417 • ekayegerhrke@nu.edu*

The Division of Extended Learning, in collaboration with Dr. Ellen Kaye Gehrke, owner of Rolling Horse Ranch, is providing this unique leadership training program with horses. The field of equine guided education and equine facilitated psychotherapy is growing. Horses are proving to be excellent partners in assisting human's fine tune their skills in relating to others. Research done using Heart Rate Variability has shown that horses mirror the emotional states of humans. When humans receive honest and unbiased feedback from a sentient being, such as a horse, they are able to shift their awareness of how they connect energetically with others. Professionals in all fields will find training to be helpful for improving their ability to establish sincere, open, caring and honest relationships with clients and associates. Participants will interact with horses and learn through several activities at the Rolling Horse Ranch located in Ramona, CA. Upon successful completion of the workshop, students will earn CEUs.

PSX 1820X Developing Strengths with Horses; 0.8 CEUs  
PSX 1821X Develop Teams with Horses; 1.6 CEUs

### Business Exit and Succession Planning - The Seven Keys to Unlocking the Door to Your Dreams Workshop

*Program Information: (858) 642-8600 • extlearning@nu.edu*

This three-hour workshop provides participants with an overview of a process to develop and implement a business exit and succession planning strategy. The workshop presents informative content, case studies, and participant interaction to provide an overview of the Seven Keys. Each Key discussion concludes with a workshop element that will allow the participant to develop and document their unique strategy. Participants will follow a systematic approach to evaluate their personal vision of a desired future, critical time frames, business

valuation, buyer and succession strategies, income and estate tax minimization strategies, value management, business value/asset protection strategies and plan implementation working with key advisors. Participants will receive a copy of the book, The Seven Keys to Unlocking the Door to Your Dreams, Exit Strategies for Business Owners and the Seven Keys Workshop binder.

PSX 1930X: Bus. Exit & Succession Plng

## MEDIA AND COMMUNICATION CERTIFICATES

### Audio Technician Certificate

(811-420)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

This certificate program, offered in partnership with Music Industry Educators, provides the latest mixing, mastering, and production practices to jumpstart a career in music. It is the perfect step for aspiring producers and engineers who want to learn how to create a project studio that will succeed and grow. Techniques will be learned to allow individuals to gain the experience and knowledge to produce great sounding music.

This certificate program consists of the following four courses: (4 courses, 200 Contact Hours) Courses cannot be taken separately. Students must enroll in the certificate program.

MUSX 1900X	Introduction to Music Industry
MUSX 1901X	Foundations of Audio
MUSX 1902X	DAW Theory & Techniques
MUSX 1903X	Pro Tools 1

### Master Audio Technician Certificate

(811-421)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

This certificate, offered in partnership with Music Industry Educators, is a follow-up program which builds on the skills learned in the Audio Technician Certificate Program. The knowledge of audio previously learned will be taken to a whole new platform. Technology now makes it possible to produce sophisticated audio effects to increase the quality of CDs, DVDs, television programs, film, and live sound. Audio technologists are in high-demand in the industry because every musician wants help in making their sound better.  
*(Prerequisite: Audio Technician Certificate)*

This certificate program consists of the following four courses: (4 courses, 200 Contact Hours) Courses cannot be taken separately. Students must enroll in the certificate program.

MUSX 1904X	DSP Plug-ins & Virtual Instruments
MUSX 1905X	Dsgn & Oppt a Home/Prjct Studio
MUSX 1906X	Mixing Audio
MUSX 1907X	Audio Mastering

### Music & Entertainment Media Business Administrator Certificate

(811-422)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

The Music and Entertainment Business Administrator Certification program, offered in partnership with Music Industry Educators, will build skills in Marketing and Promotion, Music Publishing, Music Contracts, A&R, and Personal Management. This program provides hands-on training for a business career in the music and entertainment media industry. Whether the student's goal is to land a job in the industry or to manage a creative career, The Music and Entertainment Business Administrator Certification program will give students the education needed to be successful.

# Division of Extended Learning

This certificate program consists of the following four courses: (4 courses, 200 Contact Hours) Courses cannot be taken separately. Students must enroll in the certificate program.

MUSX 1900X	Introduction to Music Industry
MUSX 1908X	Artist Representation
MUSX 1909X	Music Publishing
MUSX 1910X	Legal Aspects

## Music & Entertainment Media Management Certificate

(811-423)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

Today's music industry holds many exciting career opportunities. This certificate program, offered in partnership with Music Industry Educators, helps students to focus efforts to increase chances of success. Topics include business plans, business structures, finance, marketing, management and future industry trends. Students learn the entrepreneurial tools to launch a career in this evolving, dynamic industry and how to begin independent labels, record companies, internet music marketing firms, and more.

This certificate program consists of the following four courses: (4 courses, 200 Contact Hours) Courses cannot be taken separately. Students must enroll in the certificate program.

MUSX 1900X	Introduction to Music Industry
MUSX 1911X	Marketing in the Music Industry
MUSX 1912X	Music Entrepreneurship
MUSX 1913X	Music Industry Seminar

## The Art & Business of Songwriting

(811-424)

*Program Information: (858) 642-8600 • extlearning@nu.edu*

This certificate, offered in partnership with Music Industry Educators, arms students with the songwriting and lyric writing tools needed to develop ideas into complete, engaging, effective songs. Students take a detailed look at the individual elements that make up lyric writing and songwriting, and learn the ways that professional songwriters put these elements together to create memorable hit songs. A ten-step process will be taught to reproduce the time-tested traits of successful songs while still maintaining a unique voice – a practice critical to the success of any songwriter. With frequent writing exercises and hands-on workshops, the writing process will become more direct and efficient, and lyrics more vivid and meaningful. This program also allows an enhancement of songwriting skills in a number of different areas including: music theory, harmony, and arranging – crucial skills for the accomplished songwriter.

This certificate program consists of the following five courses: (5 courses, 250 Contact Hours) Courses cannot be taken separately. Students must enroll in the certificate program.

MUSX 1914X	Modern Musicianship I
MUSX 1915X	Modern Musicianship II
MUSX 1916X	Arranging
MUSX 1917X	Songwriting
MUSX 1909X	Music Publishing

## PROFESSIONAL & PERSONAL DEVELOPMENT COURSES

### Professional and Life Enrichment Workshops

*Program Information: (858) 642-8600 • extlearning@nu.edu*

The Division of Extended Learning, in collaboration with Franklin Covey®, provides training to lead individuals and organizations in

achieving greatness. Through analyzed data from hundreds of thousands of individuals, teams, and organizations, Franklin Covey has dedicated itself and its resources in understanding the challenge of greatness. The unique type of training they have developed focuses on engaging an organization's most valuable resource, its people, and helping them to identify and apply their highest priorities. These instructor-led workshops are taught from one to three days and are offered for continuing education units.

IST 1826X	7 Habits™ - Highly Effect. Ppl; 2.2 CEUs
IST 1827X	7 Habits - Highly Effect. Mgrs; 1.4 CEUs
IST 1828X	Focus: Achieve Highest Priorities; 0.6 CEUs
IST 1829X	4 Disciplines of Execution; 0.6 CEUs
IST 1833X	7 Habits Maximizer; 0.7 CEUs
IST 1834X	Four Imperatives; 0.4 CEUs
IST 1835X	Inspiring Trust; 0.4 CEUs
IST 1836X	Clarifying Purpose; 0.4 CEUs
IST 1837X	Closing Execution Gap; 0.4 CEUs
IST 1838X	Process Excellence; 0.4 CEUs
IST 1839X	Unleashing Talent; 0.4 CEUs
IST 1840X	Leading Generations ; 0.4 CEUs
IST 1841X	The 7 Habits – Interactive Edition; 0.9 CEUs
IST 1845X	Working at the Speed of Trust; 0.6 CEUs

## Online Personal Enrichment

*Program Information: (858) 642-8600 • extlearning@nu.edu*

The personal enrichment programs offer six-week online courses for adults. Each course comes equipped with an instructor, lively discussions with your fellow students, and plenty of practical information that you can put to immediate use. A new section of each course starts monthly.

ETG 1901X	Creating a Business Plan
ETG 1909X	Personal Finance
ETG 1911X	Debt Elimination Techniques That Work
ETG 1947X	Introduction to Excel
ETG 1948X	Introduction to MS Word 2007
ETG 1952X	Fund. of Technical Writing
ETG 1953X	The Keys to Effective Editing
ETG 1956X	The Craft of Magazine Writing
ETG 1957X	Creativity Training for Writers
ETG 1959X	Travel Writing
ETG 1963X	Discover Digital Photography
ETG 1969X	Stocks, Bonds & Investing
ETG 1972X	Starting a Consulting Practice
ETG 1973X	Start/Operate a Home Business
ETG 1977X	Effective Business Writing
ETG 1978X	Business and Marketing Writing
ETG 1982X	Medical Terminology
ETG 1983X	Creating Web Pages II
ETG 1984X	Introduction to Flash 8
ETG 1985X	Top Search Engine Positioning
ETG 1987X	Introduction to Photoshop CS3
ETG 1988X	Intermediate Photoshop CS3
ETG 1989X	Intro to Microsoft Access 2007
ETG 1990X	Writing for Children
ETG 1991X	Adv. Creativity Training
ETG 1993X	Become a Grant Writing Consult.
ETG 1994X	Get Paid to Travel
ETG 1995X	Writing Effect. Grant Proposal
ETG 1996X	Market Your Business on the Web
ETG 1997X	Accounting Fundamentals
ETG 1998X	Real Estate Investing
EDI 1900X	Introduction to Windows Vista
EDI 1904X	Introduction to Visual Basic 2005
EDI 1911X	Intro to PC Troubleshooting

# Division of Extended Learning

## ONLINE CAREER TRAINING

### Information Technology Training

(811-220)

Extended Learning • (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

The Division of Extended Learning, in partnership with Saisoft Inc., offers information technology training leading to IT certifications in latest technologies. Training is offered in the areas of Software Development, System Administration, Network Administration, Database Administration, and IT Project Management. Our training classes give students cutting edge skills they need to be successful as Application Developers, System, Network and Database Administrators as well as Project Managers. The courses are delivered online, and the instructors are experienced IT professionals who bring real world perspective to the classroom. The course tracks are designed to prepare students for Industry Standard Certification Exams but courses can be taken individually as well.

#### Program Certification Tracks Include:

##### Oracle DBA Track

This program prepares you to work as an Oracle Database Administrator. You will learn to install Oracle 10g, create databases, back-up and recover data, administer users, configure the network and manage data. You will also learn advanced RMAN techniques, Flashback technology to recover data, DB monitoring, Performance Management, Scheduler and Resource Manager.

Total cost \$8,780. 16 CEUs.

IST 1849X	Oracle 10g SQL
IST 1850X	Oracle 10g PL/SQL
IST 1851X	Oracle 10g Database Admin I
IST 1852X	Oracle 10g Database Admin II

##### SQL Server DBA Track

This program prepares you to work as an MS SQL Server Database Administrator. You will learn to install SQL Server, create databases, back up and recover data, manage security, replicate data, maintain high availability, implement constraints, views, indexes and stored procedures. You will also learn about data types, XML features, transactions and locks.

Total cost \$8,780. 16 CEUs.

IST 1853X	SQL Server 2005 DB Admin I
IST 1854X	SQL Server 2005 DB Admin II
IST 1855X	SQL Server 2008 DB Admin I
IST 1856X	SQL Server 2008 DB Admin II

##### Database Designer Track

This program gives you the skills to work as a Database Designer. You will learn logical and physical database design. You will learn to gather the data requirements of enterprise business applications and map those to entities, attributes, relationships and constraints. You will then design databases and create scripts to create robust databases.

Total cost \$4,390. 8 CEUs.

IST 1857X	Data Modeling/Database Design
IST 1858X	Logical & Phys. Data Modeling

##### VB.NET, ASP, C# Track

This program prepares you for the position of a Computer Programmer working with VB.NET/C#/ASP.NET. In this course you will learn OOP, Classes, Inheritance, Polymorphism, Encapsulation, components and assembly deployment, DB Access, ADO.NET, ASP.NET, web forms, server controls, data validation, user controls, error handling and user authentication.

Total cost \$13,170. 24 CEUs.

IST 1859X	Programming in VB.NET
IST 1860X	Prgrmg ASP & ADO w/ VB.NET I
IST 1861X	Prgrmg ASP & ADO w/ VB.NET II
IST 1862X	Programming in C#
IST 1863X	Prgrmgng ASP & ADO using C# I
IST 1864X	Prgrmgng ASP & ADO using C# II

##### Windows Server Track

This program prepares you for the position of a MS Windows Server System Administrator. In this course, you will learn to install, configure and administer Windows Server, configure user accounts, Active Directory, AD Domain structures, AD backup/recovery, group policy, Terminal Services, DHCP, WINS, NetBIOS. RIP and OSPF for IP routing. You will also learn to install, configure and administer IIS. Total cost \$39,510. 72 CEUs.

IST 1865X	MS Windows 2003 Server Admin
IST 1866X	MS Windows '03 Ntwk Infrctr
IST 1867X	MS Windows 2003 Actv Directory
IST 1868X	MS Exchange 2003 Server
IST 1869X	MS Windows 2008 Server Admin
IST 1870X	MS Wndws '08 Ntwk Infrstrctr I
IST 1871X	MS Wndws '08 Ntwk Infrstrctr II
IST 1872X	MS Windows '08 Active Drctry I
IST 1873X	MS Windows '08 Actve Drctry II
IST 1874X	MS Exchange 2007 Server
IST 1875X	MS Sharepoint Svr 2003 Admin
IST 1876X	MS Sharepoint Svr 2007 Admin
IST 1877X	Designing Security for MS Ntwks
IST 1878X	MS Windows Admin w/ Pwrshl I
IST 1879X	MS Windows Admin w/ Pwrshl II
IST 1880X	MS Windows XP Admin
IST 1881X	MS Vista Admin I
IST 1882X	MS Vista Admin II

##### Java Track

This program prepares you for the position of a Computer Programmer working with Java. In this course you will learn OOP, Classes, Inheritance, Polymorphism, Exceptions, Multi-threading, files, streams, serialization, regular expressions, event handling, JDBC, working with rowsets GUI, Swing and Applets. Total cost \$6,585. 12 CEUs.

IST 1883X	Objct Orntd Prgrmgng in Java
IST 1884X	Application Dvlpmnt in Java
IST 1885X	Advanced Topics in Java I

##### Cisco Track

This program prepares you to work as a Network Administrator. Cisco Certified Network Associate (CCNA®) validates the ability to install, configure, operate, and troubleshoot medium-size route and switched networks, including implementation and verification of connections to remote sites in a WAN. You will also learn EIGRP, SLIP, Frame Relay, ACLs and VLANs. Total cost \$4,390. 8 CEUs.

IST 1886X	Config. Cisco Ntwk Devices I
IST 1887X	Config. Cisco Ntwk Devices II

##### Security Track

This program gives you the skills necessary to work as a Network Security Administrator. You will learn about common network attacks and prevention, cryptography, certificates, access control, authentication and firewall configuration. You will also learn about various network vulnerabilities and how to harden the computing environment. Total cost \$4,390. 8 CEUs.

IST 1888X	Securing Ntwk Infrstrctr/Comm
IST 1889X	Applctn Oprtnl & Org Security

## MySQL DBA Track

This program prepares you to work as a MySQL Database Administrator. You will learn to install and configure MySQL software. You will create sample database and learn managing users and databases, DDL and DML in MySQL, queries, joins, subqueries and group functions. You will also learn to backup and restore databases.

Total cost \$2,195. 4 CEUs.

IST 1893X            MySQL Database Admin

## Crystal Reports Track

This program prepares you to work as a Crystal Reports analyst, developing enterprise class reports using Crystal Reports software. You will learn how to design reports, manage Objects and Sections, Sorting, Grouping and developing TopN Reports. You will also learn Totals and Summaries, Crosstabs, Formulas, Functions and Operators, Visual effects and presentation.

Total cost \$2,195. 4 CEUs.

IST 1895X            Programming Crystal Reports

## C#/ASP.NET Programmer

This certificate program prepares you for the position of Computer Programmer working with C#/ASP.NET. In this course you will learn OOP, Classes, Inheritance, Polymorphism, Encapsulation, components and assembly deployment, DB Access, ADO.NET, ASP.NET, web forms, server controls, data validation, user controls, error handling and user authentication.

Total cost \$4,390. 8 CEUs.

IST 1862X            Programming in C#  
IST 1863X            Prgrmng ASP & ADO using C# I

## Cisco Cert Entry Networking Tech (CCENT)

This certificate program prepares you for the position of a Network Engineer. CCENT validates the ability to install, operate and troubleshoot a small enterprise branch network, including network security. With a CCENT, network professional demonstrates the skills required for entry-level network support positions - the gateway to many successful careers in networking.

Total cost \$2,190. 4 CEUs.

IST 1886X            Config. Cisco Ntwk Devices I

## Java Programmer

This certificate program prepares you for the position of Computer Programmer working with Java. In this course you will learn OOP, Classes, Inheritance, Polymorphism, Exceptions, Multi-threading, files, streams, serialization, regular expressions, event handling, JDBC, working with rowsets GUI, Swing and Applets.

Total cost \$4,390. 8 CEUs.

IST 1883X            Objct Orntd Prgrmng in Java  
IST 1884X            Application Dvlpmnt in Java

## Linux System Administration

This certificate program prepares you for the position of Linux System Administrator. In this course, you will learn to configure and administer Linux server, configure users, backups, automate tasks, networking, remote access, X Windows, security, firewall setup, shell scripting and printing. You will also learn to set up LAMP, mail server, anti virus, anti spam, DHCP and Samba.

Total cost \$4,390. 8 CEUs.

IST 1896X            Linux System Admin I  
IST 1897X            Linux System Admin II

## Microsoft Windows Server 2008 Administrator

This certificate program prepares you for the position of a MS Windows 2008 Server Administrator. In this course, you will learn to install,

configure and administer Windows 2008 Server, configure user accounts, Active Directory, group policy, Terminal Services, DHCP, WINS, NetBIOS. RIP and OSPF for IP routing. Install, configure and administer IIS.

Total cost \$6,585. 12 CEUs.

IST 1869X            MS Wdws 2008 Srvr Admin  
IST 1870X            MS Wndws '08 Ntwk Infrstrctr I  
IST 1871X            MS Wndws '08 Ntwk Infrstrctr II

## Microsoft Windows Server 2008 Engineer

This program prepares you for the position of a MS Windows 2008 Server Engineer. you will learn to install, configure and administer Windows 2008 Server, configure user accounts, Active Directory, group policy, Terminal Services, DHCP, WINS, NetBIOS. RIP and OSPF for IP routing. Manage, configure, backup, restore AD, Domain Controllers and DNS servers.

Total cost \$6,585. 12 CEUs.

IST 1869X            MS Windows 2008 Srvr Admin  
IST 1872X            MS Windows '08 Active Drctry I  
IST 1873X            MS Windows '08 Active Drctry II

## Microsoft Windows Server 2003 Administrator

This certificate program prepares you for the position of a MS Windows 2003 Server Administrator. You will learn to install, configure and administer Windows 2003 Server, configure user accounts, Active Directory, group policy, Terminal Services, DHCP, WINS, NetBIOS. RIP and OSPF for IP routing. Install, configure and administer IIS.s Server 2003 Administrator.

Total cost \$4,390. 8 CEUs.

IST 1865X            MS Windows 2003 Servrr Admin  
IST 1866X            MS Windows '03 Ntwk Infrstrctr

## Microsoft Windows Server 2003 Engineer

This program prepares you for the position of a MS Windows 2003 Server Engineer. In this course, you will learn to install, configure and administer Windows 2003 Server, configure user accounts, Active Directory, AD Domain structures, AD backup/recovery, group policy, Terminal Services, DHCP, WINS, NetBIOS. RIP and OSPF for IP routing. Install, configure and administer IIS.

Total cost \$6,585. 12 CEUs.

IST 1865X            MS Wdws 2003 Server Admin  
IST 1866X            MS Windows '03 Ntwk Infrstrctr  
IST 1867X            MS Wdws 2003 Active Directory

## Microsoft Windows Vista Administrator

This certificate program prepares you for the position of a MS Vista Desktop Administrator. You will learn to install, configure and administer Windows Vista client, configure user access control and security settings, manage and troubleshoot the network connections, Windows firewall and remote access; troubleshoot and optimize system performance and reliability.

Total cost \$2,195. 4 CEUs.

IST 1881X            MS Wdws Vista Admin I

## Microsoft Windows XP Administrator

This program prepares you for the position of a MS Windows XP Desktop Administrator. You will learn to install, configure and administer Windows XP Client, configure, manage and troubleshoot the desktop environment, manage hardware devices and drivers, optimize system performance and reliability, manage network protocols and security.

Total cost \$2,195. 4 CEUs.

IST 1880X            MS Windows XP Admin

# Division of Extended Learning

## Oracle 10g Database Administration

This certificate training program prepares you to work as an Oracle Database Administrator. You will learn to install Oracle 10g, create databases, back up and recover data, administer users, configure the network and manage data. Student will also learn advanced RMAN techniques, Flashback technology to recover data, DB monitoring, Performance Management, Scheduler and Resource Manager.  
Total cost \$4,390. 8 CEUs.

IST 1851X Oracle 10g Database Admin I  
IST 1852X Oracle 10g Database Admin II

## Project Management Associate

This certificate program prepares you to work as a Project Management Associate. You will learn PMBOK principles: task dependencies, WBS, cost, resource and risk management. You will learn to use MS Project to develop project plans, define costs, risks, resources and overall project scope. Also, to record project progress and identifying problem areas to get projects back on track.  
Total cost \$4,390. 8 CEUs.

IST 1890X Project Management Skills  
IST 1891X Project Mgt using MS Project

## Project Management Professional

This certificate program prepares you to work as a Project Manager. You will learn PMBOK principles: task dependencies, WBS, cost, resource and risk-management. You will also learn to use MS Project to develop project plans, define costs, risks, resources and overall project scope. Also, you will take the PMP Test Prep class which will prepare for the PMP Certification.  
Total cost \$6,585. 12 CEUs.

IST 1890X Project Management Skills  
IST 1891X Project Mgt using MS Project  
IST 1892X PMP Test Preparation

## Security Administrator

This program gives you the skills necessary to work as a Network Security Administrator. You will learn about common network attacks and prevention, cryptography, certificates, access control, authentication and firewall configuration. You will also learn about various network vulnerabilities and how to harden the computing environment.  
Total cost \$4,390. 8 CEUs.

IST 1888X Securing Ntwk Infrstrctr /Comm  
IST 1889X Applctn Oprtl & Org Security

## MS SQL Server 2005 Database Administration

This certificate program prepares you to work as an MS SQL Server 2005 Database Administrator. Students learn to install SQL Server, create databases, back up and recover data, manage security, replicate data, implement constraints, views, indexes and stored procedures. You will also learn about data types, XML features, transactions and locks.  
Total cost \$4,390. 8 CEUs.

IST 1853X SQL Srvr 2005 DB Admin I  
IST 1854X SQL Srvr 2005 DB Admin II

## MS SQL Server 2008 Database Administration

This program prepares you to work as an MS SQL Server 2008 Database Administrator. You will learn to install SQL Server, create databases, back up and recover data, manage security, replicate data, maintain high availability, implement constraints, views, indexes and stored procedures. You will also learn about data types, XML features, transactions and locks.  
Total cost \$4,390. 8 CEUs.

IST 1855X SQL Server 2008 DB Admin I

IST 1856X SQL Server 2008 DB Admin II

## VMWare Administrator

This certificate program prepares you for the position of a VMWare System Administrator. You will learn Virtualization, VMWare ESX installation and configuration, virtual networking, virtual storage, administration with Virtual Center, VM creation, cloning, resource management, VM Access Control, DR backup and recovery and monitoring ESX server.  
Total cost \$3,295. 4 CEUs.

IST 1894X VMWare Infrastructure Admin I

## Online Paraprofessional Programs

Program Information: (858) 642-8600 • [extlearning@nu.edu](mailto:extlearning@nu.edu)

The Division of Extended Learning in partnership with Gatlin Education Services offers online career training courses that are designed to provide the workforce skills necessary to acquire professional caliber positions for many in-demand occupations. All programs are designed to provide the most effective Web-based learning experience. Registration is open enrollment and includes everything students need, including textbooks and trained instructors. Students have 180 days to complete the coursework. Students receive a certificate of completion from National University.

HSX 1900X Medical Transcription  
HSX 1901X HIPAA Compliance (4 licenses)  
HSX 1904X MCSE 2003  
HSX 1905X MCSA 2003  
HSX 1906X MCSA+ 2003  
HSX 1910X Microsoft Office Specialist  
HSX 1911X Security+ Cert. Training  
HSX 1912X Network+ /Server+ Cert. Training  
HSX 1913X Graphic Design  
HSX 1915X Help Desk Specialist  
HSX 1917X Records Management  
HSX 1918X eBusiness  
HSX 1920X Web Database Developer  
HSX 1921X Search Engine Marketing  
HSX 1922X Pay Per Click Marketing  
HSX 1923X Search Engine Optimization  
HSX 1925X HVAC Technician  
HSX 1926X Veterinary Assistant  
HSX 1927X Admin. Dental Assistant  
HSX 1928X Home Inspection Certificate  
HSX 1929X Microsoft Cert. Tech. Specialist  
HSX 1931X Certified Bookkeeper  
HSX 1932X CompTIA A+ Certification  
HSX 1933X Project Management Pro.  
HSX 1936X Travel Agent Cert. Preparation  
HSX 1937X Webmaster Certification  
HSX 1938X Casino Poker Dealer  
HSX 1939X RFID on the Web  
HSX 1940X 3ds max  
HSX 1941X Admin. Medical Specialist  
HSX 1942X Admin Pro with Microsoft Cert  
HSX 1943X Admin Pro with Microsoft Office  
HSX 1944X Adv Coding - Physician's Office  
HSX 1945X Adv Hospital Coding/CCS Prep  
HSX 1946X Adv Personal Fitness Trainer  
HSX 1947X ASP.NET  
HSX 1948X Business Marketing Design  
HSX 1949X Casino Baccarat Dealer  
HSX 1950X Casino Blackjack Dealer  
HSX 1951X Certified Global Business Pro  
HSX 1952X Cert National Pharm Rep  
HSX 1953X Certified Wedding Planner  
HSX 1954X Chemical Plant Operations  
HSX 1958X Digital Arts Certificate  
HSX 1959X Medical Terminology

# Division of Extended Learning

HSX 1960X	Entrepreneurship
HSX 1961X	Fine Arts Training
HSX 1962X	Forensic Computer Examiner
HSX 1963X	Freight Broker/Agent Training
HSX 1965X	ICD-10 Medical Coding
HSX 1966X	Interior Design
HSX 1967X	Management for IT Professionals
HSX 1968X	Management Training
HSX 1969X	Mediation & Dispute Resolution
HSX 1970X	Medical Billing and Coding
HSX 1971X	Microsoft Cert App Specialist
HSX 1973X	Microsoft Cert Desktop Support
HSX 1974X	Modern Auto. Service Tech.
HSX 1975X	Multimedia Design Certificate
HSX 1976X	NonProfit Management Training
HSX 1977X	Oil Refinery Operations
HSX 1978X	Paper Mill Operations
HSX 1979X	Payroll Practice & Management
HSX 1981X	Personal Fitness Trainer
HSX 1982X	Pharmacy Technician
HSX 1983X	Power Plant Operations
HSX 1985X	Pulp Mill Operations
HSX 1986X	Purchasing Management
HSX 1987X	Nutrition for Optimal Health
HSX 1988X	Technical Writing
HSX 1989X	Video Game Art
HSX 1990X	Video Game Design/Develop.
HSX 1991X	Website Design
HSX 1992X	Chartered Tax Pro.
HSX 1993X	Chartered Tax Pro. for CA Res.
HSX 1994X	Auto CAD 2009
HSX 1995X	Emergency Mgmt Trng
HSX 1998X	Fitness Business Mgmt
HSX 1999X	Grant Writing
HSCX 1900X	CORE Mediation Certificate
HSCX 1901X	Hospitality & Casino Mgmt
HSCX 1902X	Understand Earned Value Mgmt
HSCX 1903X	Wmns Exercise Trng/Wellness
HSCX 1905X	Medical Trnscrptn+Terminology
HSCX 1906X	Admin-Blng & Coding+Trmnlgy
HSCX 1907X	Med Blng & Cdng+Med Trmnlgy
HSCX 1908X	Event Mgt & Design
HSCX 1909X	Principles of Green Buildings
HSCX 1910X	Clinical Dental Assisting

## Online Paraprofessional Program Bundles Include:

### Admin Medical Specialist Certificate

This certificate includes the nationally-recognized Admin Medical Specialist (AMS) online training course with Medical Billing and Coding ICD9 and ICD10, terminology and transcription. This program will provide the necessary skills students need to find a position as an Administrative Medical Specialist (AMS), Medical Billing Specialist, Medical Transcriptionist and/or Medical Coder. Students will gain knowledge of medical practice settings and specialties, and the differences in traditional and managed care. Students also learn about Commercial, HMO/PPO, Federal and State insurance plans, including eligibility and coverage, as well as reimbursement methodologies and HIPPA Compliance. Students will learn how to perform tasks associated with the entire accounts receivable and revenue cycle, including: scheduling and registration of patients, posting of accounting transactions; completion of insurance claim forms, and collections. Students learn to apply proper terminology and spelling for major pathological conditions and transcribe medical reports using correct capitalization, number, punctuation, abbreviation, symbols, and metric measurement rules. Students will also learn to implement the recently upgraded diagnostic and procedural medical coding system, (ICD-10) that will soon be mandated by the federal government for use in healthcare insurance processing, reimbursement, and statistical data gathering.

All course materials included. Total cost \$5,485. (800 hours).

HSX 1900X	Medical Transcription
HSX 1965X	ICD-10 Medical Coding
HSCX 1906X	Admin-Blng & Coding+Trmnlgy

### Medical Transcriptionist Certificate

This certificate program provides students with a working knowledge of medical terminology and proficiency in the transcription of medical reports. Medical transcriptionists work with pharmacists, therapists, technicians, nurses, social workers, psychologists, chiropractors, medical doctors, and many others. All of these providers rely on legal documents created by the medical transcriptionist. Students will learn how to transcribe medical reports using correct capitalization, number, punctuation, abbreviation, symbols, and metric measurement rules. Students will learn medical terms, abbreviations, prefixes and suffixes. The Medical Terminology section will teach students the elements of medical terminology, such as the etymology of words used to describe the human body. Students learn to apply proper terminology and spelling for major pathological conditions. The Medical billing and coding course provides knowledge of medical practice settings and specialties, as well as the differences in traditional and managed care. Students also learn about Commercial HMO/PPO, HIPPA Compliance, Federal and State insurance plans, including eligibility and coverage, and reimbursement methodologies. The ICD-10 section teaches the recently-upgraded diagnostic and procedural medical coding system that will soon be mandated by the federal government for use in healthcare insurance processing, reimbursement, and statistical data gathering. Students will also compare structural changes to coding, terminology, and functionality between ICD10 and ICD9.

All course materials included. Total cost \$5,085. (740 hours).

HSCX 1905X	Medical Trnscrptn+Terminology
HSX 1965X	ICD-10 Medical Coding
HSX 1970X	Medical Billing and Coding

### Dental Assisting Certificate

The Dental Assisting Certificate program will prepare students for a career working in a dental office. This nationally-recognized online program prepares students to become Certified Dental Assistants and to complete the radiology and infection control portions of the Dental Assisting National Board (DANB). Individuals learn about roles, skills and education of: the dentist, hygienist and dental assistant, administrative assistant and dental laboratory technician. Students will learn to identify the deciduous and permanent teeth and their functions, as well as, anatomical landmarks of the head and neck. The student will also learn essential administrative tasks for managing the business aspects of a dental practice. This portion of the program includes dental terminology and anatomy, medical records management, accounts receivable and reimbursement management, insurance and patient billing, patient scheduling, and procedural and diagnostic coding.

All course materials included. Total cost \$3,590. (390 hours).

HSCX 1910X	Clinical Dental Assisting
HSX 1927X	Admin. Dental Assistant

### Personal Fitness Trainer Certificate

This certificate program is designed to present the student with the knowledge, skills, and abilities to implement a unique medically-based fitness model for their future or current clients. This program teaches the process of conducting a detailed health and fitness assessment. Students will be able to identify the business fundamentals of administration, marketing, and management in personal training. Students will gain information regarding exercise

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science, kinesiology, exercise physiology, biomechanics, neurology, client testing and assessment, functional anatomy, and exercise programming. Students will be provided an in-depth examination of contemporary nutritional topics such as meal plan analysis, functional food implementation, antioxidants, public nutrition, sports nutrition, vitamin supplementation, and weight management. Students will learn appropriate behavioral change modifications and dietary approaches for different ages and populations and gain a foundation for wellness nutrition based on current scientific research.

All course materials included. Total cost \$4,490. (350 hours).

HSX 1981X Personal Fitness Trainer  
HSX 1987X Nutrition for Optimal Health

## Gaming Dealer Certificate

This certificate includes nationally-recognized courses that are designed to provide the workforce skills necessary to acquire professional caliber positions for many in-demand occupations including: Poker, Blackjack, Baccarat, Pai Gow or Roulette. The Casino Poker Dealer program is aimed at teaching students the appropriate methods, techniques, and mannerisms necessary to gain employment within the Casino Industries table game's environment. The Baccarat Dealer training course will teach students how to become Professional Baccarat Dealers. The program specifics include: shuffling, how-to-handle cheques, limits, and betting procedures. After successfully completing the Casino Poker, Blackjack and Baccarat Dealer training courses, the advisors at the World Wide Gaming Academy will assist students proactively with job placement and support. The support includes posting of student's personal online profile and a complete video "audition" necessary to showcase the valuable work related skills that have been learned.

All course materials included. Total cost \$3,985. (275 hours).

HSX 1938X Casino Poker Dealer  
HSX 1949X Casino Baccarat Dealer  
HSX 1950X Casino Blackjack Dealer

## National University Community Research Institute

Director: Thomas MacCalla • (858) 642-8104 • [tmaccalla@nu.edu](mailto:tmaccalla@nu.edu)

The National University Community Research Institute (NUCRI) is an outgrowth of the 1997 President's Commission on Community. A major outcome of the commission was to envision the University's collaborative future as a full community partner. Community became an institutional core value and NUCRI developed into a university-wide, point of contact for making the university-community connection across disciplines and facilitating community research and technology applications for smart and creative community building.

The academically-oriented and practitioner-based Institute focuses on community research and technology, knowledge sharing, professional development, educational outreach and service. Through its University Consultant Corps of faculty, students, and community practitioners NUCRI engages in collaborative research and innovative technology transfer initiatives with strategic alliances to pursue its mission. The overarching goal is to enhance community capacity building and involvement for sustainable community development.

NUCRI in collaboration with Extended Learning offers:  
(6courses; 30 CEUs)

PDX 1800X Entrepreneurship as a Life Skill; 5 CEUs

PDX 1801X Animation in the Science Classroom; 5 CEUs  
PDX 1802X Digital Storytelling; 5 CEUs  
PDX 1803X GLOBE Science Education Workshop; 5 CEUs  
PDX 1805X Music and Culture Connection; 5 CEUs  
PDX 1806X What Scientists Actually Do; 5 CEUs

## COURSE DESCRIPTIONS

### AEX 1201X / 1801X: Intro Students w/Autism Spect.

4.5 quarter units / 4.0 CEUs  
\$525

This course introduces the history and terms that explain the parameters of teaching students with the ASD classification. A review of the law and rights of parents as well as issues regarding service and specialized programs are included. Using clinical and research-based exploration, the student will develop an understanding of what is needed to provide a successful teaching environment for students that fall within the spectrum.

### AEX 1202X / 1802X: Assess & Behavioral App in Aut

4.5 quarter units / 4.0 CEUs  
\$525

This course focuses on the empirical bases for the assessment and treatment of autism. The research literature supporting the efficacy of behaviorally based (Applied Behavior Analysis, ABA) approaches in the treatment of autism is unequivocal. This course will provide the student with an overview of the ABA approach to treating autism, and how ABA fits within an overall treatment paradigm for autism. The involvement of schools, agencies, and various professionals will be covered.

### AEX 1203X / 1803X: Intervention/Instr. w/Aut

4.5 quarter units / 4.0 CEUs  
\$525

The course is designed to provide the student with relevant strategies/ instructional methods that are appropriate for young children (Pre-K - 5) with emphasis on development of communication skills, and older children (Grades 6-12) that include strategies on inclusion with general education standards as well as those that include life skills curriculum. All intervention strategies are taught according to their ultimate success in a full-inclusive environment. Assignments will contribute to a multiple portfolio piece (for the Autism Certificate portfolio) that students can refer back to when working with individualized programs for students with ASD.

### AEX 1204X / 1804X: Autism Collab w/ Parents & Fam

4.5 quarter units / 4.0 CEUs  
\$4,525

This course assists educators, therapists and program administrators to build supportive relationships with families as a foundation for designing appropriate learning experiences for their child with autism. Using clinical and research-based feedback from parents of children with autism the student will develop the knowledge and skills for communicating accurately and sensitively, assist in the selecting and evaluating intervention services and helping families manage short-term and long-term issues.

### CCTX 1801X: Arts & Crafts for Child Care

2.4 CEUs; \$25

This course is designed to teach a variety of creative arts and crafts concepts and techniques for ensuring that your early childhood curriculum remains fresh and exciting, while fostering productive learning and personal development. Attendance is mandatory for all sessions.

### CCTX 1802X: Child Care Curriculum Planning

2.4 CEUs; \$25

This course is designed to review child care theory and development useful in designing and planning early childhood curriculum to enhance desired results in learning. The course includes lesson planning and classroom management techniques useful in a variety of learning environments. Attendance is mandatory for all sessions.

### CCTX 1803X: Diversity & Global Awareness

2.4 CEUs; \$25

This course is designed to address cultural diversity and global awareness approaches useful in teaching young children and



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improving staff and parent relationships. The course will include culturally diverse lesson planning and classroom activities useful in a variety of learning environments. Attendance is mandatory for all sessions.

## **CCTX 1810X: Child Care Providers Training**

2.4 CEUs; \$25

This course acquaints participants with child development theories and principles, as well as school readiness training for providers caring for children aged zero to six years old. This course is designed to increase students' understanding of the physical, social, cognitive, and emotional development tasks peculiar to each state of development.

## **CCTX 1811X: Curso Para Principiantes – Curso de Entrenamiento Para Proveedores de Cuidado Infantil**

2.4 CEUs; \$25

## **CCTX 1820X: School Readiness & Preparation**

2.4 CEUs; \$25

This course provides information on improving child/parent/community relationships through active participation. Parent communication and conflict management skills are addressed. Focus is on enhancing providers' knowledge of school readiness skills and techniques for infants through school-age. Students observe special needs children and discuss behavior management procedures to ensure appropriate academic development.

## **CCTX 1821X: Curso Avanzado - Padres y Hijos Comunidad Observación y Concientización**

2.4 CEUs; \$25

## **CTEX 1100X: Orientation to CTE**

4.5 quarter units; \$525

This course provides an immediate foundation for effective teaching as measured by the California Standards for the Teaching Profession (CSTP). This course is designed as an introduction to the knowledge, skills and dispositions taught in other courses in the program

## **CTEX 1111X: Adolescent/Adult Ed Psych**

4.5 quarter units; \$525

This course examines how educational psychology is applied to adolescent and adult learning and teaching. Theories of Development, Learning Theories, Instructional Approaches, Learning Environments, and Student Assessment are studied. Special emphasis will be given to applying theory into practices through the Supervised Teaching experience.

*Prerequisite: CTEX 1100X*

## **CTEX 1125X: Instruction/Management**

4.5 quarter units; \$525

Facilitates candidates' ability to select and use instructional models appropriate to meet learning needs of students. Classroom management strategies used to create and implement classroom management plan. Candidates will demonstrate understanding of communication skills and strategies for effective parental involvement as well as working with other educators and community representatives.

*Prerequisites: CTEX 1100X, 1111X*

## **CTEX 1126X: Diverse Classroom**

4.5 quarter units; \$525

This course integrates California K-12 academic content standards with effective instructional strategies for adolescent/ adult learners. Candidates will access student background information for the purpose of designing and reflecting upon long and short term planning through lesson and unit plans, integrating CTE Standards with Standards from other content areas.

*Prerequisites: CTEX 1100X, 1111X, 1125X*

## **CTEX 1199X: Supervised Teaching**

4.5 quarter units; \$525

Supervised Teaching consists of a minimum of 16 weeks, 20 hours per week, concurrent with other required courses. Units: 1) school site classroom orientation and responsibilities, 2) learning environment and classroom management, 3) assessment and evaluation, and 4) lesson design and differentiated instruction. Grading is S or U.

## **DFX 1201X / 1801X: Architecture Framework Basics**

4.5 quarter units / 4.0 CEUs

\$2,560

Overview of DoDAF Framework background, history, planned evolution, government regulations, architecture uses, framework philosophy, concepts, definitions, review of the DoDAF six step process, products overview and relationships, government regulations details and reporting requirements, case studies, comparison with other frameworks and methods, and overview of Universal Reference Resources for DoD Framework.

## **DFX 1202X / 1802X: Core and Supporting Products**

4.5 quarter units / 4.0 CEUs

\$2,560

Overview of products and relationships from DOD architecture framework views. Learn modeling and integrating them into a viable DOD Architecture Framework for different DoD functions, organizations, programs and operations. All products represent a different type of model. Students learn how to create each product and use EA DoDAF specified tools.

## **DFX 1203X / 1803X: Architecture Analysis**

4.5 quarter units / 4.0 CEUs

\$2,560

Overview of concepts and theories of organizational strategic planning as basis for enterprise architecture. Examine FEA Program Management Office reference models. Define business architecture by utilizing business strategy, goals, objectives, technological environment and external variables. Gain understanding of planning and managing EA project within an enterprise.

## **DFX 1204X / 1804X: Architecture Modeling**

4.5 quarter units / 4.0 CEUs

\$2,560

Overview of the supporting products and their relationship(s) to the core products and to each other; operational, systems and technical view for supporting products overview, data and activity modeling, LISI, TRM/JTA, security, CADM, XML and DoD Technical Reference Model (TRM) and Joint Technical Architecture (JTA).

## **DPX 1810X: Intro to Dropout Prevention**

1.2 CEUs; \$375

Provides overview of philosophy behind dropout prevention and key elements of quality school models. Learn elements of writing successful application for funded state department program. Course serves as foundation for subsequent courses that define strategies necessary to achieve dropout prevention outcomes and identify competencies required by dropout prevention specialist.

## **DPX 1820X: Student Success Team**

1.2 CEUs; \$325

Learn how to investigate, 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**

1.2 CEUs; \$325

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: Resources Fostering Resiliency**

1.2 CEUs; \$325

This course focuses on resiliency factors to assist students and staff in overcoming obstacles and strategies for bringing school staff, students, and community into resilience effort. Elaborates on heavily researched factors and how to integrate into schools. Addresses school staff needing to broaden operations to become more community based and family-focused.

## **DPX 1850X: School & Community Involvement**

1.2 CEUs; \$325

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

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and community involvement) are also covered.

## **DPX 1860X: Relevant Issues**

1.2 CEUs; \$325

Students' success in high-risk schools is the outcome of DPS's efforts. DPS serves as school-wide catalyst in many areas of school's improvement efforts. The DPS coordinates student support services from state and federal grants, local agencies, and parent and community. Class discussions center on relationship between DPS and school community.

## **EAX 1201X / 1801X: Architecture Concepts**

4.5 quarter units / 4.0 CEUs

\$2,560

Introduces the basic concepts, theories, and documentation frameworks upon which enterprise architecture is based. Enterprise architecture is viewed as a management and documentation process, with approaches from the private, public, defense, and international sectors being presented. Analyze all major enterprise architecture frameworks.

## **EAX 1202X / 1802X: Architecture Planning**

4.5 quarter units / 4.0 CEUs

\$2,560

Introduces organizational strategic planning as basis for enterprise architecture. Provides examination of the Federal Enterprise Architecture Program Management Office reference models, how to define business architecture, goals and objectives, technological environment and external variables. Provides understanding of how to plan and manage an EA project within an enterprise.

## **EAX 1203X / 1803X: Architecture Implementation**

4.5 quarter units / 4.0 CEUs

\$2,560

Analyze and integrate Enterprise Architecture Methodologies & review basic concepts. Activity based costing and cost/benefits analysis, developing performance measures in context of OMB Reference Models, Balanced Scorecard and GPRA, use of visual modeling, managing and incorporation of legacy systems, information assurance and security architecture, stakeholder communication strategies and maintenance.

## **EAX 1204X / 1804X: Architecture Integration**

4.5 quarter units / 4.0 CEUs

\$2,560

This course covers the integration of EA components across the matrices of different frameworks (Zachman, FEAF, TEAF, TOGAF, etc) and the OMB Reference Models, the integration of business, technical, data and application architectures, configuration management and standards.

## **EAX 1810X: Ent. Arch. Practicum and Thesis**

4.0 CEUs ; \$2,135

EDI 1900X: Introduction to Windows Vista

\$89

In this course, specifically designed for beginners and casual users, you'll learn to use Vista's best and most important features.

## **EDI 1904X: Introduction to Visual Basic 2005**

\$89

In this course, you'll learn how to write Windows applications using the Visual Basic programming language/Visual Basic 2005 development environment. You'll also learn principles of object-oriented and event-driven programming that you can use, not only with Visual Basic, but also with other programming languages you may want to learn.

## **EDI 1911X: Intro to PC Troubleshooting**

\$89

This course takes you step by step through the typical hardware and operating system problems encountered by technicians, and teaches you troubleshooting techniques to decipher any problem and gives you the skills you need to solve them.

## **EDX 1201X: Computer Tech. in Classroom**

4.5 quarter units; \$525

Comprehensive overview of computer technology in the educational environment. Course addresses computer terminology, the Internet,

and impact of the use of different computer modalities. Includes learning theories and hands-on practice. Satisfies the CTC technology requirement for a professional clear Ryan credential and the preliminary SB2042 credential

## **EDX 1229X: Leadership in Charter Schools**

4.5 quarter units; \$525

Course explores contemporary and classical theories of leadership and how to initiate into charter schools and other alternative educational settings. Addresses same learning outcomes as EDA 614 and will be accepted in its place for MS Educational Admin cohorts approved to meet the needs of future charter school leaders.

## **EDX 1842X: Vocational Education Level I**

9 CEUs; \$350

As more and more adult learners return to the classroom, it is important that teachers know how to reach this mature audience student population. This class will provide students with the concepts and developmental skills necessary for vocational instruction.

## **EDX 1843X: Vocational Education Level II**

9 CEUs; \$350

Building upon the concepts presented in Level I, this course provides a broad overview of vocational education.

## **EDX 1905X: CSET English Prep Course**

\$355

This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject English CSET. All subtest content will be covered.

## **EDX 1912X: CSET Science Prep Course**

\$355

This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject Science CSET. All subtest content will be covered.

## **EDX 1913X: CSET Social Science Prep Course**

\$355

This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject Social Science CSET. All subtest content will be covered.

## **EDX 1914X: CSET Math Prep Course**

\$355

This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Single Subject Math CSET. This course emphasizes the following topics: algebra, number theory, geometry, probability, and statistics.

## **EDX 1920X: CSET Mult. Subject Prep Course**

\$355

This informative, intensive course is designed to familiarize students with a variety of proven strategies for passing the Multiple Subject CSET. All subtest content will be covered.

## **EDX 1938X: U.S. Constitution Prep Course**

\$150

This course is designed to help students pass the U.S. Constitution exam, a requirement for the California teaching credential. Prior to taking the exam, students will review essential elements of the U.S. Constitution; analyze the meaning, amendments and judicial interpretation; and examine the Bill of Rights and framers' intents.

## **EDX 1940X: RICA Prep Course**

\$195

This intensive online course is specifically designed to help prepare current and future teachers to pass the new RICA Written Examination. It is a test preparation class only and is not a substitute for the required reading and reading instruction classes.

## **EEX 1201X: Process Analysis & Optimization**

4.5 quarter units; \$2,024

Provides fundamentals of concepts, tools and techniques for analyzing and optimizing engineering, manufacturing, and transactional processes. Focuses on application of Six Sigma methodology to improve process and product effectiveness. Provides technical expertise for selecting processes and products for

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improvement, defining improvement projects, developing improvement plans, and implementing continuous improvement projects.

## **EEX 1202X: Efficiency & Cost Effectiveness**

4.5 quarter units; \$2,024

Focuses on efficiency and cost effectiveness of an enterprise. Provides understanding of relationship between effectiveness and efficiency. Explores application of Lean Enterprise to continuous measurable improvement projects. Focuses on holistic approach to ensure effective/efficient processes while providing optimum customer satisfaction. Design for LSS methodology and application to operational efficiency and cost effectiveness.

## **EEX 1203X: Continuous Improvement Processes**

4.5 quarter units; \$3,608

Fundamentals of leading and managing continuous measurable improvement initiatives in business, industry and government. Covers leadership, continuous measurable improvement project leadership, continuous measurable improvement deployment strategies, and evaluation of continuous measurable improvement projects. This course covers the fundamentals of continuous measurable improvement risks, benefits, roles and responsibilities & technical methodologies.

## **EEX 1204X: Advanced Process Analysis**

4.5 quarter units; \$3,608

Course focuses on advanced continuous measurable improvement strategies. The course covers advanced topics in Design of Experiments including Taguchi Methods, Response Surface Methods, and Design for Lean Six Sigma. In addition, it explores a range of issues affecting continuous measurable improvement strategies, e.g. risk mitigation, change management, and business trends.

## **EEX 1205X: Six Sigma Project Practicum**

4.5 quarter units; \$1,449

Application of Lean Six Sigma problem solving tools to solve an industrial problem. The student will complete an improvement project using knowledge gained in four prior courses. Upon satisfactory completion, a National University Lean Six Sigma Black Belt and/or Green Belt, as applicable will be offered.

## **EEX 1820X: LSS MBB: Part 1**

4.0 CEUs; \$2,900

\*LSS MBB Part 1 & 2 required for MBB Certification  
Certified LSS BBs learn to serve as leaders in an organization to achieve Enterprise Excellence. Participants learn to develop Enterprise Excellence deployment strategies/plans, provide LSS GB and BB training, provide coaching and mentoring to LSS project teams, and provide critical advanced process and product development and improvement skills.

## **EEX 1821X: LSS MBB: Part 2**

4.0 CEUs; \$2,900

\*LSS MBB Part 1 & 2 required for MBB Certification  
Certified LSS BBs learn to serve as leaders in an organization to achieve Enterprise Excellence. Participants learn to develop Enterprise Excellence deployment strategies/plans, provide LSS GB and BB training, provide coaching and mentoring to LSS project teams, and provide critical advanced process and product development and improvement skills.

## **EEX 1825X: LSS GB Project Practicum**

4.0 CEUs; Price included with Green Belt Program courses

Demonstrates the application of Six Sigma Green Belt problem solving tools and methodologies to solve industry specific problem. Students complete an improvement project using knowledge gained in the two prior courses. Upon satisfactory completion of course work and project report evaluation, students will be certified as NU LSS Green Belt. (Can only be taken if EEX 1201X and EEX 1202X have been completed)

## **EEX 1826X: LSS BB Project Practicum**

4.0 CEUs; Price included with Black Belt Program courses

As the culmination of the specialization coursework, the intent of the project practicum is demonstrating the application of Six Sigma tools and methodologies to solve an industry specific problem. Upon satisfactory completion of the coursework and evaluation of the project, students will be certified as an NU LSS Black Belt.

(Can only be taken if EEX 1203X and EEX 1204X have been completed)

## **EEX 1830X: Critical Knowledge Workshop**

2.4 CEUs; \$950 per student

This workshop teaches how to identify critical knowledge that makes an organization successful, locate individuals who possess it, and when not clearly documented, preserve it for future availability. Emphasis is placed on identifying the storage and retention system most applicable to your organization's culture and the means to implement it. Cohorts run with a minimum of 15 students with a limit at 20

## **EEX 1831X: Prob. & Stats for Engineers/Scientists**

4 CEUs; Cohort of 15 students: \$20,130.05

This course is a prerequisite for Reliability Management and Introduction to Reliability Engineering. It presents concepts, principles, and tools of probability and statistical data analyses. It is a practical, hands-on approach, intended to develop the application skill level of the participants. Some theory is covered for learning and understanding purposes.  
Cohorts run with a minimum of 15 students with a limit at 20

## **EEX 1832X: Intro to Reliability Engineering**

4 CEUs; Cohort of 15 students: \$23,103.66

This five day course covers basic reliability concepts, reliability prediction tools and risk assessment, designing and executing reliability tests, and analyzing experimental and field data. Participants should include managers, engineers and other technical personnel who will be involved in the day-to-day activities of reliability engineering. Cohorts run with a minimum of 15 students with a limit at 20

## **EEX 1833X: Intermed. Reliability Engineer.**

4 CEUs; Cohort of 15 students: \$23,103.66

This five day course covers intermediate reliability engineering concepts, designing and executing life tests, fitting and analyzing reliability functions, and Weibull/Weibayes analysis. Participants include managers, engineers and technical personnel who will be involved in the activities of reliability engineering programs, and/or provide reliability engineering subject matter expertise to IPT/IPPD teams. Cohorts run with a minimum of 15 students with a limit at 20

## **EEX 1834X: Adv. Reliability Engineering**

4 CEUs; Cohort of 15 students: \$23,103.66

This course is a continuation of Intermediate Reliability Engineering. It covers designing and executing accelerated life tests, other specialty tests, and advanced analytical techniques. Participants include managers, engineers and technical personnel who are involved in the activities of reliability engineering programs, and/or provide reliability engineering subject matter expertise to IPT/IPPD teams. Cohorts run with a minimum of 15 students with a limit at 20

## **ETG 1901X: Creating a Business Plan**

\$89

Turn your business ideas into a solid plan for financing and long-term success.

## **ETG 1909X: Personal Finance**

\$89

This course is designed to prepare you for a lifetime of worthwhile personal financial planning. The tools you will learn will help you gain control over the financial impact of the choices you make. You'll also learn the secret to understanding and controlling your credit rating.

## **ETG 1911X: Debt Elimination Techniques That Work**

\$89

This course will teach you a specific and workable strategy that will get you out of all debt—including your mortgage—in the shortest possible time. You will also be guided down a new path concerning spending, saving and handling money that will keep you out of debt forever.

## **ETG 1947X: Introduction to Excel**

\$89

Discover dozens of shortcuts and tricks for setting up fully formatted worksheets quickly and efficiently. Learn the secrets behind writing powerful formulas, using functions, sorting and analyzing data,

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creating custom charts, creating 3-dimensional workbooks, building links, and creating macros and custom toolbar buttons.

## **ETG 1948X: Introduction to MS Word 2007**

\$89

Learn how to create and modify documents in Word 2007, the most popular word-processing program available.

## **ETG 1952X: Fund. of Technical Writing**

\$89

Learn the skills you need to succeed in the well-paying field of technical writing.

## **ETG 1953X: The Keys to Effective Editing**

\$89

If you aspire to be an editor, this course will teach you the fundamentals of top-notch editing for both fiction and nonfiction.

## **ETG 1956X: The Craft of Magazine Writing**

\$89

If you're a determined new writer, this class will provide you with the skills you need to get published.

## **ETG 1957X: Creativity Training for Writers**

\$89

Banish writer's block forever with these tricks from the published writer's toolbox.

## **ETG 1959X: Travel Writing**

\$89

Profit from your experiences in exotic lands (or your own backyard) by learning how to write and sell travel articles and books.

## **ETG 1963X: Discover Digital Photography**

\$89

An informative introduction to the fascinating world of digital photography equipment.

## **ETG 1969X: Stocks, Bonds & Investing**

\$89

The course will not only teach you about the stock markets, 401k plans, and retirement, but it will also address personal financial issues.

## **ETG 1972X: Starting a Consulting Practice**

\$89

Find out how you can earn income by sharing your training or knowledge with others.

## **ETG 1973X: Start/Operate a Home Business**

\$89

An experienced entrepreneur teaches you how to develop the motivation, discipline, and creativity to quit your job and be your own boss.

## **ETG 1977X: Effective Business Writing**

\$89

Improve your career prospects by learning how to develop powerful written documents that draw readers in and keep them motivated to continue to the end.

## **ETG 1978X: Business and Marketing Writing**

\$89

Write great marketing copy to improve your company's image and your chances of getting hired or promoted.

## **ETG 1982X: Medical Terminology**

\$89

This course teaches medical terminology according to each body system. Multiple graphics, study tips and unusual facts make for a most enjoyable course.

## **ETG 1983X: Creating Web Pages II**

\$89

Create and post your very own Web site on the Internet in this extensive, hands-on, six week workshop.

## **ETG 1984X: Introduction to Flash 8**

\$89

Learn how to create exciting interactive animations from a working Flash designer and author with more than a decade of experience in Flash development.

## **ETG 1985X: Top Search Engine Positioning**

\$89

Learn how to achieve top search engine positioning in this highly-interactive, six-week course. Discover how search engines work and how important events have shaped the entire Search Engine Optimization (SEO) industry.

## **ETG 1987X: Introduction to Photoshop CS2**

\$89

Discover the fastest and most effective ways to use Photoshop from an expert and columnist for Photoshop User magazine.

## **ETG 1988X: Intermediate Photoshop CS2**

\$89

If you understand the basics of the Photoshop toolset, this course will help you explore new and more advanced techniques for creating images, editing photos, and combining existing images in amazing ways.

## **ETG 1989X: Intro to Microsoft Access 2003**

\$89

Learn how to use Microsoft's powerful and award-winning database to store, locate, and print just about any type of important information.

## **ETG 1990X: Writing for Children**

\$89

Join a published children's author and discover how you can touch the hearts of children by creating books for them.

## **ETG 1991X: Adv. Creativity Training**

\$89

In this highly interactive course, you'll master the insider methods of writing for personal satisfaction or for publication. You'll increase your creativity, beat writer's block, manage time, and know how to pitch ideas to publishers, agents, and editors.

## **ETG 1993X: Become a Grant Writing Consult.**

\$89

Learn how you can use a basic knowledge of grant or proposal writing to become an expert in the red-hot grant consulting field.

## **ETG 1994X: Get Paid to Travel**

\$89

Learn what it takes to become a professional tour director, tour guide, and cruise host. Topics to be covered include tour procedures, documentation, and handling emergencies. Gain information on full and part-time career opportunities, as well as prospective employers and much more.

## **ETG 1995X: Writing Effect. Grant Proposal**

\$89

Learn to prepare grant proposals that get solid results for your favorite organization or charity. Avoid the mistakes that get applications for wonderful projects tossed into the wastebasket! Learn how to write professional proposals that actually succeed.

## **ETG 1996X: Market Your Business on the Web**

\$89

Find out how you can affordably market your business on the Internet from an e-commerce expert. In this practical, hands-on course, you'll learn little-understood secrets about the types of businesses that thrive on the Web.

## **ETG 1997X: Accounting Fundamentals**

\$89

You'll learn the basics of double-entry bookkeeping, while also learning how to analyze and record financial transactions, as well as prepare various financial reports at the end of the fiscal period.

## **ETG 1998X: Real Estate Investing**

\$89

In this course, we'll demystify the technical aspects of acquiring and profiting from property. We'll explore how to find, finance, and negotiate a deal, how to invest in lease options, foreclosures, quick

flips, rehabs, and mobile homes.

## **HEDX 1201X: Health Education for Teachers**

4.5 quarter units; \$525

This course provides an integrated curricula approach to health by infusing the components of nutrition, sexually transmitted diseases, and substance abuse (including alcohol, drugs, tobacco, and narcotics) into the general curriculum. It emphasizes promoting an overall healthy lifestyle that encourages life-long practices in students.

## **HSX 1900X: Medical Transcription**

\$1,595

This online, instructor-led program will prepare you to start a new career as a Medical Transcriptionist. A medical terminology course is included at no extra cost. Transcriber and all materials included.

## **HSX 1901X: HIPAA Compliance (4 licenses)**

\$599

The HIPAA Compliance online program provides doctors and their staff with a simple route to compliance. The course kit includes all necessary steps, tools, and templates your practice will need to implement HIPAA compliance as well as four user licenses.

## **HSX 1904X: MCSE 2003**

\$3,295

The online Microsoft Certified Systems Engineer program is a seven-part series that will prepare students for Microsoft's national MCSE certification exam. Microsoft Official Curriculum textbooks are included.

## **HSX 1905X: MCSA 2003**

\$2,495

The online Microsoft Certified Systems Administrator program is a four-part series that will prepare students for Microsoft's national MCSA certification exam. Microsoft Official Curriculum textbooks are included.

## **HSX 1906X: MCSA+ 2003**

\$2,195

The online Microsoft Certified Systems Administrator Plus program is a three-part series that will prepare students for Microsoft's national MCSA+ certification exam. Microsoft Approved Curriculum Text Books are included.

## **HSX 1910X: Microsoft Office Specialist**

\$1,595

This comprehensive online program is the only performance-based certification program approved by Microsoft to teach, assess and validate a students' proficiency using the most popular suite of Microsoft Office 2003 programs including Word, Excel, Power Point, Outlook, and Access. Textbooks included.

## **HSX 1911X: CompTia Sec.+ Cert. Training**

\$1,695

This two-part CompTIA™ IT Security+ course helps prepare a student for the CompTia Security+ certification exam. Textbook included.

## **HSX 1912X: Network+/Server+ Cert. Training**

\$1,195

This online course and certification training program will prepare students for both Network+ and Server+ national certification exams. The Network+/Server+ certification validates technical competency in networking administration and support and is the worldwide standard of competency for professionals with nine months experience in networking support or administration.

## **HSX 1913X: Graphic Design**

\$1,495

This course and online training program begins with the fundamentals of design and guides the student through the terms and processes they will use to turn their knowledge of design into a career.

## **HSX 1915X: Help Desk Specialist**

\$1,495

The Help Desk Analyst/Tier 1 Support Specialist course and online training program will prepare students for success in a challenging Help Desk Analyst role. Textbooks included.

## **HSX 1917X: Records Management**

\$1,395

Gatlin's online record management certificate course is a power packed online training program that will teach you how to manage electronic records and conquer the paper pile-up. Textbook included.

## **HSX 1918X: eBusiness**

\$1,995

The primary objective of this e-commerce online course and training program is to introduce concepts, tools and approaches to eBusiness methodologies and practices. Textbook included.

## **HSX 1920X: Web Database Developer**

\$2,195

The Web Database Developer online program will provide students with intermediate and advanced knowledge and skills in utilizing and leveraging databases on the Internet. Tutorials and projects will teach the student the practical uses of Web Database Developer skills. Textbooks included.

## **HSX 1921X: Search Engine Marketing**

\$1,795

The Search Engine Marketer series is a bundle of five courses designed for persons who want to jump-start their career path in the fast-paced search engine industry. This comprehensive program covers all aspects of search engine marketing including; search engine optimization, pay per click marketing and website copywriting.

## **HSX 1922X: Pay Per Click Marketing**

\$1,395

This nationally recognized Pay Per Click Marketing (PPCM) online course and training program has been developed because of the high demand for Pay Per Click marketing specialists.

## **HSX 1923X: Search Engine Optimization**

\$1,395

This nationally recognized search engine optimization (SEO) online course and training program has been developed because of the high demand for search engine specialists.

## **HSX 1925X: HVAC Technician**

\$3,095

This nationally recognized HVAC online course and training program is offered in partnership with HVACReduction.net to bring you the only online HVAC Core Technician Training program of its kind on the web.

## **HSX 1926X: Veterinary Assistant**

\$1,795

This nationally recognized Administrative Veterinary Assistant online course and training program prepares students for an exciting new career as an administrative veterinary assistant. Textbooks are included.

## **HSX 1927X: Admin. Dental Assistant**

\$1,595

This nationally recognized Administrative Dental Assistant online certificate program teaches the essential administrative tasks for managing the business aspects of a dental practice and becoming an Administrative Dental Assistant. Textbooks included.

## **HSX 1928X: Home Inspection Certificate**

\$2,095

The nationally recognized Home Inspection online course and training program covers the principal components of home inspection procedures and processes.

## **HSX 1929X: Microsoft Cert. Tech. Specialist**

\$3,095

This Microsoft Certified Technology Specialist: Microsoft SQL Server 2005 course teaches students thorough knowledge of the product, as well as an understanding of how to use the Transact-SQL language, and know how to explore the user interface.

## **HSX 1931X: Certified Bookkeeper**

\$1,795

This online course, created by the AIPB for experienced bookkeepers prepares students for national certification with the American Institute of Professional Bookkeepers (AIPB). All textbooks included.

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## **HSX 1932X: CompTIA A+ Certification**

\$1,695

This online training course is the industry standard for validating vendor-neutral skills expected of an entry-level computer technician. Those holding the CompTIA A+ certification have a broad base of knowledge and competency in core hardware and operating system technologies including installation, configuration, diagnosing, preventative maintenance, and basic networking.

## **HSX 1933X: Project Management Pro.**

\$1,495

The Project Management Professional (PMP) certification is a valuable, industry-wide achievement. This course prepares students for the PMP Certification Exam. The course covers the five process areas through the eight topics provided in A Guide to the Project Management Body of Knowledge.

## **HSX 1936X: Travel Agent Cert. Preparation**

\$1,595

This industry-leading program will prepare students for the Institute of Certified Travel Agents TAP Certification and teaches the basic skills needed to operate a computer reservation system. All materials included.

## **HSX 1937X: Webmaster Certification**

\$1,795

This online Webmaster course and training program begins by teaching simple web page development and progresses by introducing new concepts by involving you in active web page implementation using HTML and Dynamic HTML. Textbook included.

## **HSX 1938X: Casino Poker Dealer**

\$1,395

This online training program teaches everything you need to know in order to become a Professional Poker Dealer. Students learn all the fundamentals required, including: shuffling, how to handle cheques, limits, Seven Card Stud, Omaha and of course, how to deal the most popular card game today, Texas Hold 'Em.

## **HSX 1939X: RFID on the Web**

\$2,495

This online course provides students with information and practice exams necessary to sit for the CompTIA(TM) RFID+ certification exam as well as the knowledge and information necessary to evaluate and implement RFID technology in various application scenarios including supply chain logistics, manufacturing process improvement, health care, pharmaceutical authentication and more.

## **HSX 1940X: 3ds max**

\$4,095

This online course and training program teaches students how to use 3ds max to design, develop, and create 3D animation. This online certificate program takes you all the way through the user interface, modeling, material-creation, animating objects, cameras and scene generation. The class will also teach the capabilities of the interface, how to work efficiently, and how to apply the toolsets in the workplace.

## **HSX 1941X: Admin. Medical Specialist**

\$1,995

This online training course prepares students for a career as an Administrative Medical Specialist (AMS), Medical Billing Specialist, and/or Medical Coder. This program also provides preparation for the Certified Coding Associate (CCA) national certification exam.

## **HSX 1942X: Admin Pro with Microsoft Cert**

\$1,995

This online course and training program teaches the skills that students must acquire to be successful as an Administrative Professional using the Microsoft® Office 2007 suite of programs. Upon successful completion of this program students will be prepared to sit for the MCAS certification offered by Microsoft®.

## **HSX 1943X: Admin Pro with Microsoft Office**

\$1,995

This online course and training program teaches the skills that students must acquire to be successful as an Administrative Professional using the Microsoft Office suite of programs.

## **HSX 1944X: Adv Coding - Physician's Office**

\$1,395

This online course and training program prepares students to learn CPT, ICD-9-CM (Volumes I and II), and HCPCS Level II coding. Preparation for the Certified Professional Coder (CPC) certification exam is included.

## **HSX 1945X: Adv Hospital Coding/CCS Prep**

\$1,695

This online course and CCS test prep training program prepares medical coding students to take the American Health Information Management Association's (AHIMA) official certification exam to become a Certified Coding Specialist (CCS).

## **HSX 1946X: Adv Personal Fitness Trainer**

\$2,795

This online course and certificate program is an interactive, comprehensive Web-based Professional Certificate in Personal Fitness Training (PFT) collaborated between industry experts, internship affiliates, national organizations, Educational Fitness Solutions Inc, and their board of advisors.

## **HSX 1947X: ASP.NET**

\$1,995

This online course and training program teaches the skills that students must acquire to be successful as a web development professional. The self-paced .NET e-Learning package is designed to help you prepare for the MCTS: .NET Framework 2.0 Web Applications exam and the MCTS: .NET Framework 2.0 Distributed Applications exam.

## **HSX 1948X: Business Marketing Design**

\$5,595

This online training course focuses on developing technical skill and creative artistry using applied marketing principles. Course content includes marketing concept development, critique, retouching, compositing, illustration, print and Web advertising, identity design, direct mail, marketing communication, company branding, and business startup scenarios.

## **HSX 1949X: Casino Baccarat Dealer**

\$1,195

This online training course teaches all the required fundamentals including: shuffling, how to handle cheques, limits, and betting procedures. After successfully completing the course, the advisors at the World Wide Gaming Academy will assist you with job placement and support.

## **HSX 1950X: Casino Blackjack Dealer**

\$1,395

This online training course teaches all the required fundamentals including: shuffling, how to handle cheques, limits, and betting procedures. After successfully completing the course, the advisors at the World Wide Gaming Academy will assist you with job placement and support.

## **HSX 1951X: Certified Global Business Pro**

\$2,495

This is an online course and training program for the Certified Global Business Professional Credential Exam. The Global Business Professional certification is a prestigious acknowledgement of international business expertise.

## **HSX 1952X: Cert National Pharm Rep**

\$1,595

This online training course (Certified National Pharmaceutical Rep) and program is designed for individuals who want to gain entry into the pharmaceutical industry but who lack the required pharmacology and medical education.

## **HSX 1953X: Certified Wedding Planner**

\$1,395

This course teaches students how to become a successful wedding planner and coordinator, and will provide all the tools necessary to work as a professional wedding planner or start a wedding planning business.

## **HSX 1954X: Chemical Plant Operations**

\$2,595

The course and online program will teach students how to operate a

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chemical plant, monitor instrumentation and the operation of equipment, detect potential and actual problems and take corrective action to prevent the interruption of system operations, and analyze operational trends and take corrective actions.

## **HSX 1958X: Digital Arts Certificate** \$5,595

This online course and training program focuses on developing technical skill and creative artistry in digital photography and imaging. Students learn professional applications for Adobe Photoshop and Illustrator or equivalent digital imaging and vector drawing tools.

## **HSX 1959X: Medical Terminology** \$595

This online course for healthcare professionals introduces elements of medical terminology, such as the etymology of words used to describe the human body. Students learn to apply proper terminology and spelling for major pathological conditions.

## **HSX 1960X: Entrepreneurship** \$2,095

This online course and training program provides an excellent foundation for not only start-up business owner, but also the business owner or manager who wants to gain a further understanding of some of the basic, essential and fundamental principles associated with owning and operating a start-up or on-going business.

## **HSX 1961X: Fine Arts Training** \$4,495

This online program incorporates four courses to help develop and unleash your full artistic potential in painting and drawing. Students begin with a foundation in the history of art, move on to basic and figure drawing, and finish with the study of a systematic and time-honored approach to oil painting.

## **HSX 1962X: Forensic Computer Examiner** \$3,095

This online program prepares students for a career in this emerging field by teaching how to retrieve evidence and prepare reports which will stand up in a court of law. Students learn the ethics of computer forensics, preparation and analysis of investigation results, and prepare for the CCE certification exam.

## **HSX 1963X: Freight Broker/Agent Training** \$1,695

This training course teaches the skills that students must acquire to be successful as a Freight - Load Broker Agent. Tutorials and projects will teach the student the practical application of Freight Broker skills.

## **HSX 1965X: ICD-10 Medical Coding** \$1,595

This online course and training program covers the recently upgraded diagnostic and procedural medical coding system. Students learn how to prepare for and implement the massive changes to the existing coding system. Textbook included.

## **HSX 1966X: Interior Design** \$2,295

This online course is an interactive certificate program where students will learn how to create spaces for living, working, and enjoyment. The program focuses on Design Theory, Design Process methods and Design Studio Work. Upon completion, students will be prepared for entry-level employment in the design industry.

## **HSX 1967X: Management for IT Professionals** \$2,095

This online course focuses on developing a successful leadership style that facilitates team-building, collaboration, and a corporate culture that promotes success. Different decision-making techniques will be explored in the context of successful leadership styles.

## **HSX 1968X: Management Training** \$2,095

This online program consists of 12 separate modules which provide a basic understanding of financial and accounting terms, successful negotiation strategies for most environments, and any necessary

issues in the management of the marketing process. employment law, compliance and regulatory requirements, as well as licensing, permits and taxes, and successful negotiation strategies for most environments.

## **HSX 1969X: Mediation & Dispute Resolution** \$4,195

This three-part online certificate program is offered in partnership with the Institute for Advanced Dispute Resolution. Mediation is a formal process of negotiation which uses a third-party neutral who has limited or no authoritative decision-making power to facilitate communication among the people who are involved in the conflict or dispute.

## **HSX 1970X: Medical Billing and Coding** \$1,595

This online certificate program is designed to prepare students to fill positions for medical coding and billing professionals, and prepares them for the CCA certification. You must also meet the Professional Association's Eligibility Requirements for the examination.

## **HSX 1971X: Microsoft Cert App Specialist** \$1,595

This online course uses the Comma Method of Microsoft Office® training which was designed to meet the needs of college students, educators, administrators, and business professionals. This course uses real-life examples to teach the skills that employers want their employees to have.

## **HSX 1973X: Microsoft Cert Desktop Support** \$1,795

This online course and certification training program is the premier credential certification for IT professionals who support end users and troubleshoot desktop environments running on the Microsoft Windows operating system.

## **HSX 1974X: Modern Auto. Service Tech.** \$2,695

The online program teaches the construction, operation, diagnosis, service, and repair of late-model automobiles and light trucks by using a building-block approach that starts with the fundamental principles of system operation and progresses gradually to complex diagnostic and service procedures.

## **HSX 1975X: Multimedia Design Certificate** \$5,595

This online training program focuses on providing the conceptual, technical, and visual design skills required to create multimedia applications and environments. Students learn professional applications for Adobe Photoshop, Macromedia Flash, Apple Final Cut Pro, and Adobe After Effects, or equivalent digital imaging, animation, digital video editing, and motion graphics tools.

## **HSX 1976X: NonProfit Management Training** \$2,095

This online program allows students to examine the fundamental and introductory principles of non-profit management as well as the roles and responsibilities of a nonprofit board of directors and the management team, examine the essential aspects of fundraising, and become acquainted with the fundamentals of the budgeting process.

## **HSX 1977X: Oil Refinery Operations** \$2,595

This online training program prepares students for entry-level positions in the Oil Refinery Operator career field.

## **HSX 1978X: Paper Mill Operations** \$2,595

This online training program prepares students for entry-level positions in the Paper Mill Operator career field.

## **HSX 1979X: Payroll Practice & Management** \$1,595

This online course and training program is ideal for students aspiring to become a Payroll Specialist. It is a good overall review for the Certified Payroll Professional (CPP) test given by the American Payroll Association.

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## **HSX 1981X: Personal Fitness Trainer**

\$2,095

This online program is designed to present the student with the knowledge, skills, and abilities to implement a unique medically-based fitness model for their future or current clients.

## **HSX 1982X: Pharmacy Technician**

\$1,995

This online training program teaches the skills needed to gain employment as a Pharmacy Tech in either the hospital or retail setting by providing graduates with the skills and knowledge that will enable them to qualify for entry-level positions in pharmacies as well as prepare for national certification.

## **HSX 1983X: Power Plant Operations**

\$2,595

The training course and online program will prepare students for an entry-level position as a Power Plant Operator.

## **HSX 1985X: Pulp Mill Operations**

\$2,595

This online training program prepares students for an entry-level position in the career as a Pulp Mill Operator.

## **HSX 1986X: Purchasing Management**

\$2,095

This online training certificate program introduces students to the various fundamental and basic aspects of the supply chain environment, including basic and introductory enterprise resource planning systems and requirement systems.

## **HSX 1987X: Nutrition for Optimal Health**

\$2,395

This program is for allied health/medical professionals, Registered Dietitians, fitness professionals, and the general public to learn about developing individualized nutritional programs for clients, patients, or for personal improvement. Students learn contemporary nutritional topics such as meal plan analysis, functional food implementation, antioxidants, public nutrition, sports nutrition, vitamin supplementation, and weight management.

## **HSX 1988X: Technical Writing**

\$1,595

This online course helps students develop their writing abilities to a professional level. They will learn research methods, audience considerations, style, drafting and revision techniques, how to work in a collaborative environment, and more. A variety of media and formats will be studied, including websites, emails, proposals, memos, and instructions.

## **HSX 1989X: Video Game Art**

\$5,595

This online program builds technical and artistic skills in 3D modeling, texturing, lighting, and animation using Autodesk Maya and Photoshop. Challenging, practical projects will help students develop a high-quality portfolio of game art.

## **HSX 1990X: Video Game Design/Develop.**

\$1,995

This online program is an appropriate starting point for students who seek a professional career as a game developer. It is also well-suited for enthusiastic amateurs and gamers looking to explore this exciting field as a recreational endeavor.

## **HSX 1991X: Website Design**

\$5,595

This online training program focuses on developing the visual graphic and information design skills required to create compelling Web sites. Students learn professional applications for Adobe Photoshop, Macromedia Dreamweaver and Flash, or equivalent software tools.

## **HSX 1992X: Chartered Tax Pro.**

\$1,795

This online training program teaches students to prepare returns for small business corporations and partnerships and more complex sole proprietorships. After successful completion of this program, you will have the tax knowledge and experience to prepare for the IRS Enrolled Agent (EA) exam.

## **HSX 1993X: Chartered Tax Pro. for CA Res.**

\$1,895

This online training program will qualify students to prepare individual tax returns for almost all U. S. and California taxpayers. The certificate program is comprised of six courses in Federal Income Tax Preparation, plus a California supplement.

## **HSX 1994X: AutoCAD 2009**

\$1,995

This online course and certification training program is for those seeking AutoCAD Certification. AutoCAD 2009 is used in many industries including mechanical and civil engineering, architecture, and facilities planning/management. More employers are using AutoCAD and are in need of workers skilled in this software than any other CAD system.

## **HSX 1995X: Emergency Mgmt Training**

\$1,995

This online program provides the necessary skills and understanding of the issues and underlying concepts surrounding emergency management. The program reflects the practitioner and applied knowledge base, particularly lessons learned at local and state government levels.

## **HSX 1998X: Fitness Business Management**

\$2,395

This nationally recognized Fitness Business Management online training program is an innovative program designed to teach students how to manage a Personal Training Program and/or a Health-Fitness Department as a Strategic Business Unit (S.B.U.) in both commercial and non-commercial based health and fitness facilities.

## **HSX 1999X: Grant Writing**

\$2,095

This online program is for those seeking to learn the essentials in writing or acquiring grants for private, public, or government use. For those thinking of starting a business that utilizes grants, this program teaches the essentials of writing, researching, obtaining and maintaining operations and strategies within the grant system.

## **HSCX 1900X: CORE Mediation Certificate**

\$1,595

This course provides the core skill sets necessary for the practice of mediation. As it becomes more and more apparent that individuals, families, groups, organizations, communities and nations must begin to work together in peaceful ways for the common good, mediation and dispute resolution are poised to become increasingly popular.

## **HSCX 1901X: Hospitality & Casino Mgt**

\$2,495

The program is intended to prepare students to work in the rapidly expanding field of Tribal Government Gaming Enterprises. In addition to acquiring general business and management skills, students become familiar with the hospitality environment, and will understand the basic regulatory issues, including the terminology and implications for game protection.

## **HSCX 1902X: Understand Earned Value Mgt**

\$1,295

This course teaches you to more objectively measure project performance. Understanding Earned Value Management is critical to your project success. Students learn what is necessary to plan and manage your project utilizing Earned Value concepts. The course walks you through the process using a case study from start to finish.

## **HSCX 1903X: Women's Exercise Training/Wellness**

\$2,395

This program ensures the development of safe and effective exercise programs for women by personal trainers, allied health/medical and fitness professionals, and the general public. It prepares students for a career at medically-based fitness facilities, YMCA/JCCs, community programs, physical therapy clinics, health promotion sites, corporate sites, and private/commercial health clubs.

## **HSCX 1905X: Medical Trnscrptn+Terminology**

\$1,895

The Medical Transcription + Medical Terminology Program will give students both the complete Medical Transcription Program plus the



60-hour Medical Terminology course.

## **HSCX 1906X: Admin-Bling & Cding+Terminology**

\$2,295

The Administrative Medical Specialist with Medical Billing and Coding + Medical Terminology Program will give students both the complete AMS/MBC Program plus the 60-hour Medical Terminology course.

## **HSCX 1907X: Med Blng & Cdng+Med Trmnlgy**

\$1,895

The Medical Billing and Coding + Medical Terminology Program will give students both the complete MBC Program plus the 60-hour Medical Terminology course.

## **HSCX 1908X: Event Management & Design**

\$1,895

This online program provides students with both practical knowledge and a comprehensive understanding of the modern special event industry. It will prepare students seeking to enter the profession and equip those already working in the field to advance.

## **HSCX 1909X: Principles of Green Buildings**

\$595

This program explains the science professionals need to know to make buildings perform efficiently and provide the healthiest environment. It helps prepare individuals for BPI, NATE, NARI, RESNET and other industry credentials. Successful completion of this course is recognized by NATE for 28 hours of CEUs applicable to NATE certifications.

## **HSCX 1910X: Clinical Dental Assisting**

\$1,995

This nationally recognized online program prepares students to become Certified Dental Assistants and to complete the radiology and infection control portions of the Dental Assisting National Board (DANB). The program includes online material, an expert facilitator, and four textbooks.

## **IHD 1203X: Facilitating Outcomes**

4.5 quarter units; \$525

This course will provide knowledge and resources related to facilitating the acquisition of language, learning, speech, sign language, and/or listening, amplification technologies, and communication facilitation strategies.

## **IHX 1800X: Introduction to Complementary Health Practices**

4 CEUs; \$895

This course introduces complementary and healing practices. The cultural context of healing traditions and specific practices such as Chinese medicine, energy healing, mindbody healing, healing environments, spirituality and healing, naturopathy, homeopathy, manual therapies, and integrative nutrition will be examined.

## **IHX 1801X: Spirituality and Health**

\$295

This course explores the forms and expressions of spirituality; discusses culture and its relationship to spirituality; examines the relationship between spirituality and aging; explains spiritual interests within the healthcare system; describes the role of spiritual care providers in administering spiritual care; and describes the relationship between spirituality and health conditions, therapeutic interventions, and healing environments.

## **IHX 1802X: Ayurvedic Medicine**

\$295

This course provides the healthcare professional with an overview of Ayurvedic medicine. The principles of Ayurvedic medicine, causes of disharmonies and diseases, diagnostic methods, and treatment methods will be explored. Specific elements of an Ayurvedic lifestyle will also be discussed.

## **IHX 1803X: Bodywork Healing Therapies**

\$295

This is an introductory course for healthcare professionals who want an overview and understanding of bodywork healing therapies. This course will describe somatic and musculoskeletal therapies, Eastern, meridian-based, and point therapies, energy-based therapies, emotional bodywork, and manipulative therapies.

## **IHX 1804X: Traditional Chinese Medicine**

\$295

This course provides the healthcare professional with an overview of Traditional Chinese Medicine. The basic concepts of qi, yin and yang, and the five elements will be explained. The role of the basic substances and the meridian system in health will be explored. Causes of disharmony, types of examinations, and the most common treatment methods will also be discussed.

## **IHX 1805X: Cultural Competence in Healthcare**

\$295

The goal of this course is to provide healthcare professionals with an overview of specific cultural characteristics of major cultural groups in the United States; explore the relationship between language, culture, and healthcare; identify health beliefs and healthcare systems; describe cultural competence; and identify specific culturally competent practices.

## **IHX 1810X: Self as Coach**

4 CEUs; \$895

This course is designed to provide the learners with an opportunity for self exploration and related self work leading to personal growth and development. Through a variety of self assessments and narrative/storytelling tools, students engage in a holistic exploration of the dimensions of their lives.

## **IHX 1815X: Fundamentals of Health Coaching**

4 CEUs; \$895

This course is designed to provide students with the fundamentals of coaching including coaching models, relationships, contexts, and principles and practices.

## **IHX 1820X: The Coaching Relationship**

4 CEUs; \$895

This course is designed to provide students an understanding of health coaching as a transformational journey. Topics include: theoretical perspectives on the change process, decision making, co-creating a plan of action, uncovering blocks, and handling resistance, among others.

## **IHX 1830X: Advanced Health Coaching Seminar**

4 CEUs; \$895

This seminar is designed to provide students with intensive teaching and learning experiences in health coaching that will extend and enhance their coaching skill sets.

## **IHX 1835X: Social and Emotional Intelligences in Health Coaching**

4 CEUs; \$895

This course examines emotional and social intelligence with an emphasis on a holistic approach. Topics included: the social neuroscience behind relationships; combining non-verbal agility to expand empathic accuracy; using assessments to develop competencies; and designing and implementing health coaching interventions.

## **IST 1811X: Product Realization Overview**

1.2 CEUs; \$495

This course provides an overview of the latest trends and best practices in the Product Realization Process. You will learn the Preliminary Needs Assessment as a resource to streamline operations, enable sustainable growth, and improve product quality. You will document current processes, identify gaps, propose solutions, and measure ongoing performance.

## **IST 1812X: Product Realization Strategies**

1.2 CEUs; \$495

The purpose of this course is to teach you what strategies should be considered, assess the tradeoffs and impact on the Product Realization Process, and enable their implementation. Using your findings from the Preliminary Needs Assessment you will choose strategies that yield the highest return on investment.

## **IST 1813X: The Engineering Environment**

1.2 CEUs; \$495

This course examines the strategies, tools and processes that are fundamental to an engineering environment. We discuss interdisciplinary relationships/deliverables at key phases of the Product Realization Process. You will evaluate a company's product development and sustaining engineering practices, identify gaps

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relative to best practices, and develop recommendations for improvement.

## **IST 1814X: Configuration Mgt/Change Control**

1.2 CEUs; \$495

This module presents best practices for configuration management and change control by examining real-world situations to understand the impact they have. You will utilize benchmarking concepts to better understand product structure and control, as well as demonstrate comprehension of the Item Master and its role in product definition.

## **IST 1815X: Supply Chain Management**

1.2 CEUs; \$495

This course includes the latest techniques for exchange, control, and management of product information including: Product Lifecycle Management, parts data content, and design/manufacturing collaboration. An open panel discussion of industry experts will discuss real world challenges and solutions that they have successfully applied to optimize the supply chain.

## **IST1816X: Product Realization Capstone**

1.2 CEUs; \$495

Drawing on the knowledge gained from the curriculum, you will walk through real company challenges and develop business improvement recommendations to present at the final session. This course reviews the principles, concepts, techniques, and tools learned throughout the certificate program to gain a holistic view of the product realization process.

## **IST 1820X: Teacher's Role in Behavior**

0.2 CEU; \$75

Participants explore their role in student behavior by identifying behavior management techniques, reinforcement and consequences currently used in the school, analyzing staff interactions with students, and evaluating communication of expectations to students. Synthesizing this information, participants develop an action plan of areas for relearning, research and redesign. Onsite courses run with a minimum of 15 students

## **IST 1821X: Decoding Student Behavior**

0.6 CEUs: \$200

Participants learn to decode student behavior through hands-on tools. All behavior serves a purpose and participants will learn to determine what needs the student is meeting through misbehavior and how to convert that into positive behavior. Includes analysis/application of knowledge to determine cause of behavior and effective interventions. Onsite courses run with a minimum of 10 students

## **IST 1822X: Behavior Management Foundations**

0.4 CEUs: \$125

Two principles guide this course: "an engaged learner is a behaved learner" and behavior expectations need to be concise and memorable. Participants explore the foundational components to a well-managed learning environment: engaging all learning styles, establishing routines/ procedures, and culminating with the development and incorporation of a Common Language. Onsite courses run with a minimum of 10 students

## **IST 1823X: Proactive Behavior Management**

0.4 CEUs: \$125

An extension of Decoding Student Behavior, emphasizes proactive behavior management strategies for addressing student misbehavior. Participants explore antecedent control, environmental factors, and positive and negative reinforcement strategies. Participants identify behavior monitoring and student self-monitoring tools, identify reinforcement schedules for shaping desired behavior, and construct a classroom-wide model with monitoring procedures. Onsite courses run with a minimum of 10 students

## **IST 1824X: Your Behavior Blueprint - 1**

0.8 CEUs: \$250

This 8-hour overview course incorporates all components of effective behavior management. Participants determine specific learning goals through self-assessment, study the foundations of behavior management, and take an in-depth look at decoding behavior and implementing proactive strategies, culminating with the design of a master behavior management plan for their individual classroom.

Onsite courses run with a minimum of 10 students

## **IST 1825X: Your Behavior Blueprint - 2**

1.6 CEUs: \$400

This 16-hour in-depth comprehensive course incorporates and develops all components of an effective behavior management plan. Participants determine specific individual learning goals, study foundations of behavior management, and practice decoding behavior and implementing proactive strategies. This course culminates with participants designing a master behavior management plan for their individual classroom. Onsite courses run with a minimum of 10 students

## **IST 1826X: 7 Habits - Highly Effect. Ppl**

2.2 CEUs; \$1,095

This workshop is based on one of the best selling business books of all time: The 7 Habits of Highly Effective People. Students learn to achieve unheard levels of effectiveness in their personal and professional lives while developing more meaningful relationships, focusing on the most important things, and achieving a healthy work/life balance.

## **IST 1827X: 7 Habits - Highly Effect. Mgrs**

1.4 CEUs; \$730

This training workshop is a powerful application of the seven habits to the role of manager in a unique, new approach that helps in moving teams from producing good results to getting great/enduring results. In this intensive, application-oriented learning experience, focus will be on the fundamentals of great leadership.

## **IST 1828X: Focus: Achieve Highest Priorities**

0.6 CEUs; \$265

This workshop teaches productivity skills to help employees clarify, focus on, and execute their highest priorities, both personally and professionally. Participants learn to apply a goal-setting process that achieves results, stay focused with a planning system, achieve balance/renewal in their lives, gain control of competing demands, and reduce stress.

## **IST 1829X: 4 Disciplines of Execution**

0.6 CEUs; \$265

This training workshop focuses on "wildly important goals" – those that matter more than anything. Students learn four disciplines that ensure focus and execution on organization's top priorities. These include focusing on the wildly important, creating a compelling scoreboard, translating lofty goals into specific actions, and holding each other accountable always.

## **IST 1833X: 7 Habits Maximizer**

0.7 CEUs; \$265

This course helps individuals focus on high-leverage projects which they can help influence. Participants identify talents, skills and contributions they have, and align their work with their organization's Wildly Important Goals. Participants learn to apply their talents and skills to their roles in the workplace and in their personal lives.

## **IST 1834X: Four Imperatives**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders. The program is a half-day, instructor led workshop.

## **IST 1835X: Inspiring Trust**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders focusing on inspiring trust. The program is a half-day, instructor led workshop.

## **IST 1836X: Clarifying Purpose**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders focusing on clarifying the team's purpose and strategy. The

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program is a half-day, instructor led workshop.

## **IST 1837X: Closing Execution Gap**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders focusing on closing the execution gap. The program is a half-day, instructor led workshop.

## **IST 1838X: Process Excellence**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders focusing on building process excellence. The program is a half-day, instructor led workshop.

## **IST 1839X: Unleashing Talent**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great leaders focusing on unleashing talent. The program is a half-day, instructor led workshop.

## **IST 1840X: Leading Generations**

0.4 CEUs; \$199

This training workshop teaches emerging leaders how to connect their team's efforts to the critical objectives of the organization. Individuals will be introduced to the four imperatives of great focusing on leading across the generations. The program is a half-day, instructor led workshop.

## **IST 1841: 7 Habits Interactive**

0.9 CEUs; \$795

Participants engage in approximately three-hours of online instruction, participating in interactive exercises, illustrating the use of the seven habits in real work situations. Participants can then join a live one-day application workshop with an emphasis on applying the 7 Habits in the workplace.

## **IST 1845X: Working at the Speed of Trust**

0.6 CEUs; \$265

Working at the Speed of Trust helps participants identify and address "trust gaps" in their own personal credibility and in their relationships at work. Participants discover how to communicate transparently with peers and managers, improve their track record of keeping commitments, focus on improving internal "customer service", and much more.

## **IST 1846X: Becoming a Coach**

4 CEUs; \$300

The purpose of this course is to discuss various coaching models and how to become a good coach. These skills can be used in instructional coaching or career coaching. Participants will learn the components of a good coaching model and be introduced to the skills needed to be a successful coach.

## **IST 1847X: Coaching Practice**

2 CEUs; \$150

This course provides the participant the opportunity to coach and be provided an opportunity to reflect on this practice. At the end the participant would have a portfolio of their experiences over this two month period.

## **IST 1848X: Coaching for Teachers or Administrators**

2 CEUs; \$150

This course provides individual and group coaching to the participants. The coaching would be online, via phone, and through Class Live Pro.

## **IST 1849X: Oracle 10g SQL**

4 CEUs; \$2,195

Learn DDL, DML and SQL Statements to retrieve data from tables; Create and manage tables, and other schema objects, use SQL functions to create and retrieve custom data and control privileges at the object and system level. Search data using Advanced Sub queries,

and retrieve hierarchical data.

## **IST 1850X: Oracle 10g PL/SQL**

4 CEUs; \$2,195

Learn to program in PL/SQL Language - Syntax, Anonymous blocks, Application Blocks and Control Structures. Triggers, Functions, Procedures and Packages. PL/SQL variables, User Defined variables, cursors and exception handling. Package Specification and package body. Exception Handling - built-in and user defined exceptions.

## **IST 1851X: Oracle 10g Database Admin I**

4 CEUs; \$2,195

Learn to install, set up and create an Oracle Database. Database Startup and Shutdown, manage control files, redo logs and database storage. Administer Users, transport data between databases, configure the network, Manage tables, indexes, and constraints. Backup and recover databases.

## **IST 1852X: Oracle 10g Database Admin II**

4 CEUs; \$2,195

Learn to Use RMAN to create and manage backups, recover the database to a previous point in time, Oracle Secure Backup, Flashback technology to recover your database, detect and correct block corruptions, monitor DB performance. Use Resource Manager and Scheduler. Implement a secure database and transport data across platforms.

## **IST 1853X: SQL Server 2005 DB Admin I**

4 CEUs; \$2,195

Learn to install and configure SQL Server 2005, manage database files, backup and restore databases, manage security and monitor SQL Server. Also, transfer data into and out of SQL Server, automate administrative tasks, replicate data between SQL Server instances and maintain high availability.

## **IST 1854X: SQL Server 2005 DB Admin II**

4 CEUs; \$2,195

Learn to create databases and database files, create data types and tables, create, and optimize indexes, use constraints and triggers for data integrity, implement views, stored procedures and functions. Implement managed code in the database. manage transactions and locks, Use Service Broker and Notification Services.

## **IST 1855X: SQL Server 2008 DB Admin I**

4 CEUs; \$2,195

Learn to install and configure SQL Server 2008, manage database files, backup and restore databases, manage security and monitor SQL Server. Also, transfer data into and out of SQL Server, automate administrative tasks, replicate data between SQL Server instances and maintain high availability.

## **IST 1856X: SQL Server 2008 DB Admin II**

4 CEUs; \$2,195

Learn to create databases and database files, create data types and tables, create, and optimize indexes, use constraints and triggers for data integrity, implement views, stored procedures and functions. Implement managed code in the database. manage transactions and locks and use Service Broker.

## **IST 1857X: Data Modeling/Database Design**

4 CEUs; \$2,195

Learn Entity Relationship Modeling, how to create appropriate names for Entities, Attributes and Relationships. Represent a Model as a diagram, establish the basic mapping of an ER Model to Table Model. Mapping Entities and Attributes to Tables and Columns.

## **IST 1858X: Logical & Phys. Data Modeling**

4CEUs; \$2,195

Learn to develop logical data models to satisfy business requirements. Create Physical Models from Logical Models, modify the resulting physical model to implement additional requirements. Forward engineer the resulting model into DDL script files. Use a Data Modeling tool for model-based maintenance of the database.

## **IST 1859X: Programming in VB.NET**

4 CEUs; \$2,195

Learn VB.NET programming, arrays, strings and collections; delegates, events, objects and classes. The Object Oriented Development Cycle, reference type variables, Inheritance,

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Polymorphism and Encapsulation. Components and Assembly Deployment. Windows Application Development and DB access.

## **IST 1860X: Prgrmg ASP & ADO w/ VB.NET I**

4 CEUs; \$2,195

You will learn VB.NET Language Fundamentals, Overview of ASP.NET 3.5, Web Forms and Server Controls, Validation and User Controls, User Interface Error Handling, User Authentication and Web Application Configuration, Data binding in ASP.NET applications.

## **IST 1861X: Prgrmg ASP & ADO w/ VB.NET II**

4 CEUs; \$2,195

You will learn User Authentication and Web Application Configuration, Data binding in ASP.NET applications, Displaying data with GridView control, Managing users and state with ASP.NET's membership features, Debugging ASP.NET applications, New features of DotNet 3.5.

## **IST 1862X: Programming in C#**

4 CEUs; \$2,195

Learn C# programming, arrays, strings and collections; delegates, events, objects and classes. The Object Oriented Development Cycle, reference type variables, Inheritance, Polymorphism and Encapsulation. Components and Assembly Deployment. Windows Application Development and DB access.

## **IST 1863X: Prgrmg ASP & ADO using C# I**

4 CEUs; \$2,195

You will learn C# Language Fundamentals, Overview of ASP.NET 3.5, Web Forms and Server Controls, Validation and User Controls, User Interface Error Handling, User Authentication and Web Application Configuration, Data binding in ASP.NET applications.

## **IST 1864X: Prgrmg ASP & ADO using C# II**

4 CEUs; \$2,195

You will learn User Authentication and Web Application Configuration, Data binding in ASP.NET applications, Displaying data with GridView control, Managing users and state with ASP.NET's membership features, Debugging ASP.NET applications, New features of DotNet 3.5

## **IST 1865X: MS Windows 2003 Server Admin**

4 CEUs; \$2,195

You will learn to manage user and computer accounts, Create and manage groups, manage access to resources, implement printing, manage access to objects in using organizational units, implement Group Policy, manage the user and computer environment by using Group Policy.

## **IST 1866X: MS Windows '03 Ntwk Infstrctr**

4 CEUs; \$2,195

Learn to Allocate IP addresses via DHCP, manage and monitor DHCP. Resolve names and host names by using DNS. Manage the integration of Active Directory and DNS. Manage and monitor DNS. Learn NetBIOS, WINS, IPsec and certificates. Manage and monitor network access.

## **IST 1867X: MS Windows '03 Active Directory**

4 CEUs; \$2,195

Learn to design AD, plan/implement OU structure and AD user accounts. Plan/implement a Group Policy strategy to manage users and computers in an enterprise. Implement sites to manage/monitor AD replication. Plan and implement placement of domain controllers and DNS servers that are integrated with AD. Backup and restore Active Directory.

## **IST 1868X: MS Exchange 2003 Server**

4 CEUs; \$2,195

Learn to install, configure, manage and secure Exchange Server 2003. Manage recipients, public folders., address lists, mailboxes, client configuration and connectivity. Manage routing, mobile devices, data storage and hardware resources. Plan for disaster and disaster recovery. Back up and restore Exchange Server.

## **IST 1869X: MS Windows 2008 Server Admin**

4 CEUs; \$2,195

Learn to plan and implement a Windows Server 2008 deployment. Install server roles, implement security, manage application versioning. Implement a high-availability Windows Server 2008

deployment, server update maintenance schedule, Distributed File System (DFS). Perform server backup and restore. Monitor and troubleshoot performance.

## **IST 1870X: MS Wndws '08 Ntwk Infstrctr I**

4 CEUs; \$2,195

Learn the fundamentals of an enterprise networking environment, TCP/IPv4 configurations, protocols and tools; create an IPv4 address range and subnet and configure IPv6 addresses. Administer a Windows 2008 server; describe basic security concepts and how to secure network traffic. Configure Windows Firewall, configure and troubleshoot remote access. Describe routing concepts/protocols.

## **IST 1871X: MS Wndws '08 Ntwk Infstrctr II**

4CEUs; \$2,195

Learn to install/configure servers, configure/troubleshoot DNS, configure/manage WINS, configure/troubleshoot DHCP, configure/troubleshoot IPv6 TCP/IP, configure/troubleshoot Routing and Remote Access. Install, configure, and troubleshoot the Network Policy Server Role service, configure/manage Network Access Protection, Ipsec, Distributed File System, storage technologies.

## **IST 1872X: MS Windows '08 Active Drctry I**

4CEUs; \$2,195

Learn to design Active Directory implementation in Windows Server 2008. You will learn configuring, managing, and supporting user and computer accounts, groups, Domain Name System zones and client settings; group policy objects; the new Active Directory Lightweight Directory Service and Active Directory Rights Management Service; backup, recovery and communication security.

## **IST 1873X: MS Windows '08 Active Drctry II**

4 CEUs; \$2,195

You will learn advanced techniques in configuring, managing, and supporting accounts/groups, Domain Name System zones and client settings; group policy objects; Active Directory Lightweight Directory Service and AD Rights Management Service; backup/recovery and communication security; allocating assignment of Global Catalog, Servers, Domain Controllers, and DNS Servers within Active Directory.

## **IST 1874X: MS Exchange 2007 Server**

4 CEUs; \$2,195

Learn installation and configuration of Exchange 2007 Server, configure Mailbox server roles, manage recipient objects, e-mail and address lists, client access, Messaging Transport, availability, backup and recovery. Maintain the messaging system. Manage anti-spam and antivirus features, configure edge transport servers and implement messaging policies.

## **IST 1875X: MS Sharepoint Svr 2003 Admin**

4 CEUs; \$2,195

Learn to install Windows SharePoint Services (WSS) and SharePoint Portal Server (SPS), using SharePoint with Microsoft Office and Microsoft Outlook, Sharepoint Backup and Restore Procedures, Performance Tuning and Troubleshooting. Creating and working with Intranets.

## **IST 1876X: MS Sharepoint Svr 2007 Admin**

4 CEUs; \$2,195

Learn to install Windows SharePoint Services (WSS) and SharePoint Portal Server (SPS), using SharePoint with Microsoft Office and Microsoft Outlook, Sharepoint Backup and Restore Procedures, Performance Tuning and Troubleshooting. Creating and working with Intranets.

## **IST 1877X: Dsgng Security for MS Ntwks**

4 CEUs; \$2,195

Learn the impact of business and technical constraints on the security design process. Create a security design for Logical infrastructure, Network infrastructure for physical security, Network management and maintenance, Basic network functions and Wireless networks and Web servers.

## **IST 1878X: MS Windows Admin w/ Pwrshl I**

4 CEUs; \$2,195

Learn Architecture and Overview, Navigating Your System and key Cmdlets for Windows Administration. Also, PowerShell Pipeline, Objects in the Pipeline, Grouping, Sorting, etc. Security Features,

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WMI Overview and use, AD Overview and use, Scripting Overview, Objects, Variables, Arrays, Escapes, Working with Scope in PowerShell.

## **IST 1879X: MS Windows Admin w/ Pwrshl II**

4 CEUs; \$2,195

You will learn Advanced Filtering and Cmdlet Techniques, Variables/Literals, exploring data types, error trapping and handling, debugging techniques, regular expressions, Advanced Modularization – Filtering Functions and Custom Objects. Also, saving/exporting objects, working with databases, custom Format Views and custom Type Extensions. Introduction to Windows Forms, XML and web-based data.

## **IST 1880X: MS Windows XP Admin**

4 CEUs; \$2,195

Learn to install and configure Microsoft Windows XP, administer resources, manage and troubleshoot hardware devices and drivers. Monitor and optimize System Performance and Reliability, configure and troubleshoot the desktop environment. Implement, manage, and troubleshoot Network Protocols, Services and Security.

## **IST 1881X: MS Vista Admin I**

4 CEUs; \$2,195

Learn to install and configure Microsoft Vista. Configure User Access Control and security settings, set up and troubleshoot network connections, Windows Firewall, and remote access, configure Windows Media Center, Windows Sidebar, and other built-in applications. Set up mobile devices and Tablet PCs, troubleshoot and optimize system performance and reliability.

## **IST 1882X: MS Vista Admin II**

4 CEUs; \$2,195

Learn to deploy Windows Vista, manage Windows Vista Security, manage and maintain systems that run Windows Vista. Configure and troubleshoot Networking, support and maintain Desktop Applications.

## **IST 1883X: Object Oriented Programming in Java**

4 CEUs; \$2,195

Learn Object Oriented Programming, Java Syntax, Classes and Interfaces, Inheritance and Polymorphism, Exceptions and Threading, Files, Streams and Serialization, Regular Expressions, Collections and Generics.

## **IST 1884X: Application Development in Java**

4 CEUs; \$2,195

Learn event handling, JDBC, Database Access and Rowsets, Graphics using Java 2D, GUI using JFC/Swing and programming Java Applets.

## **IST 1885X: Advanced Topics in Java I**

4 CEUs; \$2,195

Learn JSP and Servlet Programming, Servlet chaining and RMI, Network Programming, Enterprise Java Beans, JSTL and Custom Tag Libraries

## **IST 1886X: Config. Cisco Ntwk Devices I**

4 CEUs; \$2,195

Learn networking fundamentals, connecting to a WAN, basic security and wireless concepts, routing and switching fundamentals, the TCP/IP and OSI models, IP addressing, WAN technologies, operating and configuring IOS devices, configuring RIPv2, static and default routing; implementing NAT and DHCP; and configuring simple networks.

## **IST 1887X: Config. Cisco Ntwk Devices II**

4 CEUs; \$2,195

Learn VLSM and IPv6 addressing; extending switched networks with VLANs; configuring, verifying and troubleshooting VLANs; the VTP, RSTP, OSPF and EIGRP protocols; determining IP routes; managing IP traffic with access lists; NAT and DHCP; establishing point-to-point connections; and establishing Frame Relay connections.

## **IST 1888X: Securing Ntwk Infrstrctr/Comm**

4 CEUs; \$2,195

This course is the first half of Security+ syllabus. Learn common network attacks, NAT implementation, PKI certificates,

cryptography, Kerberos, CHAP and biometric authentication, Access control methods and firewall configuration.

## **IST 1889X: Applctn Oprtnl & Org Security**

4 CEUs; \$2,195

This course is the second half of Security+ syllabus. You will learn networking overview, firewalls, cryptography, organizational security, security topologies, email and application security. Also, web vulnerabilities, File sharing protocol vulnerabilities, Intrusion and vulnerability detection tools.

## **IST 1890X: Project Mgt Skills**

4 CEUs; \$2,195

This course covers the PMBOK syllabus. You will learn analyzing the project environment, determining task dependencies/schedules, defining clear project goals/measurable deliverables, and creating the work breakdown structure for the project activities. Also, estimating task duration/work, assigning/analyzing costs and resource use, developing risk management plans and producing the implementation plan.

## **IST 1891X: Project Mgt using MS Project**

4 CEUs; \$2,195

In this course, you will use Microsoft Project for creating project plans/templates, defining activities, costs, risks and overall project scope, assigning resources/resolving conflicts and over-allocations. Also, optimizing/fine-tuning project plans to finish on time; tracking and recording project progress and responding to updates; gaging project performance and identifying trends/problem areas.

## **IST 1892X: PMP Test Preparation**

4 CEUs; \$2,195

Review of PMP Test Preparation; Project Management (PMBOK) course material. Review of Certification Test material and sample tests.

## **IST 1893X: MySQL Database Admin**

4 CEUs; \$2,195

You will learn to install and configure MySQL, managing users and databases, DDL and DML in MySQL, queries, joins, sub queries and group functions. Backup and restore of MySQL databases is covered.

## **IST 1894X: VMWare Infrastructure Admin I**

4 CEUs; \$3,295

You will learn Virtualization, VMWare ESX installation and configuration, virtual networking, virtual storage, administration with Virtual Center, VM creation, cloning, resource management, VM Access Control, DR backup and recovery and monitoring ESX server.

## **IST 1895X: Programming Crystal Reports**

4 CEUs; \$2,195

Learn to work in Design Mode, managing Objects and Sections, Sorting, Grouping and TopN Reports. Also, learn to create reports with Totals and Summaries, Crosstabs, Formulas, Functions and Operators. Create reports with visual effects and presentation.

## **IST 1896X: Linux System Admin I**

4 CEUs; \$2,195

In this course, you will learn to configure and administer Linux server, configure users, backups, automate tasks, networking, remote access, X Windows, security, firewall setup, shell scripting and printing.

## **IST 1897X: Linux System Admin II**

4 CEUs; \$2,195

In this course, you will learn to set up LAMP, Squid server, FTP server, mail server, anti virus, anti spam, DHCP and Samba. Also, advanced IPTables firewalls, shell scripting and troubleshooting server security.

## **MUSX 1900X: Introduction to Music Industry**

\$750

This class provides an in-depth understanding of record labels, distribution companies, publishing companies, and recording studios. Students learn how to serve in the areas of artist management, promotion, music production, and legal counsel. (Course cannot be taken individually and must be taken as part of the certificate program.)

# Division of Extended Learning

## **MUSX 1901X: Foundations of Audio**

\$750

As an introduction to the world of sound recordings and analog technology, this course teaches the concepts and terminology needed to start into modern music production. Topics covered include acoustics, microphones, audio processing devices, and studio signal flow.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1902X: DAW Theory & Techniques**

\$750

Students will gain understanding of theories used in programs such as Sonar, Project 5, Ableton Live, Reason 3, Pro Tools, Avid, Fruity Loops, and Digital Performer. Setup and configuration of DAWs, Sample Theory, Navigational Operations, Arranging and Sequencing Operations, MIDI Recording Concepts, Audio Recording, Finalizing, and Video Post Concepts.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1903X: Pro Tools 1**

\$750

Students will learn to configure a recording system, create and operate recording sessions in Pro Tools, develop musical ideas using MIDI, create audio recordings, understand basic editing concepts, use loops to create sequences, understand mix concepts for multi-track projects, create finalized stereo processed versions, and understand basic video post-production concepts.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1904X: DSP Plug-ins & Virtual Instruments**

\$750

Students explore the use of audio plug-ins and virtual instruments. Emphasis is on the understanding of DSP effects, software synthesizers and samplers, and how plug-ins function, so that students can take the acquired skills to any platform. Students will be required to install an advanced plug-in package.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1905X: Dsgn & Oprt a Home/Prjct Studio**

\$750

In Designing & Operating a Home/Project Studio, students learn to identify and meet the challenges of designing, equipping, marketing, managing, and operating a small audio recording/music production studio. Students will assess prospective locations for a studio build-out and learn the specific construction requirements for audio recording studios.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1906X: Mixing Audio**

\$750

This course introduces you to mixing audio using analog theories and the latest DAW techniques. Upon completion students will understand: basics of analog mixing theory: DAW mixing techniques; using sonic space with Panning Dynamics and Equalization; using Effects to process sound; Surround Sound mixing basics, and Mastering process preparation.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1907X: Audio Mastering**

\$750

Upon successful completion of the course, the student will understand the concepts and requirements of audio mastering, assess the strengths and weakness of mixed audio, work with a variety of audio formats and client systems, and adjust multiple mixed audio tracks into a cohesive set.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1908X: Artist Representation**

\$750

Students will be introduced to the basic concepts of art representation. Topics include responsibilities of the personal and business manager, booking agent, attorney, and other representatives

as they relate to the development and maintenance of artists' careers. Contracts, promotions, industry trends, music publishing, and touring will be covered.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1909X: Music Publishing**

\$750

Students will examine the processes of copyright law, publishing, songwriting, exploring different sources of income, types of royalties, and contractual agreements as it pertains to publishing. Licensing and foreign rights are covered as an emphasis on how music publishing works in print, broadcast media, film, video, recording, and advertising agencies.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1910X: Legal Aspects**

\$750

This course introduces students to the essential concepts of copyrights, contracts, and legal considerations in recording, producing, artist representation, retail, and other areas in the music industry. Students will learn legal elements to consider when entering music contracts. Rights concerning songs, masters, and artist recording services will be covered.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1911X: Marketing in the Music Industry**

\$750

Students learn how to develop a detailed budget with a comprehensive marketing plan. Industry practices, testing, and new efficient technologies to reach consumers on the web are discussed. Students gain an understanding of how music projects are marketed and will have the opportunity to create their own marketing plan.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1912X: Music Entrepreneurship**

\$750

This course introduces students to the opportunities and realities involved in building a career within the music industry, rather than working for someone else. Students identify industry skills, clarify business goals, and create a solid, professional plan for reaching those goals.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1913X: Music Industry Seminar**

\$750

The course examines issues and trends in today's music industry. Audio interviews, audio lectures, several texts, powerful original source materials, and interviews with industry leaders are used. In addition, students will build skills in reading court cases, critiquing business plans, and presenting themselves to the industry for interviews and internships.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1914X: Modern Musicianship I**

\$750

In Modern Musicianship I you will learn and begin to master the basic building blocks of music. Upon completion, students will be reading and writing musical notation, recognizing rhythms, scales, intervals, key signatures and meter. The course creator and instructor, Evren Celimli, is an award-winning composer and producer.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1915X: Modern Musicianship II**

\$750

With the basic building blocks of music under your belt, Modern Musicianship II further trains you to recognize different chord types by ear and teaches you how to analyze the chords in popular music. You will learn to write melodies and how to make simple accompaniments to existing melodies.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1916X: Arranging**

\$750

The course begins by exploring the nature, art and responsibility of being an arranger. Then we'll develop your listening skills with in-depth song-form and arranging study of great music tracks. You'll begin to form your own arranging aesthetic and develop the skills specific to creating a score.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **MUSX 1917X: Songwriting**

\$750

The goal of this course is to bring together the aspects of music and words that converge as a song. The goal is that the student songwriter will develop a greater understanding of how songs are created and crafted as well as a deeper connection with their creative process.

*(Course cannot be taken individually and must be taken as part of the certificate program.)*

## **NBCX 1201X / 1800X: National Board Certification Academy**

4.5 quarter units / 4.0 CEUs

\$515 / \$250

NBC Teacher Academy provides new and active NBCT candidates with a year-long, comprehensive approach to support and assistance. All aspects of the certification process are explored while candidates develop a strong, fundamental foundation and increased competence in identifying and increasing content and instructional knowledge, application, and articulation of skills and approaches.

## **NBCX 1801X: Monthly Collaborative Sessions with Online Supplement**

\$100

\*No cost for students enrolled in NBCX 1201X / 1800X: The monthly collaborative provides teachers with an opportunity to network, analyze their practice and portfolio commentaries against the certificate standards in a group setting. The sessions provide NBCT candidates with a flexible, yet comprehensive approach to support, collaboration and assistance.

## **PDX 1800X: Entrepreneurship as a Life Skill**

5 CEUs; \$395

This self-paced hybrid online course focuses on the concept that entrepreneurship is everywhere and it is a necessary life skill in the global knowledge economy. This course also involves a hands-on, Saturday workshop.

## **PDX 1801X: Animation in the Science Classroom**

5 CEUs; \$395

The course workshop introduces teachers to the Flash user interface and its various design and animation tools through small activities that will enable students to acquire the basic skills of drawing, creating animations, importing multimedia objects, creating symbols, and exporting the product to a Web page or standalone file.

## **PDX 1802X: Digital Storytelling**

5 CEUs; \$395

Digital storytelling comes with its own set of rules: ideal length, point-of-view, pace, and a number of other fundamental principles. Students will explore the conventions, expectations, and skills involved in digital storytelling. The course begins with an onsite orientation followed by online instruction.

## **PDX 1803X: GLOBE Science Education Workshop**

5 CEUs; \$395

GLOBE is a worldwide, primary and secondary school-based education and science program. GLOBE promotes and supports students, teachers and scientists to collaborate on inquiry-based investigations of the environment and the Earth System working in close partnership with NSF and NASA Earth System Science Projects. GLOBE is a K-12 science education program that brings together students, teachers and scientists through the GLOBE Schools Network in support of student learning and research. The hands-on program provides students and teachers with an opportunity to learn by 1) taking scientifically valid measurements in the fields of atmosphere, hydrology, soils, and land cover/phenology - depending upon their local curricula, 2) reporting their data through the Internet, and 3) Collaborating with scientists and other GLOBE students around the world. Classroom science kits are available for instructional purposes.

## **PDX 1805X: Music and Culture Connection**

5 CEUs; \$395

This course deals with an historical and contemporary survey of music and its profound influence on shaping, morphing, challenging, and defining the social, political, and cultural landscapes throughout the world. This asynchronous online course examines music's role beyond the obvious aesthetics of an art form to that as a catalyst and vehicle for major shifts in cultural mores. It reviews some of the major historical social shifts attributed to or furthered by music's influence. The course also focus on contemporary culture and deals with the overwhelming permeation of hip hop music on world youth, the economy, language, learning, social mores, fashion, and the media. It is designed to improve methods of communicating, understanding, and educating students and members of the community.

## **PDX 1806X: What Scientists Actually Do**

5 CEUs; \$395

This course introduces the scientific method and mindset through stories of the daily work of real scientists, engineers, and mathematicians. The course also covers pragmatic guidelines for evaluating science information in the media and considering the scientific aspect of contemporary social topics such as climate change and endangered species protection.

## **PLA**

Paralegal course descriptions are located in the Course Description section of the catalog.

All PLA courses are \$595 each for September 2009 – August 2010.

## **PSX 1100X: Network Fundamentals I**

(2.25 quarter units); \$525

Provides classroom and laboratory experience of the architecture, structure, functions, components, and models of the Internet and other computer networks that uses the OSI and TCP layered models. A "model Internet" and Packet Tracer (PT) activities help students analyze protocol and network operation and build small networks in a simulated environment. These activities encourage students to explore networking concepts and to experiment with network behavior.

## **PSX 1101X: Network Fundamentals II**

(2.25 quarter units); \$525

Provide a comprehensive, theoretical, and practical approach to the architecture, structure, functions, components, and models of the Internet and other computer networks. Introduce the principles and structure of IP addressing and the fundamentals of Ethernet concepts, media, and operations. Students build simple LAN topologies by applying basic principles of cabling; performing basic configurations of network devices, including routers and switches; and implementing IP addressing schemes. *(Prerequisite: PSX 1100X)*

## **PSX 1102X: Routing Protocols & Concepts I**

(2.25 quarter units); \$525

Describes the architecture, components, and operation of routers, and explains the principles of routing and routing protocols. Students analyze, configure, verify, and troubleshoot the popular routing protocol RIPv1. Students model and analyze routing processes that may be difficult to visualize or understand. Topics include: Introduction to Routing and Packet Forwarding; Static Routing; Dynamic Routing Protocols; Distance Vector Routing Protocols; RIPv1. *(Prerequisite: PSX 1101X)*

## **PSX 1103X: Routing Protocols & Concepts II**

(2.25 quarter units); \$525

Students analyze, configure, verify, and troubleshoot the primary routing protocols RIPv2, EIGRP, and OSPF. They will be able to recognize and correct common routing issues and problems through a procedural lab, and a configuration, implementation, and troubleshooting labs. Packet Tracer (PT) activities reinforce new concepts, and allow students to model and analyze routing processes that may be difficult to visualize or understand. Topics include VLSM, CIDR; RIPv2; EIGRP; and Link-State Routing Protocols; OSPF. *(Prerequisite: PSX 1102X)*

## **PSX 1104X: LAN Switching & Wireless I**

(2.25 quarter units); \$525

Provides a comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and

# Division of Extended Learning

implement a converged switched network. Students learn about the hierarchical network design model and how to select devices for each layer. Focuses on how to configure a switch for basic functionality, how to implement virtual LANs, and VLAN Trunking Protocol (VTP). Topics include LAN Design, Basic Switch Concepts and Configuration; VLANs and VTP. (*Prerequisite: PSX 1103X*)

## **PSX 1105X: LAN Switching & Wireless II**

(2.25 quarter units); \$525

Provides a continuing study of the comprehensive, theoretical, and practical approach to learning the technologies and protocols needed to design and implement a converged switched network. Students learn about the different implementations of Spanning Tree Protocol in a converged network, inter-VLAN routing, and the skills necessary to implement a wireless LAN (WLAN) in a small-to-medium network. Topics include STP; Inter-VLAN Routing; Basic Wireless Concepts and Configuration.

(*Prerequisite: PSX 1104X*)

## **PSX 1106X: Accessing the WAN I**

(2.25 quarter units); \$525

Covers the basic technologies used in a wide area network environment. The course describes how to use and configure PPP, Frame Relay, Network Security, and Cisco SDM. Topics include: Introduction to WANs; PPP; Frame Relay; Network Security – SDM. (*Prerequisite: PSX 1105X*)

## **PSX 1107X: Accessing the WAN II**

(2.25 quarter units); \$525

This course continues with the study of the basic technologies used in a wide area network environment. It describes how to use and configure devices and protocols to access a Wide Area Network. Topics include ACLs, Teleworker Services, IP Addressing Services, and Network Troubleshooting.

(*Prerequisite: PSX 1106X*)

## **PSX 1804X: CQA Training**

3.0 CEUs; \$300

This course prepares students for Quality Auditor certification. Upon successful completion, students will understand the standards and principles of auditing and the auditing techniques of examining, questioning, evaluating and reporting to determine a quality system's adequacy and deficiencies.

## **PSX 1805X: CQE Training**

4.5 CEUs; \$ 400

\*Recommended: Students should have previously completed an algebra course.

This course prepares students for Quality Engineer certification. Upon successful completion students will understand the principles of product and service quality evaluation and control.

## **PSX 1806X: CSQE Training**

3.6 CEUs; \$350

This course prepares students for Software Quality Engineer certification. Upon successful completion, students will understand software quality development and implementation, software inspection, testing, verification and validation; and implements software development and maintenance processes and methods.

## **PSX 1807X: CMQOE Training**

3 CEUs; \$300

This course prepares students to become a certified Manager of Quality/Excellence. Upon successful completion, students will be prepared to lead and champion process-improvement initiatives that can have regional or global focus in a variety of service and industrial settings.

## **PSX 1808X: CBA Training**

3.6 CEUs; \$350

This course prepares students for Biomedical Auditor certification. Upon successful completion of this course, students will understand the principles of standards, regulations, directives and guidance for auditing a biomedical system while learning how to use various tools and techniques to examine, question, evaluate and report on system's adequacy and deficiencies.

## **PSX 1809X: CCT Training**

3 CEUs; \$300

This course prepares students for Calibration Technician certification.

Upon successful completion, students will understand how to test, calibrate, maintain and repair electrical, mechanical, electromechanical, analytical and electronic measuring, recording and indicating instruments and equipment for conformance to established standards.

## **PSX 1810X: CHA Training**

3.6 CEUs; \$350

This course prepares students for HACCP Auditor certification. Upon successful completion, students will understand the standards and principles of auditing a HACCP-based (or process-safety) system. Course content will include how to use various tools and techniques to examine, question, evaluate and report on system's adequacy and deficiencies.

## **PSX 1811X: CQI Training**

3 CEUs; \$300

This course prepares students for Quality Inspector certification. Upon successful completion, students will understand how to evaluate hardware documentation, perform laboratory procedures, inspect products, measure process performance, and record data and prepare formal reports.

## **PSX 1812X: CQIA Training**

3 CEUs; \$300

This course prepares students for Quality Improvement Associate certification. Upon successful completion, students will have a basic knowledge of quality tools and their uses and is involved in quality improvement projects.

## **PSX 1813X: CQPA Training**

3 CEUs; \$300

This course prepares students for Quality Process Analyst certification. Students will learn how to analyze and solve quality problems and oversee involvement in quality improvement projects. This course is designed for recent graduates or someone with work experience who wants to demonstrate their knowledge of quality tools and processes.

## **PSX 1814X: CQT Training**

3 CEUs; \$300

This course prepares students for Quality Technician certification. Upon successful completion, students learn how to analyze and solve quality problems, prepare inspection plans and instructions, select sampling plan applications, prepare procedures, train inspectors, perform audits, analyze quality costs and other quality data, and apply fundamental statistical methods for process control.

## **PSX 1815X: CRE Training**

3.6 CEUs; \$350

This course prepares students for Reliability Engineer certification. Upon successful completion, students will learn how to understand the principles of performance evaluation and prediction to improve product/systems safety, reliability and maintainability.

## **PSX 1820X: Developing Strengths with Horses**

0.8 CEU; \$495

This one day leadership training workshop with horses allows individuals to experience a different modality toward developing awareness and an ability to apply positive strengths in improving relationships with themselves and others. Students become aware of energetic subtleties through interaction, refining communication skills, & gaining insight into their leadership ability.

## **PSX 1821X: Develop Teams with Horses**

1.6 CEU; \$995

This two day leadership training focuses on attaining and sustaining a cohesive team by working with horses' abilities to sense rhythms, patterns and skills of team members. The first day focuses on developing individual strengths while the second day focuses on team dynamics and connecting interpersonally amongst the group.

## **PSX 1858X: Diversity in the Classroom**

4.5 CEUs; \$395

This course identifies the history and definition of persons with special needs and developmental characteristics of pupils identified as gifted, mentally retarded, physically disabled, vision or hearing impaired, emotionally disturbed, and learning disabled. Students learn multicultural and multilingual applications for educational settings and will learn practices that impact academic success.



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## **PSX 1859X: Bhvr Mgt in a Crctnl Clsm**

4.5 CEUs; \$395

This course examines the behavioral, psychodynamic, biophysical, and environmental theories of behavior management. Emphasis is placed on practical eclectic approaches and strategies useful for managing student behavior in all educational settings.

## **PSX 1860X: Fcltng Incarceratd Adlt Lrnrs**

4.5 CEUs; \$395

This course examines formal and informal assessment, curriculum-based assessment, and a variety of diagnostic testing methods related to academic performance. Students are provided procedures for developing lesson plans and methods for implementing programs to meet the goals and objectives specified in the Alternative Education Delivery Model (AEDM).

## **PSX 1925X: QuickBooks Fundamentals**

\$159

This course covers setting up a QuickBooks file, invoicing, tracking expenses, and creating reports (including report customization).

## **PSX 1930X: Bus. Exit & Succession Plng**

\$195

In this workshop students will review the elements of the planning process that will integrate personal planning objectives into their business' operating plan. The instructor will present the 7 Keys to business exit and succession planning with case studies and class interaction. Seven Keys Book and Workbook Included.

## **TEDX 1823X: ADD: Info & Interventions**

4 CEUs; \$399

Covering history of the disorder, accepted methods to assess and identify students with the disorder, and various methods, medications and strategies currently used to treat the disorder, this self-paced online course will help teachers achieve a better understanding of ADD and intervention strategies to facilitate positive student change.

## **TEDX 1824X: Advanced Classroom Mgt**

3 CEUs; \$265

This course is geared primarily for professionals serving children and youths presenting behavior problems in the school or community. This course focuses on cognitive and cognitive-behavioral interventions (often lumped together under the rubric "social skills") with an emphasis on teaching students how to change and manage their own behavior.

## **TEDX 1825X: Educational Assessment**

3 CEUs; \$265

This course is designed to further develop the conceptual and technical skills required by teachers to help them identify their educational goals, and implement meaningful instructional strategies for effective learning by students with special needs. The focus of this course will therefore be on assessment for instructional programming. addressed.

## **TEDX 1826X: Traumatized Children**

3 CEUs; \$265

This course helps teachers, counselors, and educational personnel gain strategies to reach and teach students affected by stress, trauma, and/or violence. Participants learn the signs and symptoms of stress and trauma and explore how stress, violence, and trauma affect a student's learning, cognitive brain development, and social-emotional development.

## **TEDX 1827X: Teaching Diversity**

3 CEUs; \$265

This course is designed to give you the knowledge, tools and dispositions to effectively facilitate a diverse classroom. This course will help you understand and identify differences in approaches to learning and performance, including different learning styles and ways in which students demonstrate learning.

## **TEDX 1844X: Behavior is Language**

4 CEUs; \$399

This self-paced online course gives teachers a new perspective on student behavior and effective tools to facilitate positive student change. Participants will learn behavioral techniques and intervention strategies that quell disruptive behavior, reduce power

struggles while increasing classroom control, reduce workload, and help prevent burnout.

## **TEDX 1845X: Violence in Schools**

3 CEUs; \$265

This self-paced online gives teachers a better understanding of school violence, the motivations behind the use of violence and specific strategies to minimize the occurrence of violence in a school and community. The correlation and impact of the media, community and family upon violence will be investigated.

## **TEDX 1846X: Learning Disabilities**

4 CEUs; \$399

This self-paced online course describes diverse theoretical approaches to handling learning disabilities and lays the foundation for appropriate assessment and evaluation. It covers program planning and implementation, stresses the importance of a close, positive partnership with parents/caregivers, and explores methods for ensuring the home-school axis is effective and meaningful.

## **TEDX 1848X: Drugs & Alcohol in School**

3 CEUs; \$265

This self-paced online course teaches about alcohol, drugs and their influences in the classroom. Learn what students may be experiencing through their own use or from the use of persons close to them and the biological, psychological and social factors that comprise the disease of addiction.

## **TEDX 1849X: Autism & Asperger's Disorders**

3 CEUs; \$265

This self-paced online course provides information on the characteristics of the disorder, learning styles associated with the disorder, communication weaknesses and various intervention strategies that have proven to be successful when working with students with Autism spectrum disorders.

## **TEDX 1868X: Inclusion**

3 CEUs; \$265

This interactive, self-paced online course helps special and general educators to understand inclusion, an educational reform movement that advocates educating students with disabilities in the general education classrooms. This course will also help teachers identify their role in providing special services to students educated in inclusive classrooms.

## **TEDX 1871X: Understanding Aggression**

4 CEUs; \$399

This self-paced online course includes topics on violence, aggression in the classroom, youth gangs, sports and television, drugs and alcohol, and "hot spots" that tend to breed aggression/violence. School personnel become more aware of causes of aggression and ways to evaluate & intervene before it turns to violence.

## **TEDX 1872X: Talented & Gifted Education**

3 CEUs; \$265

This self-paced online course provides information on the history of exceptional children in relation to education, current law, and accepted methods for referral, assessment, and identification. It covers major program models and methods of differentiating instruction to meet the rate and level of learning of those students identified.

## **TEDX 1879X: Child Abuse**

3 CEUs; \$265

This self-paced online course teaches how to recognize signs of physical abuse, emotional abuse, sexual abuse, physical neglect and emotional neglect in children. Participants explore specific factors that exist in families who abuse or neglect their children. This course meets the child abuse and neglect educational requirements in most states.

## **TEDX 1880X: Infant & Toddler Mental Health**

3 CEUs; \$265

This self-paced online course gives educators an understanding of infant and toddler mental health, child development, and strategies to promote positive relationships with children and families. It provides information that will help the learner understand and identify their role as a child care provider, educator, and early childhood professional.

# Division of Extended Learning

## **TEDX 1881X: Reading Fundamentals #1**

3 CEUs; \$265

This self-paced online course, on effective reading instruction, was designed to give background on Reading First as it applies to the No Child Left Behind federal legislation. The course discusses the research that supports scientifically-based research as it applies to phonetically-based instruction, assessment, and evaluation.

## **TEDX 1882X: Reading Fundamentals #2**

3 CEUs; \$265

This self-paced online course is designed to lay the foundation for effective reading instruction and to teach about the elements of effective instruction and the importance of reading instruction.

## **TEDX 1883X: Reading Fundamentals #3**

4 CEUs; \$399

This self-paced online course will focus on learning to read, reading to learn, and an introduction to reading assessment. As part of these key areas of reading instruction, the five elements of effective reading instruction will be highlighted, including definitions, implications for instruction and future directions.

## **TEDX 1884X: Early Childhood: Fmly-Centrd Srvcs**

3 CEU; \$265

Family-Centered Services covers four chapters. The first chapter takes an in-depth look at the definition and application of family-centered services. The second and third chapters are designed to improve your understanding of the complexity of families. The final chapter emphasizes parent education, interagency collaboration, and building communities of care.

## **TEDX 1885X: Early Childhood: Observtn & Asmnt**

4 CEUs; \$399

This course is designed to help educators, para-professionals and child caregivers observe and assess various aspects of children's development and programs. Participants will learn the components necessary for strong observation skills and will discover how to apply course learning to each student's particular environment and needs.

## **TEDX 1886X: Early Childhood Program Planning**

4 CEUs; \$399

Program Planning will cover planning and implementing a comprehensive, research-based curriculum for young children. We will discuss what curriculum is, and identify guidelines presented by the National Association for the Education of Young Children (NAEYC). We will review the steps for creating curriculum, planning a schedule, and creating lesson plans.

## **TEDX 1887X: Erly Chldhd: Tpcl & Atypcl Dvlpmnt**

4 CEU; \$399

This course will present an introduction to the study of child development from conception to age 6 including a study of child development chronologically and a discussion of the newly-delivered infant. The course will also cover the time of early childhood that was called the magic years by Selma Fraiberg.

# National University Language Institute

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*The University of Values*



# National University Language Institute

The National University Language Institute serves the needs of a wide range of local and international students and promotes collaboration for education and community outreach in languages and cultures.

## Memberships and Accreditations

- National Association of Self-Instructional Language Programs (NASILP)
- American Association of Intensive English Programs (AAIEP)
- National Association of International Educators (NAFSA)
- Teachers of English to Speakers of Other Languages (TESOL)
- California Teachers of English to Speakers of Other Languages (CATESOL)
- Professional International Educators Roundtable (PIER) – San Diego region

## Non-Credit Courses

These courses carry neither academic credit nor CEUs. They are offered in response to the growing need for quality language and cultural educational opportunities for professional, career, personal growth, or general cultural interest and knowledge.

## Grading System

S = Satisfactory  
U = Unsatisfactory

## Financial Aid

Language Institute students are generally not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in non-credit courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with the Language Institute or National University. Additionally, the Language Institute provides guidance to students who are utilizing funds through Tuition Assistance, Veteran's Assistance, and /or the Workforce Investment Act. The Language Institute does work with students who are seeking financial aid for certificate programs that grant academic credit. Financial aid is available through two methods: National University Tuition Assistance Loan and Federal Financial Aid through Title IV.

## Veterans' Information

Students wishing to apply for programs administered by the Department of Veterans' Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans' Affairs Office located at 9388 Lightwave Avenue, San Diego, (858) 541-7970, or (800) 628-8648, ext. 7970. For more information, please call (800) 628-8648, ext. 8600.

## Refund/Withdrawal Requests

In order to receive a refund you must drop before the first day of class. Students taking onsite classes in Nevada will follow the Nevada refund policy. Please see Nevada section of catalog.

## Payment Options

Payment can be made by either telephone, fax, online, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available.

## Corporate Training

Corporate training is available for businesses or school districts through the Language Institute. Classes can be held at a place of

business or at a National University campus. Each program can be tailored to target an organization's unique challenges and in-house training programs can be customized to any specifications necessary.

## Language and Cultural Seminars

Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. The module's components will be accessible for repeated review and practice over a 90-day period. Seminars are self-paced allowing for navigation through the content at a pace appropriate to individual learning styles and speed.

Access to Seminar Content: 90 days  
Cost: \$300 per seminar

The following seminars are available through the Language Institute:

ARC 2000X	Arabic Language and Cultural Seminar
CHC 2000X	Chinese Language and Cultural Seminar
FAS 2000X	Persian Language and Cultural Seminar

## English Language Programs (ELP)

### Teaching English to Speakers of Other Languages (TESOL) Certificate Program

A comprehensive series of five content courses that culminate in a practicum project designed to offer maximum teaching experience. The principal goal of the certificate is to develop knowledge, and teaching skills through hands-on practice to teach ESL at any level.

Tuition rates for TESOL courses are \$500 per course  
Length: 220 hours/6 courses  
Cost: \$3000

Courses:

TSL 1900X	Theories and Methods of Language Teaching and Acquisition (36 hours)
TSL 1910X	Structure of English and Grammar Teaching Techniques (36 hours)
TSL 1920X	Teaching Reading and Writing (36 hours)
TSL 1930X	Teaching Listening and Speaking (36 hours)
TSL 1940X	Practical Issues in Second Language Pedagogy (36 hours)
TSL 1950X	TESOL Practicum (40 hours)

### University Preparation Program

Students can complete the University's language proficiency requirement through the English Language Programs University Preparation program onsite or online. Students take a placement exam which will allow for placement in the appropriate class level. This is an intensive program designed for high school graduates, university students, or professionals who plan to attend National University or another U.S. college or university and/or want to improve their academic skills for professional career advancement. This program follows a four-week format. Courses range from beginning through advanced levels. Classes are offered every month.

Successful completion of level 820 fulfills the National University English language proficiency requirement; therefore the Test of English as a Foreign Language (TOEFL) examination and International English Language Testing System (IELTS) examination are not required. English Language levels consist of core courses increasing in difficulty and complexity from beginning to advanced levels.

## There are six main components covered in each of the ESL courses:

1. **Reading:** Students improve their reading ability by learning and practicing key reading comprehension and vocabulary skills.
2. **Vocabulary Development:** Students expand their vocabulary through various types of activities as well as presentation of roots, suffixes and affixes.
3. **Grammar and Writing:** The rules of English grammar are studied and used in context at the different levels. The focus is on applying grammar structures to written communication.
4. **Writing and Editing:** Students learn writing skills from developing basic paragraphs, summaries and outlines to composing full-length essays. Activities include academic writing, informal/free writing and grammar-based writing.
5. **Listening:** Non-native English speakers in this course improve their listening and note-taking skills by discussing tapes and lectures. This gives students many opportunities to interact with each other and with the instructor.
6. **Speaking:** Students gain proficiency in oral communication through group discussions and individual presentations, and by discussing personal as well as academic topics. Students give short speeches and participate in group discussions. Small groups allow students to interact with each other and with the instructor.

In addition, each course level offers a variety of enhancement topics such as idiomatic expressions and cinema, writing research papers and newsletters, conducting academic research, world celebrations, American culture, the American legal system, and U.S. culture and history.

Tuition rates for ESL courses are \$1,215 per course.

ESL 1410X Beginning ESL I  
ESL 1420X Beginning ESL II  
ESL 1500X Beginning Intermediate ESL  
ESL 1600X Intermediate ESL  
ESL 1700X Intermediate Advanced ESL  
ESL 1810X Advanced ESL I  
ESL 1820X Advanced ESL II

### Program Outcomes

Upon completion of the University Preparation program students should be able to:

- Listen to a lecture, and take effective notes.
- Use effective academic vocabulary.
- Participate effectively in discussion groups or study groups.
- Speak using indefinite and definite articles, adjective modifiers, compound modifiers, gerunds, infinitives, adverbs, connectors, embedded questions and conditionals appropriately and identify them while listening.
- Demonstrate comprehensive familiarity when speaking in regard to pronunciation, intonation, stress and tone.
- Demonstrate adequate knowledge in organizing, opening and closing a presentation.
- Use language effectively and deliver an effective speech.
- Read source material appropriate for university level research topics.
- Identify errors and peer edit.
- Write using indefinite and definite articles, adjective modifiers, compound modifiers, gerunds, infinitives, adverbs, connectors, embedded questions and conditionals appropriately and identify

them while listening.

- Write five to six paragraph essays using APA format.
- Paraphrase and summarize passages appropriately.
- Write a succinct thesis statement.
- Locate, evaluate, and understand the differences between primary and secondary sources.
- Apply writing skills, such as paraphrasing, quoting and summary writing, synthesizing, and source citing with 75% accuracy in the research paper
- Write an 8 to 10 page APA style research paper in English with few local grammar mistakes and no sentence level errors.

## English Communication Certificate Program

Designed to improve English communication skills in particular ability to speak and understand everyday spoken American English. Focus is on developing fluency in listening, speaking, and reading along with writing and grammar. Upon successful program completion, an English Communication Certificate Program Certificate of Completion is awarded.

Length: 4 courses  
Hours: 40 hours per month  
Cost: \$500 per course

Courses:  
ECP 1900X Basic English Communication I  
ECP 1910X Basic English Communication II  
ECP 1920X Intermediate English Communication I  
ECP 1930X Intermediate English Communication II

## English Communication Certificate Program with TOEFL Preparation Workshop

Designed to improve English communication skills in particular ability to speak and understand everyday spoken American English. Focus is on developing fluency in listening, speaking, and reading along with writing and grammar. A two day TOEFL preparation workshop focusing on fluency and comprehension is also included in each course. Upon successful program completion, an English Communication Certificate Program Certificate of Completion is awarded.

Length: 4 months  
Hours: 52 hours per month\*  
Cost: \$700 per course

Courses:  
ECP 1900X Basic English Communication I  
ECP 1910X Basic English Communication II  
ECP 1920X Intermediate English Communication I  
ECP 1930X Intermediate English Communication II

Workshops:  
TFL 1900X Workshop 1: Reading, Structure and Writing  
TFL 1910X Workshop 2: Listening and Speaking

\* International Students must enroll in the English Communication Program with TOEFL preparation workshop.

## Conversation and American Culture

Designed to improve English conversation skills and to learn more about American culture. Classroom instruction in conversation is combined with various social and recreational activities, emphasizing the study of American culture and lifestyle.

Tuition per course: \$1,215  
Activity fee per course: \$25

# National University Language Institute

## Specialized Course Program

Designed to improve skills in specific areas such as writing and oral communication.

Tuition rates for specialized courses are \$300 per course.

## Accent Reduction Workshop

Designed to provide tools and practice needed to improve pronunciation of American English. Focus is on correct vowel and consonant formation, word stress, sentence stress, intonation, and rhythm.

Length: 6 hour workshop

Cost \$100

Workshop:

ARW 1900X Accent Reduction Workshop

## Test of English as a Foreign Language (TOEFL) Preparation Workshop

Designed for students and professionals with intermediate English proficiency skills seeking to better prepare for the TOEFL exam. The focus of the workshop is on fluency and comprehension.

Length: 6 hours per workshop offered two Saturdays per month.

Cost \$100 per workshop

Workshops:

TFL 1900X Reading, Structure and Writing

TFL 1910X Listening and Speaking

## Customized Group Programs

ELP offers customized programs for special groups in the health and business fields.

## LANGUAGE INSTITUTE COURSE DESCRIPTIONS

### ARC 2000X: Arabic Language and Cultural Seminar

Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.

### ARW 1900X: Accent Reduction Workshop

Designed to provide tools and practice needed to improve pronunciation of American English. Focus is on correct vowel and consonant formation, word stress, sentence stress, intonation and rhythm.

### CHC 2000X: Chinese Language and Cultural Seminar

Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.

### ECP 1900X: Basic English Communication

Designed to improve English conversation, reading and writing skills. Students should be able to prepare and act out a role play assignment and participate in conversational group activities. Students should be able to reduce the amount of writing errors and show an ability to edit own writing.

### ECP 1910X: Basic English Communication II

Designed to improve fluency in conversation, reading and writing. Students should be able to actively participate in listening activities and conversational group activities. Students should also understand and be able to write a clear, concise and properly formed paragraph.

### ECP 1920X: Intermediate English Communication I

Focus is on conversation, accent reduction and pronunciation and writing.

Students will actively participate in conversational group activities and should complete assigned tasks at a satisfactory or higher level. Students should be able to use thesis statements, topic sentences, and supporting ideas.

### ECP 1930X: Intermediate English Communication II

Focus is on conversation, accent reduction and pronunciation and writing. Students will actively communicate with a conversation partner, show an ability to master the basics of pronunciation, prepare, outline, and give an oral class presentation.

### ESL 1410X: Beginning ESL I

Designed for those who have minimal exposure to the English Language, have minimal skills and knowledge of the English language. This course is to prepare students at the beginning level of English instruction by focusing on the basics of English grammar, reading and writing, as well as pronunciation, listening, and conversation.

### ESL 1420X: Beginning ESL II

Designed to prepare those with minimal English skills to write in complete sentences, understand the structure of a paragraph, speak in front of others, be able to work in groups and hold easy conversations. Focus is on the basics of English grammar, reading and writing, as well as pronunciation, listening, and conversation. Upon completion should be able to write one to two paragraphs, use proper grammar rules and structure while writing.

### ESL 1500X: Beginning Intermediate ESL

Designed for those with more-than-basic skills in grammar and writing, and sufficient skills for beginning reading, vocabulary, listening, and speaking. Designed to help develop the necessary speaking, listening, reading and writing skills needed for successful completion of academic classes in an American University. Participation in a variety of academic situations such as discussions, lectures, study groups and one-on-one meetings with the instructor.

### ESL 1600X: Intermediate ESL

Designed for those with intermediate skills in grammar and writing, and sufficient skills for intermediate reading, vocabulary, listening, and speaking. Designed to help master the basic writing skills necessary for a solid essay. This course will help to express ideas in a clear and logical format using a variety of rhetorical modes. Class time will be dedicated to perfecting ability to use high-intermediate grammatical structures appropriately and correctly, as well as paragraph level and essay level structure. This course will help master reading skills, comprehension, summarizing articles, and vocabulary through the reading of textbook articles, news articles, discussion, and vocabulary exercises. This course will help improve communication skills through conversational group activities, music, videos, role play, and pronunciation practice.

### ESL 1700X: Intermediate Advanced ESL

Designed to offer high-fluency-level lessons in all core components: reading, vocabulary, writing, grammar, listening and speaking. This course is designed to help develop the necessary speaking, listening reading and writing skills needed for successful completion of academic classes in an American University. Participation in a variety of academic situations such as discussions, lectures, study groups and one on one meeting with the instructor.

### ESL 1810X: Advanced ESL I

Designed to teach how to research and write an APA style paper, the necessary tools are provided for grammatical analysis that are easy to understand and apply to own writing. This course will assist in preparing for presentations in any course or discipline. This course is to prepare for entrance into academic studies in an American university with the necessary tools to research and write an outline, reference pages, and 1 to 2 page APA style paper.

### ESL 1820X: Advanced ESL II

Highest level in the University Preparation program, emphasis is on research writing, presentation skills, and communication. Designed to assist in preparing for presentations in any course or discipline. Also an aid in the production of accurate, meaningful, and appropriate language. Will help develop the speaking and listening skills necessary for classes in an American university. Participation in a wide variety of academic situations, such as discussions, lectures, study groups and one-on-one conversations with the instructor. In preparation for entrance to academic studies in an American university an 8 to 10 page APA style research paper is written.

### FAS 2000X: Persian Language and Cultural Seminar

Designed to teach useful phrases, as well as essential cultural and historical information for successful social interaction. Comprised of short streaming videos on culture, history and language; interactive political and geography lessons; and entertaining language and culture quiz/games.



## **TSL 1900X: Theories and Methods of Language Teaching and Acquisition**

Designed from a historical perspective, to cover the most prominent theories of second language pedagogy. These will serve as a springboard for discussion and reflection about the process of teaching, before moving on to more concrete issues such as learning styles, cultural influences, and personality factors. This course will introduce concepts that participants can modify and apply in subsequent courses in the series, thus helping to create a personalized teaching style.

## **TSL 1910X: Structure of English and Grammar Teaching Techniques**

Designed to help acquire the necessary foundation and sense of grammar to give practical and immediate applicable techniques that can be used to teach grammar to students. Topics include:

- Discussion of common problem areas for students
- English specific to academic writing
- Games and activities to make grammar accessible to students
- TOEFL-related grammar issues

## **TSL 1920X: Teaching Reading and Writing**

Introduces the topics typically covered in ESL reading/writing courses and also provides techniques for teaching these topics. Covers strategies for testing reading and writing, TOEFL-specific reading and writing issues; and practical and lively games designed to reinforce important topics.

## **TSL 1930X: Teaching Listening and Speaking**

Introduces topics typically covered in ESL listening/speaking courses, as well as the techniques for teaching these topics. For listening, topics include note-taking, and use of videos and songs. For speaking, topics of discussion range from dialog-based production at the lowest levels to speech preparation and delivery at the highest. Strategy discussion for testing, listening, speaking, TOEFL-specific listening comprehension issues, and practical and lively games designed to reinforce important topics.

## **TSL 1940X: Practical Issues in Second Language Pedagogy**

Designed to cover topics such as lesson planning, teaching materials, classroom interaction and management; all essential to efficient teaching. Other topics include the teaching of vocabulary, pronunciation and other subjects sometimes deemed "elective" classes. Upon completion, participants will have acquired the tools necessary to teach in the ESL classroom.

## **TSL 1950X: TESOL Practicum**

A 40-hour observation and teaching program is the final step in attaining a Professional Certificate in Teaching English as a Second Language. This practicum allows students to display their newly acquired knowledge and skills by working side-by-side with an experienced ESL teacher in a classroom environment. Students wishing to take the TESOL Practicum must speak with the program coordinator to receive the necessary details, such as evaluation procedures, forms, placement and requirements needed to successfully complete the practicum. This course is required for a Professional Certificate in Teaching English as a Second Language.

## **TFL 1900X: Workshop 1: Reading, Structure and Writing**

Designed to help recognize language that is appropriate for standard written English, improve ability to read and understand short passages similar in topic and style to those found in North American universities and colleges.

## **TFL 1910X: Workshop 2: Listening and Speaking**

Designed to help understand both short and long conversations in English, improve pronunciation and intonation for clear and easy to understand communication.





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*The University of Values*



# Prefix/Subject Area by National University School

## College of Letters and Sciences

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ARB	Arabic	357
ART	Art	357
ASL	American Sign Language	358
BER	Bereavement	358
BGS	General Studies	358
BIO	Biology	358
BIS	Interdisciplinary Studies	359
CHD	Chemical Dependency	363
CHE	Chemistry	364
CHN	Chinese	364
CJA	Criminal Justice Administration	365
DSM	Domestic Security Management	373
EES	Environmental Science	377
ENG	English	378
FSC	Forensic Sciences	383
GLS	Global Studies	384
HIS	History	387
HUB	Human Behavior	390
HUM	Humanities	391
ILR	Information Literacy	392
LAW	Law	394
LIT	Literature	396
LUS	Luiseno	397
MCW	Creative Writing	399
MSM	Multiple Subject Matter	402
MTH	Mathematics	404
MUS	Music	408
PAC	Patient Advocacy	410
PAD	Public Administration	410
PGM	Professional Golf Management	412
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POL	Political Science	415
PRS	Persian	416
PSY	Psychology	417
SCD	Social Transformation & Community Development	419
SCI	Natural Sciences	419
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## School of Business and Management

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BKM	Business Knowledge Management	359
BUS	Business	361
ECO	Economics	374
ELB	Electronic Business	378
FIN	Finance	382
HCM	Hospitality and Casino Management	385
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IBU	International Business	391
LED	Leadership	395
MGT	Management	401
MKT	Marketing	402
MNS	Management Science	403
ODV	Organizational Development	410
PMB	Project Management	415
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## School of Education

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ABA	Applied Behavioral Analysis	355
BTE	Bilingual Teacher Education	361
CED	Counselor Education	362
CLD	Cross-Cultural Language & Development (CLAD)	367
DHH	Deaf and Hard-of-Hearing	328
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## School of Engineering and Technology

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CIS	Information Systems	364
CSC	Computer Science	370
DAF	Defense Architectural Framework	372
DAT	Database	372
DEN	Design Engineering	372
EEA	Enterprise Architecture	377
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PME	Advanced Project Management	415
SEM	Sustainability Management	420
SEN	Software Engineering	421
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SYE	Systems Engineering	423
TMG	Technology Management	426
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## School of Health and Human Services

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NSG	Nursing	409

## School of Media and Communication

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SCR	Screenwriting	419

## University Course Numbering System

0- to 99- Level Courses: Remedial courses that do not grant collegiate credit.  
 100- to 200- Level Courses: Lower-Division courses applicable to Associate degrees.  
 300- to 400- Level Courses: Upper-Division courses applicable to Bachelor degrees.  
 500-Level Courses: Courses which may be applicable as advanced upper-division credit or as graduate credit, as specified by the requirements of each degree program.  
 600-Level Courses: Graduate level courses.

*Note: All courses are 4.5 quarter units unless otherwise specified.*

## University Grading Criteria

All classes are graded except as noted in the course descriptions.

### Courses

- H Honors
- S Satisfactory
- U Unsatisfactory

*Please refer to the undergraduate and/or graduate policies section for additional information.*

# Course Descriptions

## ABA – Applied Behavioral Analysis

### ABA 601: Assessment in ABA

Introduces the student to the philosophy of behaviorism and the basic tenets of applied behavior analysis. Focuses on behavioral assessment and observation, and time series research design and its use in the scientific evaluation of behavior-environment relations.

### ABA 602: Processes of ABA

(Prerequisite: ABA 601)

This course focuses on the fundamental aspects of behavior change strategies and tactics, such as stimulus control and the nature of reinforcing and aversive stimuli and their properties, and how these properties influence behavior change processes. Basic and applied empirical research demonstrating these strategies are covered.

### ABA 603: Applications of ABA

(Prerequisite: ABA 602)

This course is a continuation of ABA 602, and covers the complex aspects of behavior change strategies that are built upon the fundamental behavioral principles. Detailed examples of behavior change strategies from the basic and applied research literature are covered. Major topics covered include verbal behavior, generalization and maintenance, contingency contracting, and self-management.

### ABA 604: Advanced Applications I

(Prerequisite: ABA 603)

Examines functional assessment and functional analysis procedures with a focus on mental health and educational settings. Emphasis is on providing students with an understanding of both procedural and conceptual issues surrounding evidence-based intervention design for persons with severe behavior problems.

### ABA 605: Advanced Applications II

(Prerequisite: ABA 603)

Examines advanced issues related to designing and evaluating behavioral assessment and instructional interventions in educational systems. The focus is on scientifically supported methods of instruction and behavior change methods, such as direct instruction and precision teaching.

## ACC – Accounting

### ACC 201: Financial Accounting Fundamentals

A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of “generally accepted accounting principles” (GAAP). It is designed for students who have little or no prior knowledge of financial accounting.

### ACC 202: Managerial Accounting Fundamentals

(Prerequisite: ACC 201)

This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

### ACC 300: Applied Technology for Accountants

(Prerequisite: ACC 201)

This course familiarizes accounting majors with the technological tools and resources needed for career opportunities in both financial and managerial accounting areas. Emphasized are the adaptation of

computer accounting software to the specific needs of an enterprise, as well as the design and use of spreadsheet models to perform specialized accounting and finance-related tasks.

### ACC 410A: Intermediate Accounting I

(Prerequisite: ACC 201)

Often referred to as “Intermediate Accounting,” ACC 410A, B, and C cover a substantial portion of the U.S. accounting standards known as GAAP (generally accepted accounting principles). In particular, ACC 410A provides an in-depth review of the accounting process, the principal financial statements, accounting concepts, theory and application of the time value of money, and accounting for cash, receivables, and inventories.

### ACC 410B: Intermediate Accounting II

(Prerequisite: ACC 410A)

ACC 410B covers accounting for plant, property and equipment, intangible assets, investments, current and long-term liabilities, and stockholders’ equity and retained earnings. See also ACC410A for series description.

### ACC 410C: Intermediate Accounting III

(Prerequisite: ACC 410B)

ACC 410C covers revenue and expense recognition, accounting for leases, pensions, income taxes, earnings per share, accounting changes and errors, segment and interim reporting, and preparation of the statement of cash flows. See also ACC 410A for series description.

### ACC 431: Advanced Accounting

(Prerequisite: ACC 410C)

An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. It also covers accounting for the formation, operation, and liquidation of partnerships, as well as special reporting requirements for multinational entities.

### ACC 432A: Taxation-Individual

(Prerequisite: ACC 431)

An introduction to the theory and practice of federal income taxation of individuals, including income, deductions, exemptions, credits, capital gains, depreciation, and deferred compensation plans. As a course requirement, students prepare Form 1040 income tax returns.

### ACC 432B: Taxation-Business

(Prerequisite: ACC 432A)

An introduction to the theory and practice of federal income taxation of partnerships, subchapter S, and subchapter C corporations. Students learn the use of tax research publications.

### ACC 433A: Managerial Accounting I

(Prerequisite: ACC 201)

A study of cost accounting principles and procedures including fixed, variable and mixed costs, break-even point analysis, job order costing, process costing, standard costing, activity based costing, variance analysis for variable and fixed costs, budgeting (static and flexible budgets), and preparation of variable and absorption costing statements.

### ACC 433B: Managerial Accounting II

(Prerequisite: ACC 433A)

A continuation of Managerial Accounting I, this course covers additional managerial accounting topics for decision-making including relevant costs, balanced scorecard, value added and non-value added costs, allocations of indirect costs using direct, step, and reciprocal methods, allocating joint cost, main and by-product costing, determination of Economic Order Quantity (EOQ), accounting for spoilage, transfer pricing, performance measurement, and

capital budgeting techniques.

### ACC 434: Government and Nonprofit Accounting

(Prerequisite: ACC 201)

A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

### ACC 435A: Auditing I

(Prerequisite: ACC 431)

A study of financial statement audits by CPAs performed in accordance with AICPA generally accepted auditing standards. Topics include professional ethics, legal liabilities, the planning of audit engagements, internal control and its relationship to the nature, timing and extent of evidence-gathering procedures, EDP controls and audit sampling.

### ACC 435B: Auditing II

(Prerequisite: ACC 435A)

A continuation of ACC 435A, this course focuses on the auditing procedures of individual financial statement line items including cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Also emphasizes the writing of auditor’s reports, special reports and review and compilation reports in accordance with AICPA standards.

### ACC 501: Accounting Fundamentals (two weeks) (1.5 quarter units)

An introduction to accounting for students with no previous exposure to the subject, this two-week course covers accounting and financial statement terminology and the analysis of financial statements. Grading is S/U only.

### ACC 601M: Foundations of Financial Accounting

Basic financial accounting theory, including the recording of business transactions and preparation of financial statements using “generally accepted accounting principals” (GAAP). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

### ACC 604: Managerial Accounting

(Prerequisite: ACC501)

A study of accounting concepts and reporting techniques applied in a management decision-making context. Students analyze accounting data from real-world case studies and present their analysis, conclusions, and recommendations. Managerial accounting models used by diverse enterprises in virtually all industrialized nations including cost accounting and the behavior of costs, budgeting, differential analysis, and responsibility accounting are examined. Reporting techniques involving the use of current spreadsheet and graphic presentation technology are presented.

### ACC 610M: Financial Accounting I

(Prerequisite: ACC 601M)

The first course in a comprehensive three course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP including an in-depth review of the conceptual framework and principal financial statements. Emphasis on revenue and expense recognition, together with accounting for current assets.

### ACC 611M: Financial Accounting II

(Prerequisite: ACC 610M)

The second course of a comprehensive three-course sequence covering a substantial portion of U.S.

# Course Descriptions

financial reporting principles known as GAAP, accounting for investments, tangible assets, natural resources and intangible assets, current and long-term liabilities, and shareholder equity.

## **ACC 612M: Financial Accounting III** (Prerequisite: ACC 611M)

The third course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for income taxes, compensation, pensions, leases, changes and errors, the statement of cash flows, and earnings per share.

## **ACC 615M: Advanced Financial Accounting** (Prerequisite: ACC 612M)

Examination of concepts of accounting for business combinations, with emphasis on the consolidation and financial reporting of parent/ subsidiary relationships. Accounting for the formation, operation, and liquidation of partnerships, foreign currency translation and hedging, segment reporting, and international financial reporting standards.

## **ACC 620M: Taxation of Individuals** (Prerequisite: ACC 615M)

Study of the statutory provisions and judicial doctrines. Understanding and implementation of the theory and practice of federal income taxation of individuals. Incorporation of a series of tax strategy, case study (ethics) and research problems including tax form and return preparation.

## **ACC 621M: Taxation of Business and Other Entities** (Prerequisite: ACC 620M)

Study of the statutory provisions and judicial doctrines, understanding and implementation of the theory and practice of federal income taxation of corporations, partnerships, estates and trusts. Incorporation of a series of tax strategy, case study (ethics) and research problems including tax form and return preparation.

## **ACC 630M: Cost Accounting** (Prerequisite: ACC 601M)

The first course in a two course sequence. Tracking, recording, and analyzing costs associated with the products or activities of an organization. Cost terminology, cost measurement concepts, cost accumulation systems, accumulating and allocating overhead costs using various cost drivers.

## **ACC 631M: Advanced Managerial Accounting** (Prerequisite: ACC 630M)

The second course in a two course sequence. Measurement, analysis, and use of accounting information for management decision-making. Variable costing and inventory management, capital budgeting and operational budgeting decisions, and performance measurement and control of cost/profit/investment centers.

## **ACC 640M: Accounting for Governmental and Not for Profit Entities** (Prerequisite: ACC 601M)

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

## **ACC 650M: Auditing Principles** (Prerequisite: ACC 621M)

The first course in a two course sequence. Audits of financial statements by Certified Public Accountants. Topics include: professional ethics, legal liability, planning of audit engagements, internal control, EDP and sampling.

## **ACC 651M: Auditing Procedures** (Prerequisite: ACC 650M)

The second in a two course sequence. Auditing procedures (compliance and substantive) for cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Writing of auditor's reports, including special reports, and review/compilation reports in accordance with AICPA standards.

## **ACC 657: Accounting Information Systems** (Prerequisite: ACC 612M)

The design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems are studied.

## **ACC 672: International Acctg Standards** (Prerequisite: ACC501 or ACC201)

Anticipating the transition by U.S. companies from U.S. GAAP to International Financial Reporting Standards (IFRS), this course is designed to familiarize current and future accounting and finance professionals with the conceptual framework and major provisions of IFRS, with emphasis on differences between IFRS and U.S. GAAP.

## **ACC 690: Guided Study**

This course is individual study under the direction of an instructor. It requires prior approval of the appropriate academic department.

## **ACC 1EXM: Comprehensive Exam** (Prerequisite: Completion of all core requirements)

(This is an exam and does not award any graduate units)

Test of the areas covered in the accounting core requirements. The exam has a level of difficulty equal to that of professional accounting exams. The exam consists of both essay and multiple choice questions. Students must score a minimum of 75% overall with no less than 50% on any given subject in order to pass the exam. Each part of the exam may be taken a maximum of two times during a three (3) month period. The 3 month period starts the day of the first attempt of the first part of the exam. If a student does not take and successfully complete the exam, he or she must take and successfully complete ACC695M Cases in Accounting and Auditing.

## **ACC 695M: Cases in Accounting & Auditing**

A capstone course in which students apply the knowledge and skills acquired in preceding coursework to their analysis of real life situations involving financial accounting and reporting, cost/managerial accounting, tax, and/or auditing issues. Selected cases may require the researching of relevant authoritative pronouncements, laws, regulations and the like. Grading is H (Honors), S (Satisfactory), or U (Unsatisfactory) only.

## **ADR – Alternative Dispute Resolution**

### **ADR 400: Alternative Dispute Resolution**

This introductory course will provide students with a broad understanding of ADR. The course will cover Negotiation, Mediation, Arbitration how each is used, and the advantages and disadvantages of each method. The course utilizes role plays, simulations, and case studies.

### **ADR 405: Negotiation Fundamentals**

An introductory interactive course designed for students and the business professional to develop the verbal and analytical skills required to perform effectively as a negotiator in conflict situations. Students will participate in negotiating exercises, and learn different negotiating techniques through

simulations, videos, and case studies.

### **ADR 410: Facilitation Fundamentals**

An interactive, introductory course designed for students and business professionals to develop an understanding of group dynamics and decision making as a basis for learning the roles, processes and techniques of group facilitation. The course utilizes role plays, simulations, and case studies.

### **ADR 415: Mediation Fundamentals**

An introductory interactive and entertaining course designed for students and business professionals to develop the skills required to perform effectively as a mediator. Students will be introduced to different mediation styles such as facilitative, transformative, and evaluative methods. The course utilizes negotiating principles, role plays, videos, and case studies.

### **ADR 420: Communication and Conflict**

This course will explore workplace, interpersonal and team conflict dynamics and methods for effective communication in such conflict situations. Participants will learn communication skills for resolving such conflicts for themselves, between others and within a team or group, and strategies for preventing or defusing rising conflict. Additionally, participants will learn how to integrate conflict resolution into various organizational cultures.

### **ADR 425: Cultural Issues in Conflict Management**

This course will explore the nature of cultural differences in various conflict situations. Through the examination of various cultural perceptions, participants will learn how to apply concepts of cultural fluency in a variety of conflicting cultural scenarios, and employ personal, interpersonal and inter group skills to bridge cultural differences and achieve mutually beneficial outcomes. Students will participate in role plays, videos, and case studies to enhance their understanding of these issues.

### **ADR 430: Ethics and Neutrality**

This course explores the behavior of mediators, arbitrators and other neutrals to avoid conflicts of interest and perceived partiality. Through case study and role playing the participant will learn appropriate behavior that improves the quality of the process, enhances competency and promotes acceptance of and confidence in ADR processes. Students will be introduced to topics such as how to remain impartial during a mediation, avoiding conflicts of interest, quality of the process, competency, confidentiality and promoting public confidence in the mediation process.

### **ADR 600: Alternative Dispute Resolution**

An advanced interactive course designed to deepen students' understanding of the field of Alternative Dispute Resolution, including an in-depth analysis of the primary dispute resolution processes currently in use (mediation, arbitration, facilitation, neutral evaluation, and neutral fact finding for employment complaints). This course will trace the history of ADR in the United States and examine its contemporary usage in the commercial sector. Applications of dispute resolution processes in everyday business situations will be emphasized. This workshop style course will utilize role play exercises, interactive exercises, video demonstrations, and other hands-on techniques to enable students to practice dispute resolution skills and to experience various ADR processes.

### **ADR 605: Negotiation**

An advanced interactive course designed to develop the verbal and analytical skills required by ADR professionals to perform effectively as a negotiator in any conflict situation. In addition, the course will provide an opportunity for the students to identify

# Course Descriptions

their strengths as a negotiator and to identify and improve any weaknesses. The course utilizes advanced negotiating principles, sophisticated hands-on simulations, written planning documents, videos, written self critiques and case studies.

## **ADR 610: Facilitation**

An advanced, interactive course designed to develop dispute resolutions and consensus building processes for group settings. The course will teach group facilitation theory, and processes and techniques necessary to effectively perform as a group facilitator. The course utilizes large group simulations and role plays, and case studies.

## **ADR 615: Mediation**

An advanced interactive course designed to develop the skills required to perform effectively as a mediator. The course teaches the stages of mediation and the necessary skills a mediator must have in order to perform effectively for each stage. The course also covers the various steps required in reaching settlement and drafting settlement agreements. The course utilizes advanced mediating principles, sophisticated hands-on simulations, written planning documents, videos, written self critiques and case studies.

## **ADR 620: Arbitration**

An interactive course that enables students to participate in sophisticated simulations and mock arbitration both as advocates and arbitrators, prepare opening and closing statements and draft written decisions. Students will be introduced to Arbitration Statutes and Commercial Arbitration Rules. The course will also provide students with insight into the Ethical and Professional Standards of Responsibility required of Arbitrators. Areas of focus are labor relations, securities, construction, personal injury, consumer-related disputes and commercial transactions.

## **ADR 625: Crisis Negotiation**

Theory and practice of the dynamics involved in crisis negotiations with emphasis placed on domestic hostage incidents. The course utilizes a combination of psychological and communication approaches to crisis negotiation to signify the dynamics created between hostages and negotiators. Students will gain experience through role playing, and case studies.

## **ADR 630: Labor Negotiation**

Students and business professionals will learn the art of collective bargaining. How labor and management in a unionized environment reach agreement regarding employee wages, benefits and other terms and conditions of employment. Participants will engage in face-to-face negotiations experiencing first-hand the economic dynamics at play, developing tactical strategies to achieve (mutually) beneficial results.

## **ARB – Arabic**

### **ARB 100: Beginning Arabic I**

(Co-requisite ARB 100A)

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 Lab**

(1.5 quarter units)

(Co-requisite ARB 100)

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)

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 Lab**

(1.5 quarter units)

(Prerequisites: ARB 100/ARB 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)

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 Lab**

(1.5 quarter units)

(Prerequisites: ARB 101/101A)

(Co-requisite ARB 200)

Emphasizes 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 Lab**

(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 Lab**

(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 Lab (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.

### **ARB 350: Fundamentals of Arabic Translation**

(Prerequisites: ARB 301/301A)

This course aims to introduce students to basic translation skills and to consolidate their knowledge of Arabic through providing them with sufficient training in translating "nominal" and "verbal" Arabic sentences into English using a variety of text-types that include high frequency vocabulary and expressions.

### **ARB 400: Advanced Arabic Conversation**

(Prerequisites: ARB 301/301A)

This course develops students' skills in conversational and idiomatic forms of speech. It is based on contemporary literary usage conducted entirely in Arabic. The course is a combination of lecture, discussion, exercises, and communicative language activities based on written text. Basic syntactic patterns and vocabulary will be consolidated.

## **ART – Art**

### **ART 100: Introduction to Art History**

(Prerequisites: ENG 100/101)

Survey of the main periods in art history, with emphasis on the complex relationship between art and society. Explores the development of Western art from Prehistoric to Contemporary. Includes overviews of the arts of Africa, Oceania, Mesoamerica, South America, the Middle East, India, China and Japan.

### **ART 200: Visual Arts**

Fundamentals of visual arts presented through painting, photography, video or other media. Emphasis is determined by instructor. Students develop their own creative vision while learning aesthetic values and concepts, as well as how to handle materials. Students supply some art materials.

### **ART 315: Film as Art**

(Prerequisites: ENG 100/101)

Survey of the art of cinema from the silent period to the present; examines film techniques and theories; explores film styles and genres, focusing on elements such as lighting, editing and cinematography; establishes a basis by which students can make aesthetic judgments.

### **ART 323: Modern Art**

(Prerequisites: ENG 100/101)

An introduction to the major movements, styles and artists from Impressionism to Post Modernism. Examines how themes of Modern Art reflect the social, historical and cultural events of the period.

# Course Descriptions

## **ART 329: World Art +**

(Prerequisites: ENG 100/101)

The fundamentals of visual and applied arts from a global perspective. Focuses on the art of India, China, Japan, Pre-Columbian Central and South America, Native North America, Oceania and Australia, Africa and the Middle East. Also covers the accelerated changes in world art since 1945 and diversity issues related to world art.

## **ART 400: Expressive and Integrative Art**

(Prerequisites: ART 200, MUS 100, MSM 301, PSY 301 or equivalents)

Prepares students to integrate the arts into daily instruction in grade K-8. Emphasis is on recognition of cultural diversity through activities in the arts. Provides basic knowledge of content areas for planning appropriate cross-curricular activities.

## **ART 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **ASL – American Sign Language**

### **ASL 120: American Sign Language I**

An introduction to American Sign Language (ASL). Students will learn basic ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

### **ASL 220: American Sign Language II**

(Prerequisite: ASL 120)

A continuation of American Sign Language I. Students will learn intermediate ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

### **ASL 320: American Sign Language III**

(Prerequisite: ASL 220)

A continuation of American Sign Language II. Students will learn advanced ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic component throughout the course.

## **BER – Bereavement**

### **BER 600: Intro to Bereavement Studies**

Provides an introduction to basic bereavement concepts and theories. This introductory course is the prerequisite for the certificate program. Topics examined include the history of bereavement, normal bereavement responses, disenfranchised losses, and major bereavement theories. Personal experiences with loss will be explored.

### **BER 601: Treatment of Bereavement**

(Prerequisite: BER 600)

Provides skill development in assessment and treatment for complicated and uncomplicated bereavement. Topics include identification of complicated bereavement responses, anniversary reactions, attachment theories and coping styles, and risk factors leading to abnormal bereavement. Treatment options, including complementary practices, are explored. Learners will be able to develop an integrative treatment plan.

### **BER 602: Culture and Bereavement**

(Prerequisite: BER 600)

Examines the expression of bereavement within diverse cultures. Explores acceptable and abnormal bereavement responses within the cultural context, identification of culturally informed bereavement interventions, and psychosocial aspects of bereavement. Learners will explore personal cultural beliefs related to loss and an experiential component via exposure to culturally diverse bereavement rituals.

### **BER 603: Bereavement throughout Life**

(Prerequisite: BER 600)

Examines the dynamics of bereavement for individuals across the lifespan including children, adolescents, adults, and geriatric populations. Topics include developmentally appropriate bereavement responses, gender differences in expression of bereavement, and age appropriate interventions. Learners will demonstrate learning through collaborative projects, virtual discussions, and application of material via written work.

### **BER 604: Dying Patient and the Family**

(Prerequisite: BER 600)

Examines the unique nature of anticipated death and dynamics between the dying patient and the family. The dying process is explored from biological, psychological, social, and spiritual perspectives. Healthcare systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

### **BER 605: Bereavement and Spirituality**

(Prerequisite: BER 600)

Exposes learners to different religious and spiritual beliefs related to death and dying. Topics include exposure to religious and spiritual systems, meaning-making, bereavement rituals, and near death experiences. Learners will develop a bereavement ritual while exploring personal religious and spiritual beliefs in regard to loss.

### **BER 606: Bereavement in the Workplace**

(Prerequisite: BER 600)

Introduces learners to the unique nature of loss within the workplace, including death of a colleague, bereavement overload of health providers, retirement, death and the media, and related treatment interventions within workplace systems. Learners will develop an interdisciplinary treatment plan for application within the workplace.

### **BER 699: Integrated Seminar**

(Prerequisites: BER 600 and four courses in the Bereavement Certificate Program)

Major research paper in a topic of Bereavement Studies (collaboratively designed by the learner and instructor). This is a two-month course.

## **BGS – General Studies**

### **BGS 499: Portfolio Project**

(Prerequisite: Completion of other major requirements)

Must be taken within last three classes prior to graduation. Portfolio requires revision of course papers from previous college work in Humanities, Visual & Performing Arts, Social Sciences, Math & Science, Language & Literature, as well as new essays. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

## **BIO – Biology**

### **BIO 100: Survey of Bioscience**

A survey course of the basic principles of the life sciences. Examines cellular, organismal, population and

community biology based on the unifying concept of evolution. This course may not be taken for credit if BIO 161 and/or BIO 162, or their equivalents, have been completed.

### **BIO 100A: Survey of Bioscience Lab**

(1.5 quarter units)

(Prerequisite: BIO 100 or BIO 161 for science majors)

Study of biology through demonstrations and experiments with emphasis on cellular processes, energy metabolism, membrane transport, cell division, classical genetics, and the evolutionary basis of species classification. Contact hours for this laboratory course (4.5) are based on 3 lab hours = 1 lecture hour equivalent.

### **BIO 161: General Biology 1**

Fundamental concepts of biochemistry, cell biology, genetics, and evolution. Concepts include important organic molecules, cell structure and function, metabolism and enzyme activity, cellular respiration and photosynthesis, DNA structure, meiosis and mitosis, Mendelian genetics, and evolution and taxonomy. Intended for science majors.

### **BIO 162: General Biology 2**

(Prerequisite: BIO 161)

Organismal biology and ecology. Concepts include body structure and function of organisms within the Kingdoms of life. Ecological processes are examined at the levels of the population, community, and ecosystem. Intended for science majors.

### **BIO 201: Human Anatomy & Physiol I**

(Recommended: prior completion of BIO 100 and 100A, CHE 101 and 101A, or equivalent courses.)

Areas of study include cells, tissues, organ systems (integumentary, skeletal, muscular, nervous, sensory), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

### **BIO 201A: Human Anatomy & Physiol Lab I**

(1.5 quarter units)

(Prerequisite: BIO 201)

This laboratory course examines biochemical principles of human physiology, human cellular structure and tissues, and organ systems (integumentary, skeletal, muscular, nervous, sensory). Topics include human vision, hearing, taste and smell.

### **BIO 202: Human Anatomy & Physiol II**

(Recommended: prior completion of BIO 201 and 201A, BIO 100 and 100A, CHE 101 and 101A, or equivalent courses.)

Organ systems (endocrine, cardiovascular, immune, respiratory, digestive, urinary, reproductive), and their functional relation to each other. Topics also include the aging process and diseases in these systems, as well as the effects of genetics, diet, lifestyle, and the environment.

### **BIO 202A: Human Anatomy & Physiol Lab II**

(1.5 quarter units)

(Prerequisite: BIO 202)

This laboratory course examines homeostasis in the lungs, liver and kidneys, along with the immune, cardiovascular, digestive and urogenital systems. Topics include human meiosis, nutrition and energy requirements.

### **BIO 203: Introductory Microbiology**

(Recommended: prior completion of BIO 201 and 201A, BIO 202 and 202A, BIO 100 and 100A, CHE 101 and 101A, or equivalent courses.)

Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human

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immune response.

## **BIO 203A: Introductory Microbiology Lab**

**(1.5 quarter units)**

*(Prerequisite: BIO 203)*

This laboratory course introduced students to procedures for handling microbes, methods of identification of microorganisms (microscopic and by diagnostic media), preparation of stained slides and wet mounts, aseptic techniques, isolation of a single colony, preparation of a pure culture, inoculation and interpretation of select diagnostic tests. This two-month course is a combination of lecture and laboratory activities.

## **BIO 219: Plants and People**

A study of food, fiber, forage, fuel and drug crops of major economic significance. Emphasizes ethnobotany, including basic principles of botany, geographic distribution, commercial value and marketable products.

## **BIO 253: Environmental Microbiology**

*(Prerequisites: BIO 100, BIO 100A, CHE 101, CHE 101A or 120A)*

The structure, function, and diversity of microbes are explored, including viruses, bacteria, protozoans, algae, and fungi. The growth of microbial cultures, and their control, are studied. Principles of microscopy, identification of microbes, taxonomy, toxicology, and field sampling are covered. Concepts in applied and industrial microbiology are included.

## **BIO 253A: Environmental Microbiology Lab**

**(1.5 quarter units)**

*(Prerequisites: BIO 100, BIO 100A, CHE 101, CHE 101A or 120A)*

Laboratory techniques with regard to sampling, handling, and identifying microbes. Identification of microbes by various methods, including staining. Preparation of cultures, proper transfer and incubation protocols, and aseptic techniques. Selected characteristics of microbes, such as fermentation and culture growth, are studied. Environmental sampling for water, air, and solid matter samples.

## **BIO 310: Evolution**

**(Recommended: prior completion of BIO 161, 162 & 100A, or BIO 100& 100A, or equivalent)**

Evolutionary biology. Topics include the history of life, fossil record, causes of micro-evolution (including natural selection and mutation), macro-evolutionary processes (including speciation and extinction), evolutionary genetics and developmental biology ("evo-devo"), phylogeny construction and taxonomy.

## **BIO 330: Ecology**

A study of the relationship of plants and animals to their environment and to one another. Emphasizes populations, the population-community interface and community structure and interactions within the ecosystem.

## **BIO 380: Human Biology for Teachers**

*(Prerequisite: BIO 161, BIO 162, BIO 100A)*

Human anatomy and physiology for students pursuing careers in education. Concepts include structure and functioning of major human organ systems, such as cardiovascular, immune, respiratory, nervous, sensory, endocrine, digestive, urinary, and reproductive systems.

## **BIO 385: Biomechanics of Sport**

*(Prerequisites: ENG 100/101 and PSY 100)*

Role of external and biomechanical factors in athletic performance. Course content includes the biomechanics of athletic performance, linear and angular kinetics, the role of torque and force in athletic performance, and the risks associated with biomechanical

stress in athletics.

## **BIO 405: Cell & Molecular Biology**

**(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)**

An introduction to cell and molecular biology, including fundamentals of cell structure and function, inter- and intracellular communication through signaling and signal transduction, and energy generation through aerobic respiration and photosynthesis. Molecular mechanisms of the immune system and gene expression are explained through DNA structure, transcription and translation.

## **BIO 405A: Cell & Molecular Biology Lab**

**(1.5 quarter units)**

*(Prerequisite: BIO 405)*

This course emphasizes techniques essential to molecular and cellular biology including DNA extraction, purification and quantification, polymerase chain reactions, restriction enzyme digestion, as well as cell culturing, protein extraction, and western blots.

## **BIO 408: Genetics and Heredity**

**(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)**

An introduction to genetics, genetic disorders, and heredity through DNA structure and gene regulation and expression. Topics in genetic engineering and cloning are covered, such as transgenic organisms, bio-informatics, proteomics and genomics, as well as the molecular evolution and phylogeny of species.

## **BIO 411: Biodiversity**

**(Recommended: prior completion of BIO 161, 162 & 100A, or BIO 100 & 100A, or equivalent)**

Survey of the form and function of diverse life forms on earth. Describes representative members of the various kingdoms within the framework of evolutionary ecology and conservation. Includes current issues in habitat loss, extinctions, preservation of tropical rain forests and coral reefs, resource values for humans and restoration ecology.

## **BIO 412: General Zoology**

**(Recommended: prior completion of BIO 161, 162 & 100A, CHE 141, 142 & 101A, or equivalent)**

A comparative approach to the study of animal life: organization, structure, physiology, reproduction, evolution and behavior of invertebrates and vertebrates.

## **BIO 412A: General Zoology Lab**

**(1.5 quarter units)**

*(Prerequisite: BIO 412)*

This laboratory course will complement the student's knowledge of zoology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

## **BIO 420: Animal Behavior**

Study of animal behavior that integrates the work of biologists, psychologists and anthropologists.

## **BIO 450: Natural History of California**

A unique field experience for those students interested in a more comprehensive introduction to the scientific study of the Southwestern ecosystems of the U.S. This course consists of field trips, with sites specifically selected for each academic center within the University.

## **BIO480: Studies in Field Biology**

Field-based study in biology under the individual direction of the faculty. Topics and sites are specifically designed in collaboration with teachers and students. Units can be taken separately or cumula-

tively; this course can be repeated depending upon the needs of individual students.

## **BIS – Interdisciplinary Studies**

### **BIS 301: Introduction to Interdisciplinary Studies**

This course is designed to develop the mindset of a holistic thinker or inter-disciplinarian and that of a knowledge explorer, a participant observer and citizen leader in a culturally-diverse and interdependent world. The course is organized around instructional units and a number of related modules. It is based on a principle of "information-giving, information-receiving, and information-exchange." Emphasis is placed on reading, reflection, web resources and enrichment lectures, action research, writing, dialogue, and debate.

### **BIS 401: Interdisciplinary Practice: Integrating Knowledge with Technology**

*(Prerequisite: BKM 301 and four additional courses from the major)*

This course is a sequel to the introductory course interdisciplinary studies, BIS 301. It is the second of three course courses in the Bachelor of Arts program. It is a "how-to course" on interdisciplinary inquiry designed to provide students with an opportunity to use digital tools to explore and examine the assumptions and the relevance of connectivity between and among various disciplines on the College of Letters and Sciences. It is anticipated that the students will learn how to examine issues critically and approach problems holistically. They will also learn how to integrate the knowledge acquired in their program of study to date and create a space and a voice to demonstrate the practice of interdisciplinary.

### **BIS 499: Interdisciplinary Studies Project**

This is an eight-week, 4.5 quarter unit capstone course that focuses on portfolio and research methodologies. It is designed to provide students with an opportunity to integrate lessons learned from interdisciplinary portfolio-building and understand the craft of interdisciplinary research. The main course content areas include: 1) Portfolio packaging and interdisciplinary analysis on a topic as a model for students, 2) Internet research, 3) Developing an interdisciplinary research project, 4) Paper editing, 5) Constructing a sound argument, and 6) Clarifying elements across disciplinary boundaries. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

## **BKM – Business Knowledge Management**

### **BKM 400: Business Knowledge Management Strategies**

In the quest for sustainable global competitive advantage companies have finally come to realize that technology alone is not what sustains knowledge. Knowledge lies in your company's people, processes, and experience. The student will learn the process of conducting knowledge audits, knowledge analysis, and how to fill any knowledge gaps found through exploration and exploitation. The ability to identify tacit and explicit knowledge assets within an organization is related to how to capture knowledge, transfer it, how to share it, and how to manage it. BKM 400 provides the student with practical guidance on linking knowledge management to business strategy rather than approaching KM from a technically biased perspective.

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## **BKM 600: Knowledge Management for Business Strategies**

An overview of the methodologies used in today's learning organization for the capture, transfer, sharing and management of knowledge. The use of technological tools and the role of Knowledge Management (KM) are discussed from the perspective of an organization's strategic goals and objectives.

## **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 people 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. Grading is H, S, or U only.

## **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. Grading is H, S, or U only.

## **BRO – Broadcast Media**

### **BRO 210: History of Television**

*(Prerequisites: COM 100 or COM 103 and ENG 100/101)*

Overview of the history, theory and criticism of broadcast television in the United States and abroad. Teaches the creative and technical evolution of television, as well as investigates the social, political and cultural impact of broadcast television on 20th and 21st century society.

### **BRO 305: Media Storytelling**

*(Prerequisites: Broadcast Media Preparation Courses or Equivalents)*

Provides student with basic theory, terminology, and practice essential to create narrative formats in broadcast and multimedia production. Covers conceptual, analytical and creative writing skills necessary to produce a program giving students a solid grasp of the contemporary narrative on multiple screens.

### **BRO 310: Media Facilities Operations**

*(Prerequisites: Broadcast Media Preparation Courses or Equivalents)*

Examines structure of professional media facilities. Survey of the operational requirements and processes of the production, operations, and business departments, including financing, programming, marketing and promotion.

### **BRO 315: Scriptwriting**

*(Prerequisite: BRO 305)*

Provides narrative techniques, professional script formats, and hands-on learning to develop and write scripts for genres of video production: advertising spots, news stories, documentary and informational films, dramatic scenes, and Internet information and entertainment.

### **BRO 320: Producing I**

*(Prerequisite: BRO 305)*

An in-depth, practical overview of phases of production, including conceptualization, description, component analysis and budgeting. Offers hands-on experience in managing production of video — script and treatment breakdown, budget, crew hire, casting, wardrobe, locations, and props.

### **BRO 325: Producing II**

*(Prerequisite: BRO 320)*

Provides an in-depth, practical overview of the post-production, marketing, and distribution of video programs. Covers all principal tasks, goals, and pitfalls, including creative, technical, and financial pressures at key milestones in the project. Offers hands-on experience managing a video project, including post-production, program packaging and sale and distribution.

### **BRO 330: Field Production I**

*(Prerequisite: BRO 305 or JRN 310)*

Introduction to single-camera field production for



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video and the roles and responsibilities of the field production team. Hands-on practice of skills necessary for producing a taped remote video production such as news reports, informative programs, and dramatic scenes.

## **BRO 340: Studio Production I**

*(Prerequisite: BRO 305 or JRN 310)*

Provides an introduction to television studio production and the roles and responsibilities of the production team staff. Offers hands-on experience in production design, lighting, studio camera operations, audio recording, and directing.

## **BRO 350: Graphics for Video**

Teaches computer-aided manipulation of graphic text and images used in video and theory of graphic design for video screens. Software tools include Illustrator, Photoshop, and AVID to create titles and overlay text, graphics, and images. Learn and use various file formats and compression codecs to integrate graphics into video productions.

## **BRO 410: Media Law and Ethics**

*(Prerequisites: All Broadcast Media Core Courses)*

Overview of the provisions of media law and ethical considerations governing the production of video projects. Covers principal legal milestones of a project, such as First Amendment issues, copyright, intellectual property, contractor relationships, licensing and the legal rights of talent and the ethical responsibilities.

## **BRO 415: Media Programming**

*(Prerequisites: All Broadcast Media Core Courses)*

Examines how media content is selected, managed, evaluated, scheduled and promoted to audiences and advertisers. Topics include contemporary media channels: broadcast television and the newer media of cable, satellite, online and mobile video.

## **BRO 420: Electronic Media Management**

*(Prerequisites: All Broadcast Media Core Courses)*

An in-depth study of topics in electronic media management that includes new and traditional platforms, business practices and the evolution of content delivery systems. Covers analytical techniques necessary to weigh business strategies and technology choices in bringing content to market and the management of media enterprises and projects.

## **BRO 430: Field Production II**

*(Prerequisites: All Broadcast Media Core Courses)*

Covers the advanced theory and practice of multi-camera field production. Focuses on the planning, acquiring, and editing of interview, news, information and performance formats. Teaches skills necessary to produce remote multi-camera video segments and packages for inclusion in longer programs.

## **BRO 440: Studio Production II**

*(Prerequisites: All Broadcast Media Core Courses)*

Capstone course for the Broadcast Media program. Students work together in a multi-camera studio setting to produce a broadcast program for distribution over a variety of media outlets. Students collaborate in teams on the project from development to broadcast.

## **BRO 450: Advanced Videography**

*(Prerequisite: MUL 335)*

Provides specialized skills of professional videographers to create more beautiful and interesting images. Covers three-point lighting, creative white balancing, understanding and controlling lenses, lens filters, dolly shots, rack-focus, the correct use of color bars, and point-of-view shots.

## **BRO 460: Audio for Video**

*(Prerequisite: BRO 360)*

Teaches computer-aided digital audio editing, sweetening, mixing, recording, and creation for various video media. Discussion and practice of music theory, dynamics, manipulation, and creation. Includes audio importation, file management, sampling, and compression for specific delivery media. Instruction and hands-on practice with professional software tools, digital hardware, and recording equipment.

## **BRO 499: Broadcast Media Capstone**

*(Prerequisites: 14 Core Broadcast Media Courses)*

Final program course where students assemble their best work into an eportfolio drawing on knowledge and skills gained in the Broadcast Media program. Projects created in courses, in-house programs, or created in any venue while a student at NU will make up the e-portfolio, which students will use to find work in professional production.

## **BTE – Bilingual Teacher Education**

### **BTE 612: History & Culture of Latinos**

An examination of historical, cultural and social characteristics of major Latino groups in the U.S. Reviews the following issues: contributions Latinos have made to American society, the cultural conflict experienced by these groups, the implications of such conflict on American society and the effects of changing demographic, migration and immigration patterns. Analyzes the legal, political and social movements that influenced the social/educational status of Latinos in the U.S. Taught in language of emphasis.

### **BTE 621B: Reading/Lang. Arts Methods**

*(Prerequisites: TED 615, TED 621A)*

This course provides Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of systematic instruction in reading, writing and related language arts aligned with the state adopted English Language Arts Academic Content Standards for Students and the Reading/Language Arts Framework. Course content is organized into four Reading Instruction Competence Assessment (RICA) domains. Taught in language of emphasis.

### **BTE 622A: Curriculum and Instruction I**

*(Prerequisites: TED 615, TED 621A)*

Multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

### **BTE 622B: K-6 Math and Science**

*(Prerequisites: TED 615, TED 621A)*

Multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students. Taught in language of emphasis.

### **BTE 624: Literacy for the Content Areas**

*(Prerequisites: TED 615, TED 623)*

This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior

high school students in the culturally and linguistically diverse classrooms in the California public schools. Taught in language of emphasis.

### **BTE 625A: Curriculum Design Sec. Learner**

*(Prerequisites: TED 615, TED 623)*

Integration of the California K-12 academic content standards with effective curriculum development principles for diverse learners. Through guided field activities, teacher candidates will access student background information for the purpose of designing and reflecting upon long and short term planning that enables engaged student learning and provides access to the curriculum for all learners. Taught in language of emphasis.

### **BTE 625B: Instruction and Classroom Management for Secondary and Middle Schools**

*(Prerequisites: TED 615, TED 623 and BTE 625A)*

This course builds on the curricular principles established in TED 625A by incorporating within a well-designed lesson plan, instructional strategies and related classroom management principles. The class also provides strategies for dealing with unproductive student behavior. Taught in language of emphasis.

### **BTE 630A: Beginning Student Teaching (Note: Does not grant graduate level credit)**

BTE 630A comprises the first month of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) school site classroom orientation and responsibilities, (2) observations, (3) professional dispositions and (4) lesson plan design, implementation and reflection. Grading is H, S or U only.

### **BTE 630B, BTE 630C, BTE 630D: Student Teaching**

*(Prerequisite: BTE 630A)*

(Note: Does not grant graduate level credit) BTE 630B, C, D comprise the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must complete four components: (1) professional responsibilities, (2) classroom management, (3) assessment and evaluation, and (4) lesson design, instruction, and reflection. Grading is H, S, or U only.

## **BUS – Business**

### **BUS 480: Integrated Business Policy**

(Capstone course)

This course provides students with the opportunity to apply the principal concepts and skills learned in each of their BBA program core courses to real-world business situations. Students' ability to integrate this knowledge and to apply and articulate critical analysis to cases and other assignments are among the key objectives of this course. Students must complete at least nine BBA preparation and upper-division core courses before starting this capstone course.

### **BUS 491: Internship Project**

*(Prerequisites: 31.5 quarter units in business or business related courses and a 2.5 GPA)*

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real-world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. The course is scheduled for each student individually, for two academic months, but can be extended

# Course Descriptions

for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

## **BUS 500A: Intermediate Algebra**

An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including algebraic operations, equations, graphs and functions, exponential and logarithmic functions, and an introduction to linear programming. No credit is awarded.

## **BUS 500C: Macro and Microeconomics**

An introduction to economics for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No credit is awarded.

## **BUS 691: Internship Project**

*(Prerequisites: 13.5 quarter units in graduate business course, and 3.0 GPA)*

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

## **CED – Counselor Education**

### **CED 600: Applied Child/Adol Development**

The counseling process, interventions, and strategies will address cultural, ethnic, issues presented in class. The course analyzes and conceptualizes human development themes from the perspective of various learning and personality theorists. Practicum experience is required.

### **CED 601: Consultation in the Schools**

*(Prerequisites: School Psychology students CED610)*  
This course introduces students to specific techniques including communication and interpersonal skills necessary towards effective consultation at the individual, group and systems levels. Emphasis is on team building and on the provision of indirect services by school counselors and school psychologists including program development, staff development, and written communication skills. Practicum experience is required.

### **CED 602: Societal Issues in the Schools**

Introduces students to topical social issues related to counseling. It is meant to expose students to critical issues, their possible solutions and the most current thinking and research. Practicum experience required.

### **CED 603: Multicultural Counseling**

*(Prerequisite: CED 610)*

Emphasis is on the building on skills developed in the individual and group counseling course including culture conflict, personal identity, managing gender and racial issues as well as lifestyle concerns; coping vs. personal empowerment; effective intervention models when working with ethnic and linguistic minorities including building effective parent involvement programs. Principles of effective cross-cultural counseling including applicable theories,

goals, skills and techniques will be reviewed. Case examples, current regulations, and issues in counseling culturally diverse students are explored. Practicum experience is required.

### **CED 604: School Counseling Orientation (1.5 quarter units)**

An exploration of the field of school counseling and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school counselors that includes counseling, coordination and collaboration. Field experiences, using interviews and observations will give students insight into their future vocations. Emphasis is placed on oral and written communication, and observational skills. Practicum experience is required. Grading is S or U only.

### **CED 605: Learning and Instructional Design for School Counselors**

Basic expectations in curriculum and instruction at the elementary/secondary levels and the role of the school counselor in the development of this curriculum, addressing character education and working with at-risk students; (b) the role of the counselor as it relates to the exceptional student, the special education student and inclusiveness, and includes master scheduling considerations; (c) the creation of lesson plans in counseling areas which will be delivered in the elementary/secondary levels; (d) classroom management; and (e) the role of the counselor in Student Study Teams (SST) and Individualized Education Plan (IEP) meetings. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

### **CED 606: Development and Evaluation**

This course will focus on the designing, developing, implementing, and evaluating a contemporary school counseling program in accordance with the National Standards. Foundations of school counseling programs are covered, as are results based guidance. Finally, students will learn the leadership skills necessary to implement the program and counseling services to meet needs of the community they are servicing. Practicum experience is required.

### **CED 610: Adv. Coun. Theories & Methods**

*(Prerequisite: CED 600)*

An examination of the major theories of individual counseling and their application for school counselors and school psychologists. The focus is on building the theoretical knowledge and practical skills required for expert counseling. Issues of social and cultural diversity in the context of helping relationships are addressed. Practicum Experience is required.

### **CED 611: Group Counseling**

*(Prerequisite: CED 610)*

Application of basic knowledge of the roles, functions, and dynamics among group leaders and group participants; covers group process theory and the research pertaining to group process; students analyze the interaction within a group. Practicum experience is required.

### **CED 612: Career and Academic Counseling**

This course provides a general examination of current career development/ career education literature including theories and major concepts, career education programs and practices, resource materials, academic and career counseling skills, and the use of computerized career information systems. Practicum experience is required.

### **CED 613: Psycho-Educational Assessment**

An overview of the counselor's role in the use and

interpretation of individual and group assessment instruments and the implications of assessment results on instructional and support programs in schools. Diversity issues, limitations of standardized testing and alternatives to traditional assessment are explored.

### **CED 614: Legal and Ethical Practices**

Provides an introduction to professional, ethical, legal, theoretical, and practical aspects of counseling. Students will examine the roles and responsibilities of counselors, professional organizations, and associations. Historical and social context along with emerging professional issues and directions are included. National Standards and ethical guidelines for practice are examined.

### **CED 616: School Counseling Internship I**

### **CED 617: School Counseling Internship II**

### **CED 618: School Counseling Internship III**

*(Prerequisites: a record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten(10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.)*

Students are placed in a school settings ranging from elementary to high school and expected to perform a variety of counseling related activities for a minimum of 600 hours of supervised practice to be scheduled over a period of at least two months. Students must maintain a grade of satisfactory throughout the internship series. Grading is S or U only.

### **CED 619: Counseling Practicum Community College**

*(Prerequisites: a record of a passing score on the CBEST, completion of all program prerequisites, completion of ten(10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.)*

Students are placed in a variety of school settings and expected to perform a variety of counseling related activities for a minimum of 200 hours of supervised practice to be scheduled over a period of at least two months. Students must maintain a grade of satisfactory throughout the internship series. Grading is S or U only.

### **CED 620: Internship Seminar (3 quarter units)**

*(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor.)*

Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Leadership opportunities within the counseling role are identified and developed. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course.

### **CED 637: School Counseling Research**

*(Prerequisite: ILD 625)*

This course is designed to provide the knowledge and skills required to generate and evaluate research relevant to various areas of professional education. The work of the educator will be emphasized throughout the course as students produce a major research and writing project. Students prepare a research proposal in their area of practice, obtain Institutional review Board (IRB) approval, conduct the study and prepare an oral and written report. Course include relevant aspects of professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for two months one day a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Grading is H, S, or U only.

# Course Descriptions

## **CED 694: Thesis**

*(Prerequisites: ILD 625 and successful completion of an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course).*

This course is a supervised experience culminating in the completion of a thesis. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Class size is limit to 5 students. Grading is H, S, or U only.

## **CEN – Construction Engineering**

### **CEN 320: Surveying, Metrics and GIS**

*(Prerequisite: EGR 319)*

Land and topographic surveying with global position systems and geographic information systems (GIS). Fundamentals of distance, leveling angles, theodolites, transverse surveys and computations. Hands-on with ArcView GIS to understand the basic GIS concepts and applications in land planning.

### **CEN 323: Structural Analysis**

*(Prerequisites: EGR 301 and EGR 304)*

Introduction to analysis of wood, steel and concrete structures. Basic structural loads, forces and moments in beams, columns and trussed systems. Internal reactions and method of sections. Stress, shear and deformation in beams and columns. Properties of soils and foundations. Basic design fundamentals.

### **CEN 410: Construction Materials and Methods**

*(Prerequisite: MTH215)*

An overview of the basic materials and methods utilized in construction projects. Wood, steel, masonry, glass, and concrete and other material are introduced along with their associated construction systems in foundations, framing, cladding, windows, doors, finishes and roofing.

### **CEN 413: Plans and Specifications**

*(Prerequisite: EGR 319)*

Drawing and interpretation of plans, sections, details, symbols, notes and details in architectural, construction and shop drawings. Coordination and reference between drawings. Specification creation incorporating material properties, construction techniques and legal factors. Industry standards from AIA and CSI are presented.

### **CEN 416: Mechanical and Electrical Systems**

*(Prerequisite: MTH215)*

The impact of M/E systems on the design and construction process including energy considerations. Fundamentals of HVAC, plumbing, fire protection, electrical distribution, lighting, information systems, and vibrations in the building system.

### **CEN 419: Estimating, Scheduling and Control**

*(Prerequisites: CEN 410)*

Introduces the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

### **CEN 420: Estimating, Scheduling, and Control II**

*(Prerequisite: CEN419)*

This course builds on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Advanced topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and prece-

dence networks for activity durations, scheduling and project updating for control are presented.

### **CEN 421: Construction Accounting, Finance, and Law**

*(Prerequisite: ACC 201)*

This course applies the principles of business accounting and financial principles and engineering economics to the construction industry. Construction accounting systems, depreciation and financial analysis are introduced. Labor, overhead and profit management are presented. Cash flow, time value of money, and legal aspects specific to construction industry contracts are introduced.

### **CEN 422: Field Inspection and Safety**

*(Prerequisite: CEN 410)*

Integration of safety and productivity into daily field operations through inspection and accountability. Examines accident costs and contributing factors and techniques for risk minimization. Presents the relationship between safety and quality and techniques for site, structure, general and mechanical and electrical system inspections.

### **CEN 425: Design and Construction Process Integration**

This course focuses on the detailed processes of construction management and the relevant tools, processes and techniques are involved. Students will be developing skills and knowledge to integrate and manage the overall construction process including the project proposal and design, cost estimate, contract document drawings and specifications, construction schedule, and project presentation.

### **CEN 427: Electrical Systems Estimating and Bidding**

*(Prerequisite: CEN 420)*

This course builds on the advanced concepts of construction cost estimating techniques covered in CEN 420 and presents cost estimating techniques applied specifically to electrical systems. Advanced topics concerning electrical contracting and estimating procedures, job costs electrical labor units, unit costs, electronic estimating, estimate indexing, submittal preparation and review, change orders and cost adjustments are presented.

### **CEN 429: Mechanical Systems Estimating and Bidding**

*(Prerequisite: CEN 420)*

This course builds on the advanced concepts of construction cost estimating techniques covered in CEN 420 and presents cost estimating techniques applied specifically to mechanical systems. Advanced topics concerning mechanical contracting and estimating procedures, job costs electrical labor units, unit costs, mechanical systems estimating, estimate indexing, submittal preparation and review, change orders and cost adjustments are presented.

### **CEN 450: Construction Documents I**

*(Prerequisites: CEN 413 and 419)*

An overview of the construction project documents and processes, the stages of a typical construction project and the participants and their relationships, within the context of the construction project life-cycle. Introduction to activities of the project conception phase, schematic programming and program development and benefits and limitations of construction project delivery types and substitution procedures. Preliminary project descriptions, outline specifications, schematic design, design development stages, allowances, alternates and unit pricing.

### **CEN 453: Construction Documents II**

*(Prerequisite: CEN 450)*

Continuation of CEN 450. Construction formats such as OmniClass™, UniFormat™, MasterFormat™, SectionFormat™ and PageFormat™ to organize,

store and retrieve information. General and procedural requirements, methods of specifying, specification language and practices, project manual, procurement, warranties and construction bonds. Pricing, project information, agreements, construction stage submittals, project closeout, and facility management.

### **CEN 460: Construction Specifications I**

*(Prerequisite: CEN 453)*

In-depth coverage of construction contracts and limitations, owner-contractor agreements, general conditions, supplementary conditions for modifications, bidding document changes, document organization and requirements coordination. Advanced concepts of the benefits of MasterFormat™ and UniFormat™, Division 01 and other contract relationships and Division 01 and the relevance to project manual organization.

### **CEN 463: Construction Specifications II**

*(Prerequisite: CEN 460)*

Continuation of construction specifications and processes, covered in CEN 460. Advanced topics in master guide specification section scoping and preparation, project manual production, product decision and procurement organization, specification methods, insurance and bonding terms and warranty purposes and limitations. Detailed topics in appropriate specifications methods, procurement contracts and the Uniform Commercial Code, procurement and construction contract differences, performance method usage, short-form specification, preliminary project description organizations and proper specification writing using PageFormat™ and SectionFormat™.

### **CEN 470: Construction Contract Administration I**

*(Prerequisite: CEN 453)*

Continuation of construction documents knowledge gained in CEN 453. In-depth coverage of documents used for construction and project delivery, the roles and responsibilities of project participants, preconstruction submittals and administrative procedures, pricing and bidding considerations, proper meeting procedures, and submittal maintenance procedures. Advanced concepts in the schedule of values, site visits, inspections, nonconforming work, quality assurance and quality control.

### **CEN 473: Construction Contract Administration II**

*(Prerequisite: CEN 470)*

Continuation of the concepts of construction contract administration and processes, covered in CEN 470. Advanced topics on contract interpretation and modification, change order procedures, execution of work, claim handling methods, dispute prevention and resolution, measurement and payment methods, schedule of values usage, payment processes and liens. Project closeout, substantial and final completion, pre and post occupancy activities, project feedback and facility management transition.

## **CHD – Chemical Dependency**

### **CHD 440: Drugs, Values and Society**

An examination of the history of substance use and abuse in the United States. Examines individual and institutional values that underpin chemically dependent behavior as well as socio-cultural factors, including media images, consumer product advertising, myths and stereotypes and subculture/life-style issues. Provides an overview of the social services structure, including outreach, education, prevention and treatment models.

### **CHD 601: Drugs in American Society**

A survey course intended for a general audience with diverse interests in the phenomenon of drug

# Course Descriptions

use and abuse. Topics include pharmacology, history, theories of drug abuse, treatment methods, special populations, education and prevention models and ethical, political, social and legal considerations. Open to any graduate students with approval of their school except those who have completed CD 640.

## CHD 640: Treatment of Addictions

A comprehensive study of the theories, etiology, assessment, diagnosis and treatment of addictions. Also covers medical and legal aspects, education and prevention strategies; and HIV/AIDS issues for chemically dependent clients and their families.

## CHE – Chemistry

### CHE 101: Introductory Chemistry

(Recommended: Prior completion of MTH204 or MTH215 or MTH216A/B)

Fundamentals of inorganic and organic chemistry, including bonding and basic types of reactions. An introduction to nuclear, biological and environmental chemistry. Basic principles and calculations of chemistry with emphasis in the areas of atomic structure, molecular structure and properties, equilibrium, thermodynamics, oxidation-reduction and kinetics. This course may not be taken for credit if CHE 141 and/or CHE 142, or their equivalents, have been completed.

### CHE 101A: Introductory Chemistry Lab

(1.5 quarter units)

(Prerequisites: CHE101 or CHE141)

This laboratory course will complement the student's knowledge of chemistry with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

### CHE 120A: Introduction to Chemistry Lab for Engineering Students

(1.5 quarter units)

(Prerequisite: CHE 101)

An online-only laboratory class that introduces engineering students to the fundamentals and procedures of chemistry laboratory. Open only for students in the Master of Science in Environmental Engineering, and is not a substitute for the course CHE 101A.

### CHE 141: General Chemistry 1

(Prerequisite: MTH 215 or equivalent)

General chemistry topics important for higher level chemistry and science courses: thermodynamics, reaction kinetics, quantum mechanics, and bonding. Successful completion of a college algebra course is required for enrollment in this course.

### CHE 142: General Chemistry 2

(Prerequisite: CHE 141)

Second course of general chemistry, covering: thermodynamics, reaction kinetics, equilibrium, coordination chemistry, nuclear, organic, and biochemistry.

### CHE 150: Introductory Organic Chem.

(Prerequisites: CHE 101, 101A)

This course introduces students to the fundamentals of organic chemistry, covering the properties and reactions of hydrocarbons and their functional groups, aromatic compounds, and biological molecules. Special efforts are made in demonstrating the interrelationship between organic chemistry and other areas of science, particularly biological, health, and environmental sciences.

### CHE 150A: Introductory Organic Chem Lab

(1.5 quarter units)

(Prerequisites: CHE 150)

This course is designed to introduce students to the practical aspects of organic chemistry. This course covers basic techniques for handling, analyzing, and identifying organic compounds. In addition, students will learn how to synthesize simple and practical small organic molecules.

## CHN – Chinese

### CHN 100: Beginning Chinese I

(Co-requisite: CHN 100A)

First course in Modern Standard Chinese (MSC).

Elementary skills in speaking, writing, reading, and listening to MSC and the Mandarin Chinese dialect introduced. The course includes an introduction to Chinese characters, "Pinyin" (the phonetic writing system of Mandarin) and usage of basic vocabulary, as well as aspects of Chinese culture.

### CHN 100A: Beginning Chinese I Lab

(1.5 quarter units)

(Co-requisite: CHN 100)

An intensive online laboratory course in which the student interacts in a speaking and listening mode to a programmed sequence of language units and utilizes an online audio web log. These exercises are parallel to the corresponding materials covered in CHN 100.

### CHN 101: Beginning Chinese II

(Prerequisites: CHN 100, CHN 100A)

(Co-requisite: CHN 101A)

This course is a sequel to the beginning course in Modern Standard Chinese (MSC). The course includes an introduction to the basic parts of a Chinese sentence and the basic written Chinese phrases for oral and reading comprehension.

### CHN 101A: Beginning Chinese II Lab

(1.5 quarter units)

(Prerequisites: CHN 100, CHN 100A)

(Co-requisite: CHN 101)

An intensive online laboratory course in which the student interacts in a speaking and listening mode to a programmed sequence of language units, and posts oral exercises on a designated Web Log.

### CHN 200: Intermediate Chinese I

(Prerequisites: CHN 101, CHN 101A)

(Co-requisite: CHN 200A)

This course enhances the student's proficiency in spoken and written Modern Standard Chinese (MSC). This course emphasizes the difference between standard and dialectic spoken Chinese. Emphasis is given to both formal and informal Chinese. Grammar and vocabulary are expanded.

### CHN 200A: Intermediate Chinese I Lab

(1.5 quarter units)

(Prerequisites: CHN 101, CHN 101A)

(Co-requisite: CHN 200)

An intensive online laboratory course in which the student interacts in a speaking and listening mode to a programmed sequence of language units, and posts oral exercises on a designated Web Log.

### CHN 201: Intermediate Chinese II

(Prerequisites: CHN 200, CHN 200A)

(Co-requisite: CHN 201A)

This course gives emphasis to both formal and informal Chinese. Rules of grammar and vocabulary are applied in writing simple Chinese sentences when describing presented materials and real life situations. Grammar and vocabulary are expanded.

### CHN 201A: Intermediate Chinese II Lab

(1.5 quarter units)

(Prerequisites: CHN 200, CHN 200A)

(Co-requisite: CHN 201)

An intensive online laboratory course in which the student interacts in a speaking and listening mode to a programmed sequence of language units, and posts oral exercises on a designated Web Log.

### CHN 300: Advanced Intermediate Chinese I

(Prerequisites: CHN 201, 201A)

(Co-requisite: CHN 300A)

The course places a stress on advanced grammar and vocabulary expansion. It is designed to develop all the four skills to higher levels of proficiency. Particular emphasis is placed on reading and speaking. In this course students are required to comprehend and produce paragraph-level Chinese.

### CHN 300A: Advanced Intermediate Chinese I Lab

(1.5 quarter units)

(Prerequisites: CHN 201, 201A)

(Co-requisite: CHN 300)

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, and posting oral exercises on a designated Web Log.

### CHN 301: Advanced Intermediate Chinese II

(Prerequisites: CHN 300, 300A)

(Co-requisite: CHN 301A)

This course emphasizes advanced grammar and vocabulary expansion. It is designed to develop all the four skills to higher levels of proficiency. Particular attention is placed on reading, journal writing, and speaking. In this course students are required to comprehend and produce paragraph-level Chinese texts.

### CHN 301A: Adv Intern Chinese II Lab

(1.5 quarter units)

(Prerequisites: CHN 300, 300A)

(Co-requisite: CHN 301)

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, and posting oral exercises on a designated Web Log.

### CHN 400: Advanced Chinese Conversation

(Prerequisites: CHN 301, 301A)

This course develops students' skills in conversational and idiomatic speech. It is based on contemporary literary and colloquial usage conducted entirely in Chinese. The course is a combination of communicative language activities based on written texts and video clips. Advanced syntactic patterns and vocabulary will be consolidated.

### CHN 450: Selected Readings in Modern Chinese

(Prerequisites: CHN 301, 301A)

This course aims to introduce students to basic translation skills and to consolidate their knowledge of Chinese through training in translating modern Chinese into English using a variety of text-types that include high frequency vocabulary and expressions in a variety of subjects relevant to the contemporary workplace.

## CIS – Information Systems

### CIS 301: Management Information Systems

Overview of core concepts related to the emerging interconnections between technology, the organization, and information management.

### CIS 310: Technology Project Management

Foundation of project management - project integration, scope, time, cost, quality, human resources, communications, risk, and procurement. The focus is on the concepts, skills, tools, and techniques involved in information technology project manage-

# Course Descriptions

ment. Students will develop a project plan using Microsoft Project.

## **CIS 320: Systems Analysis & Integration**

Comprehensive introduction to the planning, analysis, design, and implementation of contemporary information systems. Students will examine the role and responsibility of a System Analyst. Several approaches to system requirements are also covered.

## **CIS 330: System Development**

Introduces the Object-Oriented approach to system development with emphasis on user and computer interface design. Introduction to object-oriented programming, java, and Unified Modeling Language (UML) standard are also covered.

## **CIS 340: Data Communications**

Covers in detail all the critical technical areas in data communications, wide-area networking, local area networking, and protocol design. The focus is on current technology of the data and computer communications field. Emphasis is on both the fundamental principles as well as the critical role of performance in driving protocol and network design.

## **CIS 350: Database Management Systems**

Fundamentals of database systems. An introductory approach to developing database applications; students learn to evaluate a business situation and then build and design a database application. The focus is from systems design to distribution and integration of the system through hands-on experience. Core theories and ideas of database management are also covered.

## **CIS 416: Database Administration**

*(Prerequisite: CIS 340)*

Designed to give the Oracle database administrator (DBA) a firm foundation in basic administrative tasks. Through instructor-led learning, structured hands-on practices and challenge-level exercise labs, the DBA will gain the necessary knowledge and skills to set up, maintain and troubleshoot an Oracle7 or Oracle8 database.

## **CIS 420A: Information Systems Project I**

*(Prerequisite: CIS 310 Technology Project Management, and 80 percent of courses in the major, except CIS 420B)*  
A precursor to the final IS/IT product development capstone course. Research their area of interest and learn how to apply project management tools in the preliminary development process of their final product. Grading is H, S, or U only.

## **CIS 420B: Information Systems Project II**

*(Prerequisite: CIS 420A)*

A capstone hands-on project in the student's area of interest. Apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product. Grading is H, S, or U only.

## **CIS 425: Programming for IT Environment**

Introduction to programming concepts in an integrated computing environment. It also examines contemporary programming design techniques including event-oriented approaches. Develop applications using Microsoft Visual Basic in a graphical user interface (GUI) environment.

## **CIS 430: Web/EB Design & Development**

Focuses on two aspects of website management: technical and business aspects. An introduction to Web languages and technologies is made with some in-depth coverage of HTML and CSS. How to manage people, content, and suppliers is covered in the business focus.

## **CIS 440: Systems Quality Assurance**

Fundamentals of measuring an organization's system quality and ways to improve it. This cover also covers the testing process and how to staff and execute a test plan from start to finish.

## **CIS 450: Information/Systems Assurance**

Provides understanding of how to audit information systems, including enterprise systems, fraud and fraud detection. The combination of text and software create a double learning environment in which students will gain an understanding of how these audits take place in the real world.

## **CIS 460: Human Factor /Ergonomic Design**

Introduction to methods that incorporate human capabilities and limitations, environmental factors, human-machine interaction, and other factors into system design. The focus is on the interface between humans, technology, and systems. Human factors and ergonomics in systems analysis, design, and evaluation will also be examined.

## **CIS 470: Computer Forensics**

Introduction of computer forensics in networked systems, provides understanding of technical issues in acquiring computer evidence with emphasis on computer forensic analysis. File systems and current computer forensics tools are also examined.

## **CIS 480: Health Information Management**

Overview of the health information management and health care delivery systems. Coverage includes the patient record, numbering and filing systems, record storage and circulation, indexes, registers, and health data collection.

## **CIS 601: Information Systems Strategies**

Exploration of the merger of Information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures. Learn the strategic role IS professionals play in the modern work-place environment and the role telecommunications plays in the modern work place, networked environment.

## **CIS 602: Network Services and Protocols**

*(Prerequisite: CIS 601)*

Study of the principles and applications of telecommunications. Examination of voice, data, analog and digital transmission in local area and wide area networks will be explored and the related existing and emerging communications protocols. Discover the strategic role telecommunications plays in the modern networked environment.

## **CIS 603: Database Management**

*(Prerequisite: CIS 601)*

Study of relational database management systems, the planning, design, implementation, documentation and maintenance of DSSs following standard methodologies. Analyze and learn the strategic role decision support systems play as a pivotal tool in the modern work place for executive decision-making and strategic planning.

## **CIS 604: Management and Security**

*(Prerequisite: CIS 601)*

Study of organizational management, network infrastructures and information, including information risk analysis, threats, vulnerabilities and protection methods. Analyze a business enterprises information management security risks and vulnerabilities and prepare a comprehensive security plan for Intranet, Extranet and Internet infrastructures.

## **CIS 606: End User Information Systems**

*(Prerequisite: CIS 601)*

Study of the end-user approach to systems analysis, addressing the links between information systems

technology and organizational goals. IS design, analysis and implementation, with a focus on shaping information systems to enhance employee performance and carry out business strategies.

## **CIS 607: Systems Integration**

*(Prerequisite: CIS 601)*

The study of information systems technology through systems integration and distributed computing, to maximize efficiencies to meet organizational goals. Comprehensive treatment of IS design, analysis and implementation, with a focus on client server computing and the integration of legacy systems with newer applications.

## **CIS 608: Knowledge Management**

*(Prerequisite: CIS 601)*

Study of decision support systems, inclusive of knowledge based systems, expert systems and artificial intelligence and its practical application in the organization. comprehensive focus on shaping information systems to enhance executive decision making to meet the changing internal and external environment facing businesses today.

## **CIS 609: Advanced Knowledge Management**

*(Prerequisite: CIS 608)*

Study of knowledge management through project implementation. Provides comprehensive hands-on application of business systems analysis, database integration and creation of decision support systems. There is a strong emphasis on individual and team project development using the acquired knowledge and skills from previous courses.

## **CIS 620A: Master's Research Project I**

*(Prerequisites: All core requirements with a GPA of 3.0 or approval of lead faculty)*

First part of the master's research project: research and selection of an appropriate topic related to information systems. Develop the project in a three-to-five member group and utilize skills previously acquired in their respective core curriculum.

## **CIS 620B: Master's Research Project II**

*(Prerequisite: CIS 620A)*

Continuation of CIS 620A. Students continue in their three-to-five member group. Complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, formally present final product to a review panel for evaluation and grading. Grading is H, S, or U only.

## **CJA – Criminal Justice Administration**

### **CJA 229: Introduction to Policing**

This course is designed to provide the student with a basic understanding of the role of the peace officer in American society. The course will examine the steps in selecting candidates for the position of police officer, the complexity of the enforcement requirement, the challenges that face peace officers each day, the limitations placed on peace officers by all three branches of government at both the state and federal levels.

### **CJA 340: Corrections**

An introduction to the field of corrections and the corrections continuum. Topics include contemporary theories of punishment, corrections and rehabilitation, local, state, federal and military confinement facilities and community alternatives to incarceration.

### **CJA 351: Court Systems and the Judicial Process**

A study of concepts and theories regarding the uti-

# Course Descriptions

lization, organization and management of the judicial process. Critically reviews the issues of fair trial, speedy trial, free press, calendar control, judicial responsibility and new technology. Students analyze the roles of the legal actors, problems of lower, trial and appellate courts and the distribution of judicial powers.

## **CJA 352: Criminal Law and Procedure**

A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law and the role of the constitution in protecting rights.

## **CJA 356: Criminal Evidence**

A study of the elements of criminal law as applied to various theories of criminal evidence to enhance understanding of the various issues facing prosecutors, criminal justice practitioners and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

## **CJA 400: Gangs in America**

Exposes students to the basic trends of criminal behavior as it relates to gangs in America and the causative and contributory factors of gang behavior. It explores the general personality, intellectual and social perspectives of criminal behavior as it relates to gangs.

## **CJA 401: Criminal Intelligence**

Exposes students to the basic trends of criminal intelligence as it relates terrorism around the world. The focus will be on the domestic and international threats of terrorism and the basic security issues that surround terrorism today. The student will gain an understanding of terrorism and the many factors that support and drive the terrorist movements throughout the world. The students will also analyze the laws and special forces which nations within the international community have created to meet this challenge. This course also presents an overview of computer crimes and the use of the internet to disrupt computer services throughout the world. The student will learn about emerging laws and digital solutions to block the use or spread of digital crimes or terrorism.

## **CJA 431: Criminology**

This course exposes the students to the basic tenets of criminal behavior, the causative and contributory factors of behavior. It explores the general personality, intellectual and social perspectives of criminal behavior.

## **CJA 434: Survey of Forensic Sciences**

An introduction to the forensic sciences. Includes topics such as forensic photography, firearms and tool mark identification, the examination of questioned documents, hair and fiber analysis, serology, instrumental analysis, forensic pathology and odontology and forensic psychology.

## **CJA 437: The Juvenile Offender**

A study of the nature and control of juvenile delinquency. Examines patterns of delinquent behavior, factors of causation, juvenile law and the juvenile justice system. Students also learn policies and procedures in treatment and prevention.

## **CJA 441: Organized and White Collar Crime**

This course will expose the students to elite and corporate deviance, the incidence and prevalence of white collar and organized crimes. The course explores the theoretical foundations of all types of occupational crimes, with a comparative, analytical

global look at these crimes. It also exposes the students to the forms and causes of these crimes, the legal and law enforcement and societal responses to such crimes.

## **CJA 443: Current Issues in Law Enforcement**

Using a seminar approach, this course focuses on current specific problems and issues within the law enforcement community. Topics may include police morale, the retention of sworn personnel and future trends in law enforcement.

## **CJA 446: Criminal Justice Management and Leadership**

An analysis of the organization and management of criminal justice agencies. Discusses principles of supervision and motivation of personnel, management problems and solutions, decision-making and administration of policies and procedures.

## **CJA 448: Violence and Society**

An exploration of methods, patterns and meanings of individual and collective violence. Focuses on gangs, terrorists and the assaultive individual. Students analyze the causes of violence, attitudes toward violence and methods of controlling violence as well as the impact of gun control.

## **CJA 449: Research Methods**

An introduction to conducting research in criminal justice-related fields. Students learn how to identify current problems in criminal justice, develop a practical research question, formulate hypotheses, identify appropriate resources to answer the research question and describe an appropriate research method to answer the research question.

## **CJA 457: Minorities, Crime and Social Justice**

A review of the criminological literature and theoretical applications of the law and criminal justice as seen from a racial, gender specific, class and ethnic orientation.

## **CJA 460: Principles of Investigation**

An introduction to the practices and procedures involved in conducting civil and criminal investigations. Topics include learning about crimes and their elements, modus operandi, major goals of investigations, primary functions and responsibilities of investigating officers/agents and the investigator's relationship with other individuals and agencies involved in an investigation.

## **CJA 464: Constitutional Law for Criminal Justice**

A study of the fundamentals of the U.S. Constitution, the rights and protections of the accused; an exploration of the case law and the judicial system, the rights and responsibilities of the police and citizenry

## **CJA 465: Practicum in Criminal Justice**

(1.5-9 quarter units)  
A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically, the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Grading is S or U only.

## **CJA 467: International and Domestic Terrorism**

CJA 467 exposes the students to the basics of terrorism and its global impact; terrorism investigation and intervention strategies. It describes the factors to be considered when implementing psychological,

social, investigative and legal techniques against terrorism and its related crimes.

## **CJA 470: Supervised Criminal Justice Senior Project**

(Prerequisite: CJA 449)

Supervised senior project undertaken by students of criminal justice when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a criminal justice faculty member chosen by the student from previous courses taken within the program. Students select a committee and a viable topic in criminal justice to research and then meet with a committee member once a week for two months. Upon completion, students present their project to the committee, other faculty and peers in an open forum. Grading is H, S, or U only. Accelerated study is not permitted with CJA 470. CJA 470 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "IP". This allows the student up to one year to complete the project (from the start date of the class). Students who do not complete the project within one calendar year from the start date of the class will need to retake CJA 470. No grade of "I" can be given for this course.

## **CJA 490: Guided Study**

(1.5-9 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department. Grading is by H, S, or U only.

## **CJA 600: CJ Theory, Practice & Policy**

An overview of criminal justice administration, the history of police administration, organizational systems theory, principles, ideology, and managerial practice that has shaped the criminal justice profession.

## **CJA 610: Critical Issues in CJ**

A seminar course focusing on contemporary issues related to problem-oriented policing (POP) and community-oriented policing (COP). Other topics include morale, motivation, retention, selection, recruitment, standards and training, evidence, arrest, lethal force, victim/witness, police reserves, and the cooptation of citizens in law enforcement by the criminal justice manager.

## **CJA 620: Legal Issues in CJ**

An assessment of legal issues, legal terminology and analysis of court decisions involving criminal justice agencies' exposure to criminal or civil liability involving wrongful death, wrongful termination, police corruption, and discrimination lawsuits.

## **CJA 622: Professional Ethics in CJ**

A study of ethical, legal, professional controversies, personal dilemmas and approaches to solving those conflicts. Using a case study format, students evaluate personal values or biases and the abuse of power and authority. The course also examines police or justice practices involving cases of ethical or police policy violations.

## **CJA 625: Security Management & Planning**

An overview of the history, structure, importance and specific function of security management and administration. Students are exposed to the objectives of security management, security planning, education and training, organizational leadership, risk analysis, communication, legal liability for security managers, asset protection, emergency planning, and development of security programs.

## **CJA 627: Comparative CJ Systems**

A comparison of the American criminal justice system with other systems around the world. Students

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will evaluate the systems of law, police, courts and corrections in 30 different countries and examine the diversity that exists in the world legal systems. Also examines and compares American and foreign justice policies.

## **CJA 650: Advanced Criminological Theory**

A seminar course that explores the important criminological theories. The course will evaluate and compare the following theories: Classical, Positivist, Trait, Social Disorganization, Differential Association, Strain, Control, Labeling, Radical Choice, Deterrence, and Feminist theories. The course will analyze each theory and its relevance to crime in 21st century America.

## **CJA 655: Advanced Research Methods**

This course is designed to aid graduate students to improve their writing and research skills and is specific to criminal justice. It includes an overview of the writing mechanics and process, how to properly conduct research, cite sources and guidelines for writing specific types of criminal justice papers.

## **CJA 660: Drugs, Alcohol & Public Policy**

A series of perspectives and reflections of the worlds of drug taking, drug seeking, and public policy. Examines the history and patterns of abuse of the major drugs effecting crime in today's society and analyzes the public policy issues related to the legalization of certain drugs and medical marijuana

## **CJA 665: Violence and Victimization**

This course examines the causes of criminal victimization and looks at theories associated with violent victimization. It analyzes the offender-victim relationship, and presents ideas on preventing violence and on responding to criminal victimization.

## **CJA 690: Research Project Thesis**

*(Prerequisite: All 7 other core CJA classes)*

A two- month course required of all MCJ students. Culminates in the research and writing of a substantial original work on a criminal justice pre-approved research project of personal interest involving the critical examination and evaluation of primary sources and appropriate secondary materials with faculty supervision and guidance. Grading is H, S, or U only.

## **CLD – Cross-Cultural Language and Academic Development (CLAD)**

### **CLD 627: Meth. Crosscult. Instr.**

An examination of content-area instruction for English language learners. Covers strategies that foster English Language Development (ELD) lesson development, adaptation, and delivery. Also covers Specially Designed Academic Instruction in English (SDAIE) and “instructional scaffolds” as well as “instructional conversations” to support ELD.

## **COH – Community Health**

### **COH 100: Personal Health**

Designed to assist individuals to establish health behaviors for optimal physical, emotional, and sexual health and maintain a healthy environment.

### **COH 150: Healthcare Terminology**

Presentation of healthcare service terminology and word forms. Includes language describing health and disease. Emphasizes development of medical vocabulary employing the building of terms for application in understanding and analysis of medical records.

### **COH 300: The Ecology of Public Health**

*(Prerequisites: COH 100, 310, 320)*

Consideration of the interrelationships and interdependencies between individuals, families, groups, organizations, communities, and societies and their effects on health status. High level wellness, health, and disease are distinguished. Concepts are developed based on the evolution of public health in civilizations as well as contemporary influences.

### **COH 310: Culture and Health**

Focus is on the influence of culture on illness, health and rehabilitation. The relationship that culture plays in health and wellness of individuals and the community in which they live will be explored.

### **COH 315: Introduction to Epidemiology**

*(Prerequisite: NSG322)*

Presents concepts and processes of this core public health discipline. Occurrence, distribution, effects, and control of diseases and conditions examined from a broad perspective. Applications of epidemiological methods included.

### **COH 320: Chronic & Communicable Disease**

Introduction to concepts of pathological process from a public health viewpoint. Consideration of historical and contemporary disease patterns based on an understanding of pathogenic, behavioral, and environmental dimensions.

### **COH 321: Health Behavior**

Considers the significant influence that individual and collective behavior exerts on health status. Relationships of behavior and social variables are examined, including natural and built environments, economics, and public policy.

### **COH 370: Alternative Healthcare**

Focus is on providing an understanding of complementary and integrative therapies. The historical context and theoretical basis as well as the most recent scientific research and clinical applications will be explored. The most prevalent complementary therapies in use today will be discussed.

### **COH 380: HP Program Planning & Evaluation**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Knowledge and skills essential to assessing needs, developing goals and objectives, and planning activities for health promotion programs presented. Developing program plans incorporating evaluation standards included. Program implementation explored.

### **COH 400: Environmental Health**

Focus is on the foundations of environmental science and environmental issues. Global climate change, agriculture, biodiversity, resource management, environmental toxins, waste management, and other topics will be explored.

### **COH 401: Health Promotion Concepts**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Designed for entry-level professionals, covers the evolving profession of health promotion. Principles and practice of health promotion included. Essential core knowledge and skills considered. Health promotion's link to other health and human service endeavors reviewed. Challenges to health promotion included.

### **COH 412: Injury Prevention**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Occurrence and distribution of intentional and unintentional injuries in society and in selected population groups considered. Multiple physical, behavioral, social, and other variables contributing to injuries examined. Effective means for anticipating and preventing injuries identified.

### **COH 415: HP & Stress Management**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Traces the biological foundations of the stress response in contemporary society. Associates stressors with factors that may lessen or increase effects. Concept of allostasis and disease occurrence considered. Specific strategies to manage stress presented.

### **COH 416: PH & Physical Activity**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Challenges to establishing and maintaining a physically active lifestyle in society examined. Physical, psychological, and social benefits of habitual physical activities considered. Public health impacts of sedentary living presented. Interventions to improve physical activity assessed.

### **COH 417: Public Health Nutrition**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Core concepts of nutrition and health presented. Health issues from undernutrition and overnutrition considered. Context of nutrition in contemporary society examined, including cultural, economic, and political. Interventions to influence nutritional intake considered.

### **COH 418: Drug Use & Abuse**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Biomedical, physiological, psychological, and sociological impacts of drugs of use and abuse explored. Effects of changing public policy and educational programs considered. Impacts of specific drugs on society and health status examined. Social norm and policy effects considered.

### **COH 419: Public Health & Sexuality**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Consideration of biological, psychological, and social dimensions of sexuality. Evolving social influences on sexuality, including behaviors, identity, contraception, pregnancy and birth rates examined. Population dynamics included. Transmission of disease through sexual behavior is evaluated.

### **COH 420: Health of Vulnerable Groups**

Considers population groups from different views: Biological, disease, educational, cultural, social, economic, political, geographic, age, gender, citizenship status, behavioral, and housing. Consideration of factors making certain groups vulnerable to premature and excess morbidity and mortality.

### **COH 422: Global Health Promotion**

Behavioral, environmental, and public policy factors affecting populations. Transportation, emigration, and immigration patterns affect health status. Substantial differences in health status among world's population examined. Course presents a broad understanding of the global aspects of health promotion.

### **COH 425: Health and Safety**

Focus is on health and safety management in the workplace. Emphasis is on how to protect employees, reduce illness and injury on the job, and develop a safety culture. OSHA required training, inspections, and postings and labeling will be explored.

### **COH 430: HP Strategies & Tactics**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Methodologies to implement health promotion programs emphasized. Levels of intervention, from individual to society, are shown. Criteria for selecting methodologies presented.

### **COH 435: PH Communications & Advocacy**

*(Prerequisites: COH 300, 315, 400, HSC 410)*

Means for influencing social environments and public policy affecting public well being. Reaching iden-



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tified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

## **COH 494A: Internship in Health Promotion**

*(Prerequisites: COH 300, 315, 400, HSC 410 and a minimum completion of 36 quarter units of the Health Promotion Core)*

Practical application of knowledge and skills required for a health promotion professional in a community agency. Students assigned to agencies according to interests, abilities, and availability of approved internship sites. Two month requirement.

## **COH 494B: Public Health Capstone Project**

*(Prerequisite: Completion of COH 494A and evidence of valid CPR and First Aid certification)*

Summative, integrative experience drawing student curricular and related experiences together. Student initiated written project required addressing a significant health promotion challenge. Completed written project may be presented orally.

## **COH 601: Global Public Health**

Analysis of global public health with emphasis on defining and evaluating preventive efforts to affect the quantitative, biological, economic, social, political, and behavioral determinants of health. Investigation of burden of disease, social justice and equitable health care. Emphasis on reproductive health, population dynamics, complex humanitarian emergencies, globalization and global cooperation.

## **COH 602: Biostatistics**

An introduction to the use of statistical analysis in public health. Provides an understanding of the basic methods and underlying concepts of statistics that are used in public health decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics.

## **COH 603: Public Health Biology**

Biological foundations of public health issues including infectious and chronic diseases. Reproduction and development of disease pathogens and transmission, immune responses and constitution of the host. Anatomical, physiological and cellular foundations for understanding chronic diseases. Focuses on methods for the control and prevention of disease.

## **COH 604: Theories of Health Behavior**

The theoretical basis of individual health behavior. Application of cognitive, psychosocial and environmental theories of health behavior and theories of self-directed and professionally facilitated health behavior change. Emphasis on Behavior Modification, Health Belief Model, Theory of Planned Behavior, Social Cognitive Theory, Stress and Coping, Social Support, and Transtheoretical Model.

## **COH 605: Public Health Promotion**

*(Prerequisite: COH 604)*

Exploration of health status and issues in various communities. Application of the national agenda for health promotion and disease prevention in the United States. Emphasis on health disparities by socioeconomic status, ethnicity, gender, age, ability and literacy. Examination of diffusion of health innovations throughout communities.

## **COH 606: Epidemiology**

*(Prerequisite COH 602)*

The study of determinants and distribution of disease and disability in human populations. Empirical analysis of population data related to morbidity and mortality. Investigation of disease outbreaks, risk factors, health outcomes and causal relationships. Critical evaluation of public health literature and

study design.

## **COH 607: Public Health Program Development**

*(Prerequisite: COH 605 and COH 606)*

Development of community-wide interventions to promote health and prevent disease. Systematic design by application of the principles of epidemiology, health behavior and Evidence-Based Public Health. Includes Community-Based Participatory Research and investigation of ethical issues in conducting community-based public health programs.

## **COH 608: Public Health and the Environment**

*(Prerequisite COH 603)*

Analysis of the health impact of home, workplace, community and global environments. Examines scientific understanding of causes and control of the major environmental health problems. Includes environmental pollutants; physical, chemical, and biological agents of environmental contamination; vectors for dissemination; solid hazardous waste; susceptible populations; biomarkers; and emerging global environmental problems.

## **COH 609: Public Health Program Evaluation**

*(Prerequisite: COH 607)*

Fundamentals of evaluation methods applied to public health interventions. Effective use of measurement tools to evaluate achievement of program goals and objectives. Includes analysis of validity and reliability of measurement instruments. Emphasis on reach, effectiveness, acceptance, implementation and maintenance of community programs. Includes fundamentals of proposal development.

## **COH 611: Public Health Research Methods**

*(Prerequisite: COH 606)*

Fundamentals of research methods and statistical analysis of public health data. Includes principles of research investigation, research design, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing. Focuses on health survey design, sampling methodologies, questionnaire construction and administration, interviewing, and coding procedures.

## **COH 612: Health Policy & Advocacy**

*(Prerequisite: COH 609)*

Explores the roles health advocates assume and how individuals working in public health settings might participate in advocacy strategies to affect policy. Focuses on frameworks for conceptualizing and promoting the right to health as well as strategies to give consumers more power in making decisions, defining issues, designing programs, and developing policies.

## **COH 613: Public Health Informatics**

*(Prerequisite: COH 606)*

Application of information systems and technology to public health practice and research. Information technologies that support and improve the status of individual and community health. Development, deployment and maintenance of these systems. Effective use of data, information and knowledge tools to build, manage, merge, retrieve and analyze public health data.

## **COH 618: Health Promotion Strategies**

*(Prerequisite: COH 605)*

Investigation and evaluation of strategies implemented to promote health in communities. Emphasis on community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Critical analysis of interventions that implement each strategy through systematic analysis of public health literature.

## **COH 691: Public Health Internship**

*(Prerequisite: HCA 600, COH 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612 and 613)*

Work in public health agency planning, implementing and/or evaluating a health promotion program or programs. Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced health promotion specialists. Course is eligible for In Progress (IP) grade. This is a two month course.

## **COH 692: Public Health Capstone Project**

*(Prerequisite: COH 691)*

Two-month capstone project focused on a relevant problem in public health promotion theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to public health promotion. Student project may require Institutional Review Board (IRB) approval. Course is eligible for In Progress (IP) grade. This is a two month course.

## **COM – Communications**

### **COM 100: Introduction to Mass Communication**

Examination of the cultural and institutional factors that shape the mediated messages of contemporary society. Covers history, business, and genres of books, magazines, newspapers, radio, television, and the Internet. Students are introduced to mass media theory, practice, and research through readings, assignments, and course projects.

### **COM 103: Oral Communication**

Introduction to the principles and practices of spoken communication, with special emphasis on the skills needed to communicate effectively in the workplace. Topics include platform techniques, interpersonal communication strategies, cross-cultural approaches and small group methods. (Formerly COM 200)

### **COM 220: Media Literacy**

Teaches ability to access, analyze, and evaluate information received from the media. Investigates message design strategies, the effects of media consumption and information fatigue, and the influences of bias and economic forces on media content. Covers meaning formation, verbal and visual rhetorical structures and the effects of media convergence.

### **COM 300: Interpersonal Communication**

*(Prerequisites: ENG 101 and COM 100, COM 103, or 220)*

Examines the theory and research that explores interpersonal communication. Explores communication processes between dyads, small groups and teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments. The course also covers self-awareness, self-disclosure, relational development, and conflict resolution.

### **COM 305: Intercultural Communication**

*(Prerequisites: ENG 101 and COM 100, COM 103, or 220)*

Looks at communication across cultures and considers how culture influences communication. Focuses on the dynamics of cross-cultural face-to-face interaction, conflict styles across cultures, societal influences on ethnocentrism and racism, cultural value orientations, non-verbal dimensions of communication, language interaction, stereotypes, relationship development, and cultural adaptation.

### **COM 310: Communication Theory**

*(Prerequisites: ENG 101 and COM 100, COM 103, or 220)*

Provides a broad survey of the theoretical approach-



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es employed in the study of communication. Focuses on theories relevant to many levels of interaction from interpersonal to mass and mediated communication. Also explores how and why theories are developed and how they can be evaluated.

### **COM 315: Communication Research Methods** (Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Introduces students to quantitative and qualitative communication research methods to enable them to become competent evaluators, designers, and authors of research. Teaches the fundamental principles of communication research, providing learners with the knowledge base and experience to answer many questions in the practice of communicating.

### **COM 324: Critical Thinking and Ethics**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Examines critical thinking and ethics and their application to academic, personal, and professional situations. Covers systems of logical reasoning, critical analysis, and evaluation of message content, including supporting evidence, and logical fallacies. Discusses the morality and ramifications of decision-making in media industries.

### **COM 334: Persuasion**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Introduces learners to the principles, functions, and practices of social influence. Examines how to influence others' attitudes, beliefs, opinions, values, and behaviors through communication. Explores scientifically established principles of persuasion that are used in contemporary media.

### **COM 344: Organizational Communication**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Provides for the study and application of current theories and research on communication within and among organizations. Includes the study of the influence of management styles on organizational communication. Discussion of communication structure, functions, contexts in organizations, and communication ethics in organizations.

### **COM 354: Professional Presentations**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Explores professional speaking and presentations. Identifies and provides practice of theory and skills used in advanced speaking. Teaches creation and integration of text, graphics, audio, and video into presentations. Offers hands-on experience applying theory and methods to create professional presentations.

### **COM 360: Representation in the Media**

(Prerequisites: ENG 100/101)

Explores how popular media represent our diverse and dynamic culture. Focuses on images and narratives of race and gender portrayed in popular culture. Examines cultural forces that influence how such representations are produced and perceived, their political and behavioral consequences, and methods for analyzing and critiquing popular media.

### **COM 364: Communication Technologies**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Examines communication technologies and their effects on society. Looks at the history of such systems: how they emerged, diffused, and evolved. Covers current systems, with an emphasis on how the Internet and other new platforms are changing media, education, business, and politics around the world.

### **COM 380: Democracy in the Information Age**

(Prerequisites: ENG 100/101)

A critical examination of the media and power in modern democracies. Covers theories of democratic participation and media responsibility, as measured against contemporary practices around the world. Explores effects of television news, popular access to video and electronic technologies, and global electronic networks on contemporary political and cultural discourse.

### **COM 385: Tale, Text and Hypertext**

(Prerequisites: ENG 100/101)

Introduces the evolution of storytelling from oral delivery, to written and interactive texts. Examines the consequences of this adaptation for culture, literature, science, politics, pedagogy and identity. Offers hands-on creation of online identities and texts using blogs, vlogs, chats, wikis, IM, and texting to publish their work on the Internet.

### **COM 394: Strategic Writing**

(Prerequisites: ENG 101 and COM 100, COM 103, or 220)

Teaches strategic writing and presentation for traditional and new media platforms. Exposes students to creating content that meets organizational objectives, applying communication theory, and persuasion techniques. Learners develop content for advertising, PR, and corporate communications, based on formative evaluation research to prepare effective communications.

### **COM 400: Mediated Messaging**

(Prerequisites: COM 354, COM 385, and COM 394)

Course examines 21st Century mediated communication systems and technology. Theory and methods used in creating, shaping, encoding, and transmitting mediated messages for personal and professional communications will be examined. Software and skills for encoding mediated messages into text, graphics, audio, and video will be learned and practiced.

### **COM 410A: Advertising Strategies**

(Prerequisites: COM 334 and COM 394)

Presents advertising strategies for the successful development of integrated ad messages. Focuses on creative copywriting and art direction, analyzing clients, products, and audiences. Considers the challenges and rewards provided by advertising campaigns directed to increasingly diverse consumers and markets.

### **COM 411A: Advertising Campaigns**

(Prerequisites: COM 400 and COM 410A)

Students create and present a complete advertising campaign and produce materials for multiple media platforms including print, broadcast, and digital media for interactive and Web 2.0 platforms. Provides hands-on experience presenting a creative plan to an interested audience, similar to working with clients.

### **COM 420A: Public Relations Strategies**

(Prerequisites: COM 334 and COM 394)

Introduces the principles and strategies used by PR practitioners to plan and implement communication campaigns. Provides training in how to identify and reach audiences and to develop campaign plans, in traditional media and Internet and Web 2.0 venues, such as blogs, wikis, content sharing, and social networking sites.

### **COM 421A: Public Relations Campaigns**

(Prerequisites: COM 400 and COM 420A)

Teaches learners how to create and produce public relations campaign materials across media platforms. Covers all forms of hands-on production, including news releases, public service announcements, media alerts, newsletters, backgrounders,

brochures, audio, video, and interactive content.

### **COM 422: Technical Writing and Presentation**

(Prerequisite: ENG 334A)

Advanced workshop that applies the principles covered in COM 103 and ENG 334A to technical presentations for non-technical audiences. Focuses on writing styles appropriate for user manuals and oral presentations. Offers training in platform skills, audio-visual techniques and strategies to present technical information to business managers, end-users and the public.

### **COM 430A: Interactive Strategies**

(Prerequisites: COM 334 and COM 394)

Examines the fundamental principles of communicating over the Internet to implement organizational objectives. Teaches use of the Internet as a marketing and persuasive medium. Students develop a new media communication campaign that includes traditional web sites, blogs, social networking sites, wikis, podcasts, videocasts, RSS, and widgets.

### **COM 431A: Interactive Campaigns**

(Prerequisites: COM 400 and 430A)

Learners apply new tools and techniques to design, create, and implement interactive communication programs and campaigns. Offers hands-on production of content for Internet and Web 2.0 platforms, including blogs, wikis, sites, virtual identities, and objects, and incorporates user-generated content, and "word-of-web."

### **COM 444: Current Issues in Communication**

(Prerequisites: Completion of seven 300-level core courses)

Course examines the rhetoric and communication systems associated with current issues in communication. Analyzes the contextual, rhetorical, and communication systems that make an issue salient and contribute to its impact on society. Explores implications of technological changes on social, political, technological, economic, and global systems.

### **COM 490: Independent Study (1.5-4.5 quarter units)**

(Prerequisite: Approval of Instructor and Department Chair)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

### **COM 499: Communication Program Capstone**

(Prerequisites: Completion of sixteen core courses)

Students assemble and create materials necessary to produce an ePortfolio that demonstrates their research, analysis, strategic thinking, content production and campaign evaluation skills. The digital, web-based ePortfolio will demonstrate the student's experience and capabilities. The ePortfolio will be an asset in the search for post-graduation positions.

### **COM 600: Comm in Global Environment**

Explores theory and practice of interpersonal communication in the workplace, focusing on the ability to communicate with others in professional interactions. Covers the development of interpersonal and professional relationships between people with different characteristics and backgrounds to provide learners with tools for encoding and decoding verbal, nonverbal, and mediated messages.

### **COM 605: Content Distribution**

Examines how organizations use different media channels – mass media, social media (blogs, social networks), personal media (cell phones, PDAs), and direct media (mail, email, telemarketing) – to disseminate messages. Covers selection of specific media to distribute messages, including costs, processes, content management, formatting, and mass personalization of messages.

# Course Descriptions

## COM 610: Integrated Marketing Comm

Covers IMC process for creating and fostering relationships with customers and publics through strategically controlling or influencing messages sent to and exchanged with these groups. Course teaches effective integration of an organization's marketing communication initiatives. Through case analysis, students learn how IMC has become critical to marketing efforts.

## COM 615: Research Methods

Presents fundamentals of research underlying communication campaigns and programs. Covers qualitative and quantitative methodologies, secondary research, internal market intelligence, and data analysis. Offers practical experience with techniques to identify and reach audiences and publics and to track results of campaigns. Teaches research strategies to develop communications that fulfill organizational goals.

## COM 620: Crisis Communications

Provides learners with principles and procedures for handling multiple stakeholders and publics under crisis conditions. Offers training to deal with media in less-than-optimal situations, when they may be faced with indifference or even hostility. Looks at case studies of strategies and tactics of organizations that have dealt with crises.

## COM 625: Campaign & Program Management

Provides learners with knowledge to manage communication campaigns by covering theories and processes of campaign development and implementation. Covers best practices project management techniques, communication audits, budgets, and resource allocation. Offers hands-on experience creating, writing, and presenting communication campaign implementation plans.

## COM 630: Campaign & Program Evaluation

Course covers communication campaign evaluation, before during and after the campaign period. Focuses on systematic qualitative, quantitative, and observational methods appropriate to guide campaign planning, make mid-course corrections to messages and media mix and to assess post-campaign effectiveness. Also presents techniques to conduct communication audits.

## COM 635: Management of Creativity

Focuses on managing organizations and business units that are involved in producing materials based on creativity. Provides systematic analysis of definitions of creative industries and organizations and details the production, packaging, and distribution of intellectual property in a networked global environment, including digital media, marketing, PR and advertising materials.

## COM 640: Persuasion

Exploration of theories of persuasion that guide the preparation of messages intended to influence others. Focuses on use of persuasion techniques to develop decisions about creative and production implementation. Uses case studies to analyze persuasive messages in contemporary media and to compare techniques used in alternative media platforms.

## COM 650: Legal and Ethical Issues

Provides students with a clear understanding of the legal environment for public communications and the ethical considerations that must be taken into account. Examines international regulation of copyright and intellectual property protection and legal and regulatory provisions in the U.S. Teaches skills in assessing ethical risk and following ethical guidelines.

## COM 660: Capstone Project

*(Prerequisites: Completion of 8 Core Courses)*  
Presentation of skills the learner has acquired in the program. Their research, analysis, strategic thinking, message shaping, and evaluation skills will all come together in the final project: The preparation of a digital, web-based e-portfolio that will be an asset in the search for an appropriate post-graduation position.

## CSC – Computer Science

### CSC 200: Orientation to Comp. Science

An introductory survey course covering current developments and future prospects in the field of computing. 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 Comp. Science I

*(Cross-listed and equivalent to MTH220)*  
*(Prerequisite: MTH 215)*

Focus on differential and integral calculus with applications. Topics include limits and continuity, derivatives, standard rules of differentiation including chain rule, exponential and logarithmic forms, curve sketching, definition of anti-derivative; integration rules including substitution and by parts, coverage of Fundamental Theorem of Calculus and a brief exposure to numeric integration. Students may not receive credit for both CSC 208 and MTH 220.

### CSC 209: Calculus for Comp. Science II

*(Prerequisite CSC 208)*

Continuation of Calculus I with emphasis on understanding of concepts and developing problem solving techniques and strategies. Topics include integration of trigonometric functions, functions of several variables, convergence of series and sequences. Applications in the areas of series approximation, continuous probability distributions, random variables, and modeling are discussed and examined.

### CSC 220: Applied Probability & Stats.

*(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: Intro to Programming Concepts

*(Prerequisite CSC 200, CSC 208)*

Introduction to modern programming design techniques using C++. A study of basic programming constructs, techniques and fundamental control structures. Emphasis 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)*

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: Math 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

*(Prerequisite: CSC 252)*

Covers the key concepts and methodologies required for object-oriented design, evaluation and development with focus on practical techniques such as use-case, CRC analysis, and patterns. The Unified Modeling Language (UML) is presented in detail. Special emphasis is given to the use of object patterns in developing software systems.

### CSC 310: Linear Algebra & Matrix Analysis

*(Prerequisite: CSC 208)*

Study of vectors in the plane and space, systems of linear equations, matrices, determinants, linear transformations, eigenvalues and eigenvectors. 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

*(Cross-listed and equivalent to MTH 325)*

*(Prerequisite: 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. Students may not receive credit for both CSC 331 and MTH 325.

### CSC 335: Data Structures and Algorithms

*(Prerequisite: CSC 300, CSC 331)*

An overview of data structure concepts, arrays, stack, queues, trees, and graphs. Discussion of various implementations of these data objects, programming styles, and run-time representations. Course also examines algorithms for sorting, searching and some graph algorithms. Algorithm analysis and efficient code design is discussed.

### CSC 338: Algorithm Design

*(Prerequisite: CSC 335)*

Techniques of designing efficient computer algorithms, proving correctness, and analyzing time complexity. General topics include asymptotic behavior, solution to recurrence relations, algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy algorithms applied to sorting, searching and graphs. An introduction to the theory of parallel and distributed algorithms.

### CSC 340: Digital Logic Design

*(Prerequisite CSC 200, CSC 208)*

Foundation in design and analysis of the operation of digital gates. Design and implementation of combinational and sequential logic circuits. Concepts of Boolean algebra, Karnaugh maps, flip-flops, registers, and counters along with various logic families and comparison of their behavior and characteristics.

### CSC 340L: Digital Logic Design Lab

*(1.5 quarter units)*

*(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 combina-

# Course Descriptions

tional and sequential logic. Students work through design activities, which include testing, troubleshooting and documentation.

## **CSC 342: Computer Architecture** (Prerequisite: CSC 340 and CSC340L)

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 350: Computer Ethics**

Analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary socio-cultural setting. Focuses on ethical decision-making in computing matters. students develop an ethical outlook on a wide variety of workplace issues in computing through case study, debate and readings.

## **CSC 400: OS 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: 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: Comp. Communication Networks** (Prerequisite: CSC 335)

An in-depth study of fundamental concepts in the design and implementation of computer communication networks. 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 Appl. Development** (Prerequisite: CSC 242 or CSC 262)

Current wireless technologies and communication protocols. Coverage includes the current and emerging mobile applications, wireless and mobile infra-

structure, devices, middleware, and network access issues. Examines the impact of wireless applications on individuals and organizations. Students will study 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: AI 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)

Methods facilitating effective human-computer interaction. Procedures and environments fundamental to the development of a successful user interface are examined. Design philosophy, guiding principles, and technologies for constructing and sustaining interactive systems that optimize user production are appraised. Discussion of multidisciplinary dynamics of HCI, current and projected developments in HCI research.

## **CSC 454: Computer Graphics** (Prerequisites: CSC 310, CSC 335)

The fundamental mathematical, algorithmic and representational issues in computer graphics, with emphasis on 3 dimensional graphics. Topics include 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 H, S, or U only.

## **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 H, S, or U only.

## **CSC606:Modern Operating Systems**

A study of relation between architectures, system software and application software. Topics include process, thread, and memory management issues, multiprogramming, timesharing, multithreading, multiprocessing, inter-process communication, synchronization, virtual machines, client-server systems, distributed systems, real time systems, resource allocation, shared resources, input output, file systems, computer security and related problems. Scope and limitations of current Operating Systems are considered.

## **CSC 607: Security in Computing**

This course examines the use of security vulnerabilities and threats in computer programs, operating systems, networks, and databases. The use of cryptography and other countermeasures to provide confidentiality, integrity, and availability is then evaluated in depth, from the perspectives of both technical effectiveness and ethics of users and developers.

## **CSC 610: Mathematical Foundations**

A study of mathematical models of computation and theoretical foundations of computer science. Proof techniques, automata theory, Chomsky hierarchy, decidability and computational complexity are emphasized.

## **CSC 615: Advanced Programming**

Review of structured, object oriented and event driven programming and data and procedural abstractions. Complex program development with advanced multi-threading and multiprocessing for parallel computing in multiple environments.

## **CSC 668: Topics in Computing**

(Prerequisites: SEN 601, SEN 602, CSC 606 or approval of lead faculty)

Each time this course is offered, it addresses a topic in computer science that is not covered as a regular course. The topic is covered at an advanced level that is appropriate for any student who has successfully completed the prerequisite courses. Possible topics include grid computing, semantic web, intelligent systems and knowledge abstraction.

## **CSC 670: User Interface Engineering**

(Prerequisite: CSC 610, SEN 620, CSC 630, CSC 650 or permission of the instructor)

A study of techniques in design and implementation of user interfaces. Emphasis will be on effective human computer interaction strategies that meet human cognitive capabilities and organizational practices and processes..

## **CSC 686: Computer Science Project I**

(Prerequisite: Completion of all MSCS core courses or permission of the instructor)

A study of the software development practices. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications utilizing software engineering concepts. This project includes requirements engineering, design, test plans and user documentation. Grading is H, S, or U only.

## **CSC 687: Computer Science Project II**

(Prerequisite: CSC 686) Two-month course, meets once a week.

A continuation of the student project. Student teams

# Course Descriptions

complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is H, S, or U only.

## DAF – Defense Architectural Framework

### DAF 601: Architecture Framework Basics

DoDAF Framework background, history, and planned evolution, government regulations, uses of architecture, framework philosophy, concepts and definitions, review of the DoDAF six step process, products overview and relationships, details of government regulations, case Studies, comparison with other frameworks and methods, and overview of Universal Reference Resources for the DoD Framework.

### DAF 602: Core and Supporting Products

Overview of each of the 40 core and supporting products and their relationships from each of the DOD architecture framework views (operational, systems and technical). Understanding of how to model and to how to integrate them into a viable DOD Architecture Framework for different DoD functions, organizations, programs and operations.

### DAF 603: Architecture Analysis

Introduces concepts associated with organizational strategic planning as the basis for enterprise architecture, provides an examination of the Federal Enterprise Architecture Program Management Office reference models, how to define business architecture utilizing business strategy, the technological environment and external variables including location, organizational culture and strategic business planning.

### DAF 604: Architecture Modeling

Overview of the supporting products and their relationship(s) to the core products and to each other; operational, systems and technical view for supporting products overview, data and activity modeling, LISI, TRM/JTA, security, CADM, XML and DoD Technical Reference Model (TRM) and Joint Technical Architecture (JTA).

## DAT – Database

### DAT 604: Database Design and Impl.

Introduction to Database. DBMS Architecture. High Level Conceptual Data Models: ERI, Relational, ER to Relational Mapping. Operations and Relational Constraints Violations. Database Design Theory and Methodology: Functional Dependencies and Normal Forms. SQL\*Plus environment and commands: Relational Algebra Operations, Creation and Modification of relations, Data Management and Retrieval using Multiple Tables

### DAT 605: Web and Cloud Computing

(Prerequisite: DAT 604 or approval of lead faculty)  
A survey of the technologies required for software development of current applications, such as internet and client/server with a focus on database applications and software systems that solve a particular real-world problem. Examine application design and external, conceptual and internal levels of databases. Design and develop front-end application using GUI/API, server-side and client-side programming, and multi-threading for modern relational databases in the client/server environment.

### DAT 615: Advanced Database Programming

(Prerequisite: DAT 604 or approval of lead faculty)

This course teaches the skills for implementing and maintaining databases using Structured Query Language (SQL), including Data Design Language and Data Manipulation Language. Topics include creating databases using Transact-SQL and Data Transformation Services (DTS) to manipulate data; programming business logic using stored procedures, triggers, user-defined functions, and views.

### DAT 625: Database Management Systems

(Prerequisite: DAT 604 or approval of lead faculty)

This course concentrates on the study of the internals of database management systems. Topics include: principles and theories of physical storage management, Storage and File Structure. Indexing and Hashing, query processing and optimization, index structures for relational databases, transaction processing, ACID properties, concurrency control, database backup and recovery.

### DAT 635: Database Installation & Config

(Prerequisite: DAT 615 or approval of lead faculty)

Identify system requirements, Use Optimal Flexible Architecture. Install Database with the Universal Installer. Identify and configure commonly used environment variables. Explain the database and instance architecture. Use the management framework. Configuring, tuning and performance optimization. Identify common database interfaces.

### DAT 645: DB Management & Security

(Prerequisite: DAT 635 or approval of lead faculty)

This course also teaches theory and application for providing effective administration and security in database management systems. The skills for managing database users and roles, database maintenance plans, security policies and procedures, documentation, the principal of least privilege, manage user accounts, implement standard password security features and audit database activity.

## DEN – Design Engineering

### DEN 408: Computer Aided Engineering I

(Prerequisite: EGR 319)

Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

### DEN 411: Computer Aided Engineering II

(Prerequisite: EGR 319)

Introduction to the powerful computer aided design package SolidWorks for mechanical design applications, modeling and analysis.

### DEN 414: Computer Aided Engineering III

(Prerequisite: EGR 319)

Introduction to the LabVIEW essential techniques for designing virtual instrument configurations and controls.

### DEN 417: Computer Aided Engineering IV

(Prerequisite: EGR 319)

Introduction to the industry-standard engineering language provided by MATLAB latest versions for computation, analysis, and visualization, with emphasis on engineering graphics applications.

### DEN 420: Computer Aided Engineering V

(Prerequisite: EGR 319)

Advanced topics on three-dimensional parametric modeling tools, features and functions of SolidWorks with emphasis on mechanical design solutions, standards, simulation and techniques.

### DEN 422: Material and Manufacturing Processes

(Prerequisite: EGR 304)

An introduction to the thermal, bonding, usage and

machining characteristics of materials and manufacturing processes used in the production industry. The course introduces the basic concepts of manufacturing and emphasizes quantitative analysis of manufacturing processes and the relationships between material properties and the variables of manufacturing processes.

### DEN 423: Human Factors in Engineering

(Prerequisite: MTH 215)

Consideration of human characteristics in the requirements for design of the systems, products and devices. Human-centered design with focus on human abilities, limitations and interface.

### DEN 426: Reliability Engineering

(Prerequisite: MTH 215)

An introduction to reliability engineering with emphasis on practical applications and the mathematical concepts. Cover mechanical, electronic and software failure mechanisms, design and testing.

### DEN 429: Product Design Optimization

(Prerequisite: MTH 215)

This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

### DEN 432: Concurrent Design Engineering

(Prerequisites: MTH 210, EGR 307)

An introduction to the concepts, methodologies and practices of the concurrent engineering design environment for effective and efficient integration of products, systems and manufacturing processes.

### DEN 435: Design and Analysis of Experiments

Introduction to the concepts of making the design and analysis of engineering experiments more effective and efficient. Coverage includes advanced techniques to analyze experimental results, Taguchi's robust design strategy, combination designs, and Qualitek-4 software for automatic experiment design and analysis.

## DHH – Deaf and Hard-of-Hearing

### DHH 600: ASL-English Bilingual Education

This introduction course is an overview of professional, legal, and ethical practices including educational policy and multi-literacy development. Critical examination of historical backgrounds, philosophies and theories and their relationships with assessment, curriculum, instructional, and learning pedagogy to meet individual and collective learners' academic and social equity needs are addressed.

### DHH 601: ASL Acquisition & Development

An overview of research regarding infants, younger and older students who acquire sign language as a first language and acquisition of finger spelling will be discussed. Students will apply a visual bilingual ASL-English framework to the challenge of developing comprehensible basic interpersonal communication as well as cognitive academic language proficiency.

### DHH 602: English Acquisition & Dev

An overview of research regarding infants, younger and older students who acquire spoken language as a first language and writing development will be discussed. Students will apply a visual bilingual ASL-English framework to the challenge of developing comprehensible basic interpersonal communication as well as cognitive academic language proficiency.

# Course Descriptions

## DHH 603: Assessment for DHH Learners

In this two-month course, candidates will acquire skills in qualitative and quantitative assessment. Students will collect data through observational methods and traditional testing to determine baseline cognitive and communicative abilities. Students will complete a comprehensive case study which requires “hands on” use of observational, formal and curriculum-based measures.

## DHH 604: Biliteracy Education

In this two-month course, candidates of learners who are DHH will learn about various strategies for developing ASL-English literacy, storytelling, reading for meaning and writing. Students will link ASL-English language planning framework and State Standards to the development of lesson plans for all parts of the literacy block.

## DHH 605: Ed of Deaf Special Needs

This course will equip prospective teachers with the necessary tools to assess and develop instruction plans for children who are deaf with special needs. The course is designed to meet the standards of the California Commission on Teacher Credentialing and the national Council on Education of the Deaf.

## DHH 606: Curriculum and Instruction

An in-depth examination of the theories and practices involved in assessment, thematic and multiliteracy-curriculum design linking to State Standards will be applied. Contents include uses of diverse learning pedagogy, narratives, critical dialogue, and writings as well as developing expertise in interweaving students’ prior knowledge and intrinsic motivations with learning objectives.

## DHH 607: Bilingual-Multicultural Ed

An understanding of the cultural and linguistic diversity that exists within the Deaf community including those from multilingual backgrounds and non-ASL, non-English speaking families will be applied when creating lesson plans. An anthropological definition will be used to interpret culture through a variety of identities to which Deaf people relate.

## DHH 608A: Student Teaching I

The first month of the full day, full-time supervised student teaching experience with learners who are DHH or deaf with special needs. Candidates work with credentialed Master teachers providing special education services to DHH students. Consists of a minimum of 150 supervised contact hours. Grading is S or U only.

## DHH 608B: Student Teaching II

The first month of the full day, full-time supervised student teaching experience with learners who are DHH or deaf with special needs. Candidates work with credentialed Master teachers providing special education services to DHH students. Consists of a minimum of 150 supervised contact hours. Grading is S or U only.

## DHH 608I: Student Teaching for Interns

*(Prerequisite: All other course work in the Level I Deaf and Hard-of-Hearing internship credential program)*  
This course is designed to provide a final evaluation and assessment of the National University teacher intern that takes place at the end of the internship. Grading is S or U only.

## DHH 609: Student Teaching Seminar (3 quarter units)

Integrates theory and current research findings to situations encountered in the student teaching experience. Content areas include portfolio preparation, reflection of successful teaching strategies and solutions to challenges that occur in the classroom, collaboration and legal and ethical issues related to the teaching profession. Grading is S or U only.

## DSM – Domestic Security Management

### DSM 401: Domestic Security Management

A survey course reviewing the history, current practices, and trends in the management of domestic disaster operations. The course discusses the responsibilities different levels of government (federal, state, and local) and agencies have with respect to domestic disasters and their relationships with the private sector.

### DSM 420: Information Security

A survey of one of the fastest growing international crime problems. Cyber-terrorism has been quick to emerge as an enormous threat to national security and economy. This course exposes the students to the domestic, local, national and international effects of cyber-terrorism. It provides information on the categorizations of computer criminals based on the purposes and spheres of their activities.

### DSM 430: Border-Transportation Security

A study of the substantial vulnerability of the nation’s land borders, ports, inland waterways, and airports to underwater and aviation related attack. This course educates students regarding operations underwater and at airports and enhances the knowledge necessary to identify, prevent, respond to, and recover from major catastrophes at our nation’s borders and ports.

### DSM 440: Crisis Management

A study of incident assessment and methods that determine to what degree a crisis is unfolding and then develop a strategy to manage the consequences of the crisis. This course provides students with the knowledge of how local, state, and federal agencies come together and interact in different crisis scenarios.

### DSM 444: Disaster Management

This course discusses the management areas of policy, planning, coordination, response, response management, and recovery during emergencies and/or disasters; focusing on defining and analyzing the role of managers in critical situations of an unusual or severe nature resulting in injury, loss of life and/or severe property damage.

### DSM 470: Legal Issues of Security

A study of criminal and civil liability issues concerning government and private entities while preventing acts of terrorism, or during the recovery process after a critical incident. Exposes students to new congressional laws, as they become effective, that apply specifically to homeland and domestic security.

### DSM 475: Interviewing and Interrogation

Provides students with proven techniques which apply to both accusatory and non-accusatory interviews. Students develop skills in preparing for the interview and interrogation with emphasis on planning and strategies. Provides the basic format and fundamentals of specialized interviewing and interrogation methods for those who have little or no experience.

### DSM 490: Supervised Senior Project

*(Prerequisite: Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.)*  
For the supervised senior project, a two month course is undertaken by students upon completion of all core courses in the program. Students select a committee and a viable topic related to domestic security to research, and present the completed project to the committee, other faculty, and peers in an open forum. Grading is by H, S, or U only. Course is eligible for an In Progress (IP) grade.

## ECE – Early Childhood Education

### ECE 201: The Growing Child: Zero to 8

Overview of major and theoretical frameworks and perspectives. Focus on gender and cultural impact on biological, physical, cognitive, social, moral, emotional and behavioral aspects of development for effective educational practices.

### ECE 210: Child, Family, School & Comm.

*(Prerequisites: PSY 100 and ECE 201)*

Focus on the influence of family, school and community on development and education of the young child. Special emphasis on the role of nutrition, positive home and school environments and community resources.

### ECE 301: Entrance to Teaching

Focus on teaching as a profession. Emphasis on California Early Childhood Preliminary Multiple Subject Teaching Credential requirements, California standards of the teaching profession (CSTP), teacher expectations (TPE) and performance (TPA), and procedure for creating an ePortfolio. This two (2) month course must be taken prior to enrolling in any ECE/TED program course.

### ECE 310: Diversity: Development & Ed.

Focus on cultural pluralism and its impact on development and education in regards to teaching and learning strategies. Emphasis on self-examination, reflection, and integration of current processes involved in interactions and relationships in society.

### ECE 312: Infant and Toddler Care

*(Prerequisites: ECE 330 and ECE 430)*

Focus on principles of social, emotional, cognitive, language, physical development. Stress on close, caring relationships in a cultural setting and identification of individual needs, special needs and parent partnerships. A review of state and national standards and licensing along with current health, safety and nutrition highlighted.

### ECE 314: Experiences: Infants and Toddlers

*(Prerequisite: ECE 312)*

Focus on designing and implementing appropriate infant/toddler experiences in individual/group settings. Analysis of California licensing rules and regulations and national competency standards of quality care. Issues of health, safety and nutrition, influence of language development on developmental domains, identification and management of special needs highlighted.

### ECE 330: Early Cognition

*(Prerequisites: ECE 201, ECE 210, HED 220 and ECE 310)*

Inquiry into the nature and tasks of early cognition including social, cultural and biological foundations. Attention paid to current research implications for learning theory, individual differences and classroom instruction.

### ECE 410: Early Language and Literacy

*(Prerequisite: ECE 330)*

Focus on acquisition and developmental aspects of language related to emergent literacy skills. Emphasis on current research regarding language experiences that contributes to literacy acquisitions, including assessment and instruction.

### ECE 415: Designing Emergent Curriculum

*(Prerequisite: ECE 330)*

Focus on essential elements of curriculum design including writing of goals, learning outcomes, developmentally appropriate activities, assessment measures and integration of the arts. Alignment with national and state standards stressed.

# Course Descriptions

## **ECE 420: Nature, Numbers and Technology**

(Prerequisite: ECE 330)

Focus on identification, design and delivery of developmentally age appropriate experiences that encourage active math, science and technology inquiry. Inquiry related to emerging notions of mathematical and scientific processes is basis for activities along with the inclusion of technology as a strategy.

## **ECE 430: Play as Pedagogy**

(Prerequisite: ECE 330)

Focus on play as the primary learning modality for young children. Theoretical basis for play as a means of teaching, role in learning and as a means of assessment emphasized.

## **ECE 435: Music, Movement, Drama, Dance**

Focus on enriching and enhancing young children's learning through the creative arts. Emphasis on integrating creative experiences within core subjects to create developmentally appropriate experiences.

## **ECE 440: Observing, Assessing & Planning**

(Prerequisites: ECE 330 and ECE 415)

Focus on acquiring and enhancing skills in the selection, administration, scoring, interpretation, reporting of screening assessment instruments. Emphasis on designing and implementing curricula based on assessment results.

## **ECE 445: Strategies: Guiding Behaviors**

(Prerequisites: ECE 330, ECE 415, and ECE 430)

Focus on observation, identification, description, and assessment of challenging behaviors. Designing and implementing effective teaching and learning strategies to successfully guide these behaviors within a social and cultural context.

## **ECE 446: Literature and Young Children**

A survey of literature for young children in preschool through first grade. Emphasis on effective read aloud and story telling strategies for the developing language and listening skills, for developing concepts of print and vocabulary and for fostering a love of reading and early literacy skills.

## **ECE 450: Academic Seminar/Field Experience**

(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.)

Participation in a collaborative field/academic experience to reflect and actively practice material covered in core classes. Field experience must be in approved setting and arranged by student. Grading is S or U only.

## **ECE 460: Program Administration**

Focus on administration of early childhood programs. Emphasis on working with boards, staff, parents and volunteers. Highlights include hiring, assessing, and supervising staff and volunteers. Attention to designing staff and volunteer professional development programs.

## **ECE 461: Leadership and Supervision**

Emphasis on theories, principles and practical methods of leadership and supervision applicable to early childhood settings. Demonstrations of instructional, operational and organizational leadership. Focus on components of human resources related to staff recruitment, development and evaluation.

## **ECE 462: Financial Management & Resources**

Focus on financial policies and management of resources in early education settings. Emphasis on accounting fundamentals of preparing, recording and monitoring funds.

## **ECE 464: The Law: Issues and Practices**

(Prerequisite: HED 220)

Focus on local, state and federal statutes and regulations in early education settings. Emphasis on ethical codes of conduct, including analysis of legal and ethical dilemmas and practice.

## **ECE 465: Crisis, Trauma, and Abuse**

Emphasis on definition, factors, theories, and characteristics associated with abuse and family violence. Topics include examination and analysis of crisis, trauma and disaster preparedness, community response, legal rights, prevention and intervention strategies.

## **ECE 466: Planning Physical Environments**

Guidelines on planning, designing and organizing physical learning environments for young children. Understanding, comparing, integrating theoretical frameworks on indoor and outdoor environments.

## **ECE 490: Guided Study**

(1.5-4.5 quarter units)

An individual study course under the direction of a specified instructor. Requires prior approval of ECE lead faculty.

## **ECE 650: The Early Childhood Teacher**

Examines the critical role of the early childhood teacher. Opportunities to reflect upon beliefs, analyze current role, recognize strengths and develop a plan to move forward that strengthens and supports their professional growth. Addresses NCATE/NAEYC Advanced Standard 5: Growing as a professional.

## **ECE 651: Transitions in Early Childhood**

Focus on transitions during early childhood. Particular attention paid to the transition to kindergarten. Multiple perspectives considered. Addresses NCATE/NAEYC Advanced Standard 1: Promoting Child Development and Learning, Standard 2: Building Family and Community relationships, Standard 4: Teaching and learning and Standard 5: Growing as a professional

## **ECE 652: Cognition and the Young Child**

Deepen understanding of the capabilities of young children thinking skills. Focus is on current research. Opportunities to examine learning research in light of current educational reform efforts and develop practical application. Addresses NCATE/NAEYC Advanced Standard 1: Promoting child development and learning and Standard 5: Growing as a professional.

## **ECE 653: Best ECE Teaching Practices**

Focus on research based teaching strategies for young children. Examine opportunities for integrating curriculum across content areas. Close attention paid to balancing standards and Developmentally Appropriate Practice (DAP). Addresses NCATE/NAEYC Advanced Program Standard 4, Sub-standards 4b, 4c and 4d.

## **ECO – Economics**

### **ECO 203: Principles of Microeconomics**

In this course, students will study the price system, market structures, and consumer theory. Topics covered include supply and demand, price controls, public policy, the theory of the firm, cost and revenue concepts, forms of competition, elasticity, and efficient resource allocation, among others.

### **ECO 204: Principles of Macroeconomics**

This course provides an examination of aggregate economic activity. It includes a study of aggregate

supply and demand, the monetary and banking systems, aggregate economic accounting, inflation, unemployment, the business cycle, macroeconomic policy, and economic progress and stability, among other things.

### **ECO 401: Market Process Economics I**

This course provides a basic understanding of market process economics. Students will learn about the nature and importance of economics, capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the dependence of the division of labor on capitalism, the price system and economic coordination, price controls, socialism, the institutions of private property, economic inequality, economic competition, and monopoly and the freedom of competition.

### **ECO 402: Market Process Economics II**

This course is a continuation of ECO 401 and is designed to provide students further understanding of market process economics. Students will learn about the concept of productive activity, the productive role of businessmen and capitalists, money and spending, productionism and unemployment, the productivity theory of wages, alternative approaches to aggregate economic accounting, the role of saving in spending, Keynesian economics, and inflation.

### **ECO 415: Labor Economics**

(Prerequisites: ECO 203 and ECO 204)

Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

### **ECO 420: International Economics**

(Prerequisites: ECO 203 and ECO 204)

Students will apply what they have learned in previous economics courses to analyze the global economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA, will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

### **ECO 430: Economics and Philosophy**

Students will learn about the relationship between philosophy and economics. They will study the philosophic foundations of market process economics, as well as other economic ideas. They will learn about the link between ethics and economics, as well as about the important role businesses play in the economy. Students will study topics such as why businessmen should be honest, the nature of antitrust laws, the virtue of integrity, the nature of government and rights, among others.

### **ECO 447: Money and Banking**

(Prerequisites: ECO 203 and ECO 204)

Students will study the U.S. monetary and financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates, bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

### **ECO 490: Guided Study**

This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

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## **ECO 602: Global Context of Business**

State-of-the-art view of the macroeconomic and political contexts in which domestic and international businesses operate. It includes macroeconomic metrics and analysis of business cycles and policies; global trade and world financial and monetary systems; institutional analysis of government-firm relationships and sustainable development, the environment and social responsibility.

## **ECO 607: Economics for Managerial Decision-Making**

In this course, students study the price system, market structure, and consumer theory as they apply to managers in a variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning. It is recommended that students complete BUS 500A and 500C before taking ECO 607.

## **ECO 630: Global Economic Geography**

*(Prerequisite: ECO 607)*

A survey of the global economy, this course examines how organizations identify and inventory resources in terms of manpower (demographics), industrial organization and development, sources of raw materials, and the current means of connectivity (e.g., language, as well as telecommunication and transportation infrastructures). It includes exposure to various sources of global economic information, such as the "Country and Industry Report," U.S. government reports, online computer information, and various private sources such as banks and credit card bureaus. Students compile reports that focus on country, region, and industry analysis of opportunity and prospects.

## **ECO 631: Global Trade Policy and Procedure**

*(Prerequisite: ECO 607)*

An examination of the development and current status of U.S. and foreign trade policies and procedures, this course focuses on GATT, NAFTA, European Integration, and other emerging regional trading blocs. It examines the impact of trade and foreign operations caused by national and regional antitrust laws. It surveys the procedures necessary for government approval of importing and exporting, including the legal options available to facilitate and overcome difficulties and disputes in foreign trade.

## **ECO 635: Economics for Executive Managers**

This course provides the executive with the tools necessary for decision-making in a variety of environments. Topics include elasticity, market structure, marginal analysis, monetary theory, the business cycle, exchange rates, international trade, among others. Emphasis will be on the applications of economic theory to strategic decision-making.

## **EDA – Educational Administration**

### **EDA 601: Orientation and Advisory**

Builds a broad understanding of the Educational Administration program and its requirements, facilitates a permanent advisory relationship between faculty and students, and examines the role of the professional administrator and opportunities for advancement in the field. Must be the students first class (may be taken concurrently with another course).

### **EDA 607: Induction Seminar**

Developing and planning an individualized candidate professional induction plan. Identification of professional growth opportunities, including non-University work, and developing a plan for a field-

based project aligned with candidate's needs and interests. Introduction to the mentoring process and selection of a mentor. Preparation of a current administrative portfolio. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 608: Professional Dev. Seminar**

Critical analysis of issues in creating and maintaining a vision of learning; developing and sustaining a teaching and learning culture; providing organizational management; demonstrating sensitivity to school, family, and community diversity; providing ethical leadership, and applying knowledge of the political, social, economic, legal, and cultural aspects of schooling. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 609: Assessment Seminar**

Capstone course in the Professional Clear Administrative Services Credential program. Engages candidates in assessing progress in completing activities proposed in Induction Plan; evaluating completed professional development activities reviewing, refining, and completing plan for field-based project; and assessing and submitting administrative portfolio and its artifacts. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 614: Educational Leadership Today**

The theories, principles, and concepts related to leadership, administration, and management applied to education. Application and implications of theory for the instructional leader and education-related manager.

### **EDA 617: Philosophy and Leadership**

Foundational course for the Master's program. Connecting Plato, Aristotle, John Dewey and other philosophers to schools today as well as relating leadership scholars such as James MacGregor Burns, Peter Senge, and Thomas Sergiovanni to the continuum of thought in developing educational leadership studies.

### **EDA 618: School Law and Ethics**

Introductory course in educational law and ethics. Examination of education law, codes, case law, and regulations and their school level applications. Focus on areas of school law likely to be used by beginning school administrators.

### **EDA 619: Financial Leadership**

Introduction to public school finance policies and practices, emphasizing site level finance. Exploration of federal, state, and local revenue sources, district and school budgeting, and financial management procedures. Introduction to public school budgeting and accounting procedures. Direction by practicing school administrators when investigating issues in public school finance.

### **EDA 620B: Credential Field Experience**

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in those areas of school administration required by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. Stresses day-to day administrative functions as well as policy analysis and implementation. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 620C: Degree Field Experience**

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in those areas of school administration or educational or non-profit administration and leadership they

intend to pursue. Course does not meet the requirements for the Preliminary Administrative Services Credential Candidates for the credential must take EDA620B. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 620I: Intern Field Experience**

Internship practicum for Administrative Services Credential program. Practicum/field work of day-to day administrative functions, policy analysis and implementation, collaboratively supervised by National University and the candidate's school district of employment for candidates holding an administrative position while completing course work. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **EDA 623: Curriculum and Assessment**

Analysis of curriculum development and methods of aligning standards, instruction, and assessment. An instructional leader's perspective on instructional theory, curriculum development, and curriculum design methods aligning course content to articulated goals. Aligning valid and reliable assessment to the evaluation of the instructional program.

### **EDA 624: Supervision of Instruction**

Theoretical and practical framework for supervising and evaluating instruction. A variety of theoretical perspectives and skills for engaging in the practice of supervision of instruction, curriculum assessment, program quality, and standards-based instruction. Emphasis on instructional leadership in maintaining and increasing teaching effectiveness provided through relevant professional development opportunities.

### **EDA 625: Technology and Data Analysis**

Administrative perspective on using instructional technology. Methods of using technology to improve administrative functions, including generating and analyzing instructional data, using data to improve instruction, and analyzing legal and ethical issues surrounding educational technology.

### **EDA 626: Human Resources and Diversity**

Analysis of social and political forces impacting human resource leadership and school-community relations. Internal and external components of school personnel management functions. Needs of diverse communities, cultural pluralism, personnel issues, and personnel and community relationships related to state and federal laws and local policies. Study of collective bargaining.

### **EDA 628: Summative Leadership Seminar**

School based study of organizational development, mobilization of human and fiscal resources, restructuring, building an environment embracing diversity, and political demands for improving instruction. EDA 628 helps candidates prepare for the Comprehensive Final Assessment Examination following candidate completion of all field work and course requirements.

### **EDA 631: Shared Vision of Learning**

Facilitating the development, articulation, implementation, and stewardship of a vision of teaching and learning supported by the school community. For candidates in Santa Clara County Office/NU joint program only.

### **EDA 632: Teaching and Learning Culture**

Advocating, nurturing, and sustaining a school culture supporting instruction, student learning, and staff professional development using state standards and accepted accountability systems. For candidates in Santa Clara County Office/NU joint program only.



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## **EDA 633: Management for Teaching/Learning**

Managing operations and resources to ensure a safe, efficient, and effective learning environment that enhances student achievement. For candidates in Santa Clara County Office/NU joint program only.

## **EDA 634: Diverse Families/Communities**

Examining and evaluating attitudes toward race, culture, ethnicity, sexual orientation, and individuals with disabilities. Learning how to work effectively with diverse families, caregivers, and community members. For candidates in Santa Clara County Office/NU joint program only.

## **EDA 635: Personal Ethics for Leadership**

Practicing and modeling a personal code of ethics, including protecting the rights and confidentiality of students, staff, families in a leadership capacity that includes shared decision-making, problem solving, and conflict management. For candidates in Santa Clara County Office/NU joint program only.

## **EDA 636: Political and Social Influences**

Examining political, societal, economic, legal, and cultural influences on schools. Providing team leadership for effective communication with key school-community decision-makers. For candidates in Santa Clara County Office/NU joint program only.

## **EDA 637: Action Research**

*(Prerequisite: ILD 625)*

Provides the knowledge, skills, and protocols to generate and evaluate research relevant to various areas of professional education. Students produce a major action research and writing project focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for two months one day a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Class size is 10. Grading is by H, S, or U only.

## **EDA 650: Ethics and School Leadership**

Introduces connection between leadership and ethics. Study of traditional ethical frameworks as presented by early Greek writers, past and present philosophers and theologians, non-believers, and leadership scholars. Consideration of long-range implications of leadership activities through case study analysis.

## **EDA 690: Guided Study**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **EDA 694: Thesis**

*(Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course.)*

This course is a supervised experience culminating in the completion of a thesis. Focuses on an educational administration research topic. Employs more advanced research methodologies than EDA 637 (Action Research) and is recommended for those considering future doctoral work. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Grading is by H, S, or U only.

## **EDA 695 Educational Project**

An opportunity for students to gain practical experience in designing, implementing and evaluating programs in an area of interest pertinent to their professional development as school administrators.

## **EDT – Educational and Instructional Technology**

### **EDT 600A: Technology Foundations**

Exploration of four theoretical constructs: learning theory, project design and management, assessment and evaluation, and the integration and application of digital tools. As a foundational course for EDT, students conduct scholarly research and develop technical skills while constructing and contributing in an online learning community.

### **EDT 601: Instructional Design**

*(Prerequisite: EDT 600A)*

Overview and application of the instructional design (ID) process. Topics include learning theories and how they relate to ID, design of needs assessment, analysis of subject matter content, development of effective learning objectives, design of instructional strategies, online collaboration, integration of media-based delivery systems, and assessment and evaluation strategies.

### **EDT 603: Advanced Instructional Design**

*(Prerequisite: EDT 601)*

Adds practical understanding to the knowledge gained in EDT601 by having students design a prototype for a web-based training course. Focuses on working with subject matter experts throughout the ID process, analyzing an education/training problem, developing effective instructional materials, and implementing a web-based instructional solution and evaluating its effectiveness.

### **EDT 605: Education Theory & Technology**

*(Prerequisite: EDT 600A)*

Provides a comprehensive overview of major educational learning theories. Topics focus on using technology to support these theories when designing web-based courses, online learning communities, collaborative learning environments (both among students and between students and their mentors), games and simulations, and when constructing personal hypermedia tools and resources.

### **EDT 607: Media Based Learning Objects**

*(Prerequisites: EDT 600A, EDT 601, EDT 605)*

Learners experience exploration and creation of media-based learning objects for onsite and online courses. Pedagogical foundations in digital media authoring tools invite learners to research, plan, create, and evaluate reusable learning objects in classroom curriculum. Special focus is given to creating shared content libraries and rich media for educational products.

### **EDT 608: Technology in the Classroom**

Comprehensive overview of technology use in an educational environment. Includes hands-on practice of productivity tools for word processing, presentations, spreadsheet, and database management. Topics include: introduction to the Internet, integrating technology into teaching and learning, classroom technology management, and strategies for integration of technology into the curriculum.

### **EDT 609: Developing Online Courseware**

*(Prerequisites: EDT 600A, EDT 601, EDT 605 &, EDT 607)*

Learners explore and employ a wide range of online technologies to design and deliver course content for distance education. Working directly with learner management systems, learners map the path from learning and instructional theory, instructional design, and technological implementation to solid curriculum development, content creation, and engaging course facilitation.

### **EDT 610: Teaching Online**

This comprehensive course covers principles and strategies for conducting online instruction in a variety of online teaching environments including hybrid and blended instruction. Students survey theories and applications of online learning and teaching for youth and adults. Students are engaged in both synchronous and asynchronous discussion groups.

### **EDT 611: Current Training Issues**

*(Prerequisite: completion of all core requirements)*

A topical seminar exploring the most current issues in instructional technology design and training. Topics include new developments in web-based authoring tools, international standards or emerging training/educational approaches based on enhanced information technology, recent research in the influence of technology on learning, cognitive research on learning and delivery methods.

### **EDT 612: Creating Meaningful Learning with Technology**

This course focuses on integrating technology and constructing meaningful learning in K-16 classrooms. Students apply traditional learning theories to technology-based methods and techniques, use technology as a communication tool, and design lesson-based web projects. Contemporary issues involving the Internet and the development of virtual learning communities will also be addressed.

### **EDT 613: Simulations and Virtual Reality**

*(Prerequisite: EDT 611)*

Introduction to the use of simulated environments as a component of education or training programs. Topics include a historical review of simulation, instructional design principles applied to virtual reality as a tool for instruction, current constraints in both stand-alone and networked systems, and future possibilities for virtual worlds as learning environments.

### **EDT 615: Performance Technology**

*(Prerequisite: Completion of all core requirements and EDT 611)*

Human Performance Technology takes instructional technologies and incorporates a range of interventions drawn from disciplines: behavioral psychology, instructional systems design, organizational development, and human resources management. HPT stresses a rigorous interdisciplinary analysis of performance levels, identifies causes for the performance gap, and offers a range of interventions to improve performance.

### **EDT 616: Video Games as Learning Tools**

*(Prerequisites: Completion of all core requirements)*

Introduces students to the use of mainstream, entertainment video games in educational environments. The initial focus is to increase students' "games literacy" and demonstrate through hands-on exploration how video games can be highly effective learning tools. Students will then employ this knowledge to incorporate a video game into their standards-based K-12 curriculum.

### **EDT 623: Web-based Instruction**

*(Prerequisite: Completion of all core requirements)*

An overview of key concepts and principles that drive the design of effective web-based instruction, including evaluation, instructional approaches, learning sequences, interactive learning, assessment, collaboration, learner motivation, technical requirements, and supplemental learning options. Hands-on experience with design/editing systems including HTML and DHTML—utilizing Dreamweaver.

### **EDT 631: Media and Instruction**

*(Prerequisite: EDT 600A)*

Comprehensive overview of visual learning tech-



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niques, skills, methods, and theories to support and enhance learning. Application of various digital media including video, audio, and graphics for communicating and for creating digital assets in an educational or training context.

## **EDT 632: Technology and Leadership**

*(Prerequisite: Completion of all core requirements)*

Information technology issues, networking, and the convergence of media (telecommunications, voice, video, and data) will be contextualized through the lens of educational leadership. Future technology leaders will address current issues such as network security, digital ethics, budgets, and the total cost of ownership as it pertains to hardware and software.

## **EDT 633: Assessment & Accountability**

*(Prerequisite: Completion of all core requirements)*

Data management in a digital environment is dependent upon technology systems and infrastructure. This course presents a systems approach to understanding issues with the delivery and management of data focusing on accountability, evaluation, and assessment. Summative and formative assessment strategies and techniques will be explored.

## **EDT 655: Issues and Trends in Educational Technology**

A survey of a wide range of state-of-the-art issues and trends that have impacted the field of educational technology at the local, state, national and international level. Also addresses the basic principles of information literacy skills and the ethical use of the Internet.

## **EDT 660: Multimedia and Interactive Technologies**

An overview of the use of multimedia and interactive technologies in the educational environment, focusing on design and production of multimedia products. Students will develop media literacy via exposure to web-based conferencing, art programs, PowerPoint, Dreamweaver, image scanning and editing, as well as video and sound digitization.

## **EDT 671: Curriculum Design for Online Learning**

A comprehensive course on how to design curriculum that will be implemented in an online teaching environment. Students use an online course management and authoring system to design a course for use in K-16 or for corporate, government, or military education.

## **EDT 693: Instructional Evaluation & Development**

*(Prerequisites: All core classes, EDT 616 or EDT 623)*

An exploration and application of alternative theories and strategies for evaluating the effectiveness of instructional programs. Applies usability framework, instruments, approaches to student outcomes and assessment, and continuous quality improvement strategies as they apply to the design and improvement of instructional systems. Capstone prospectus developed.

## **EDT 695: Capstone Project**

*(Prerequisite: All core and elective classes and EDT 693)*

The final class in the MS in Educational and Instructional Technology program. Under the supervision of a faculty member, students complete a capstone project and accompanying report. Students meet weekly via voice/web with a faculty supervisor. Grading is by H, S, or U only.

## **E EA – Enterprise Architecture**

### **E EA 601: Architecture Concepts**

Introduces basic concepts, theories, and documentation frameworks. Analysis of all major enterprise architecture frameworks including Zachman,

TOGAT (Open Groups), Federal Enterprise Architecture Framework, Treasury Architecture Framework, Homeland Security Architecture Framework and the Department of Defense Architecture Framework. Developing and implementing enterprise architecture programs are covered.

### **E EA 602: Architecture Planning**

Introduces concepts and theories associated with organizational strategic planning, provides and examination of the Federal Enterprise Architecture Program Management Office reference models. Provides details on how to plan and manage an EA project within an enterprise, including development of a statement of work, scheduling, requirements analysis, and risk management.

### **E EA 603: Architecture Implementation**

Analysis and integration of different Enterprise Architecture Methodologies, review of basic concepts in light of an integrated repository. Activity based costing and cost/benefits analysis, developing performance measures. Balanced Scorecard and GPR, managing and incorporation of legacy systems, information assurance and security architecture, and stakeholder communication strategies.

### **E EA 604: Architecture Integration**

This course covers the integration of EA components across the matrices of different frameworks (Zachman, FEAF, TEAF, TOGAF, etc.) and the OMB Reference Models, the integration of business, technical, data and application architectures, configuration management and standards.

## **E ES – Earth and Environmental Science**

### **E ES 103: Fundamentals of Geology**

Introduction to the major geological processes which create and transform materials and landforms throughout the planet. Geotectonic processes, geomorphology, unifying themes such as plate tectonics, sea form spreading and athenosphere convection cells; and degradation-aggradation processes.

### **E ES 103A: Fundamentals of Geology Lab**

(1.5 quarter units)

*(Prerequisite: EES 103)*

This laboratory course will complement the student's knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

### **E ES 301: Earth & Planetary Sciences**

A study of the astronomical, geological and oceanographic sciences. Emphasizes the physical structures and processes that form the stars, planets and other objects of our solar system and the universe.

### **E ES 322: Oceanography**

Examination of the interactions between oceanographic, geological and astronomical processes on the physical and living components of the world's oceans. Includes interactions between the ocean and the atmosphere and how these interactions affect currents, weather and biological activity.

### **E ES 335: Environmental Science**

A study of man's relationship to the environment and the effects on it. Examines plant and animal community structure, renewable and nonrenewable resources and environmental degradation with emphasis on what is needed for a sustainable society.

### **E ES 336: Natural Resource Conservation**

An overview of the distribution and uses of world natural resources and the application of economic concepts to the management of specific renewable resources. Examines specific resources such as soil, water, grasslands, forests, marine habitats, fish and game populations and energy resources.

### **E ES 337: Environ Law & Sustainability**

Investigation of the relationship of laws, national and world policy, and human society's promotion of a sustainable society.

### **E ES 491A: Capstone: Environ Study 1**

Seminar classes analyze different approaches, modes of inquiry, and methodologies associated with environmental issues. Students select a topic for further original research, producing a "capstone" paper based on a field-based or agency-based project.

### **E ES 491B: Capstone: Environ Study 2**

Seminar classes analyze different approaches, modes of inquiry, and methodologies associated with environmental issues. Students select a topic for further original research, producing a "capstone" paper based on a field-based or agency-based project. Topic chosen should be different from that chosen in EES 491A. The seminar topic chosen in EES 491B should be different than the one selected in EES 491A.

### **E ES 492: Intern/Project: Env Sci Policy**

Practical "hands-on" work experience with a private or public environmental agency at regional, state or federal levels. Faculty supervisor works with agency manager/supervisor and student in designing a specific project or work plan. A final summative paper is required at the end of the internship.

## **E GR – Engineering**

### **E GR 301: Engineering Mathematics**

*(Prerequisite: MTH215)*

An examination of the major mathematical tools for engineers and scientists. Cross-listed and equivalent to CSC 310.

### **E GR 304: Statics and Strength of Materials**

*(Prerequisite: EGR 301)*

Introduction to the key topics in strength of materials with focus on applications, problem solving and design of structural members, mechanical devices, and engineering systems.

### **E GR 307: Introduction to Engineering**

This is an introductory course for students enrolled in a bachelor's degree program in the School of Engineering and Technology. Aspects of engineering, ethics, team skills and the scientific approach to problem solving through analysis and design are presented. Computer tools and programming are introduced.

### **E GR 310: Engineering Economics**

*(Prerequisite: MTH 215)*

Economic Analysis for decision making with emphasis on rate of return, net present value, benefit-cost and multi-objective evaluation methods. Cost estimation and alternative analysis.

### **E GR 313: Electrical Circuits and Systems**

*(Prerequisite: MTH 215)*

A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

### **E GR 316: Legal Aspects of Engineering**

Course focuses on basic principles and new developments in the legal aspects of architectural, engineer-

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ing and construction processes. Coverage includes contractor licensing, professional design services, liability, intellectual property, and competitive bidding.

## **EGR 319: Intro to Graphics & Auto CAD**

(Prerequisite: MTH 215)

Introduction to the latest version of Auto CAD software for two- and three-dimensional modeling, engineering graphics and technical drawings.

## **EGR 440: Project Management Fundamentals**

(Prerequisite: EGR 307)

This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

## **EGR 486A: Engineering Senior Project I**

(Prerequisite: Completion of 10 BSCE or BSDET core courses)

A substantive project that demonstrates a synthesis of learning accumulated in each major. This is the first part of a two-part Engineering Senior Project sequence. Students will be working in teams of two to four students and doing research leading to preliminary development of the final project product.

## **EGR 486B: Engineering Senior Project II**

(Prerequisite: EGR 486A)

Two-month course, meets once a week.

A continuation of EGR 486A. In this second part of the Engineering Senior Project, students finalize the project, prepare the final project paper and present project results to faculty and outside experts.

## **EGR 496A: Senior Capstone Project I**

(Prerequisites: Completion of 8 BSMDE Major Courses and EGR440)

A culminating experience for BSMDE majors involving a substantive project that demonstrates a synthesis of learning accumulated in program studies. This is the first part of a three-part Engineering Senior Project sequence. Students will be working in teams of 2-4 students and doing research leading to preliminary development of the final project product.

## **EGR 496B: Senior Capstone Project II**

(Prerequisite: EGR 496A)

A continuation of EGR 496A. In this second part of the Engineering Senior Project, Students continue the project, prepare an interim project paper and present project results and plans.

## ELB – Electronic Business

### **ELB 620: Principles of E- Business**

Introduction and overview of Internet enabled business transactions from a managerial perspective. The course serves as foundation for the E-Business program and addresses E-Business strategies, Cyberlaw, Internet marketing, Internet infrastructure and security, E-Business applications and highly relevant emerging Internet business models.

### **ELB 621: E-Strategies and Business Models**

(Prerequisite: ELB 620)

This course provides an in-depth analysis of Internet Business Models and E-Business Strategies. The course enables students to analyze the value and components of E-Business Models and the concept of strategic planning within the context of E-Business.

### **ELB 624: Internet Marketing**

The course represents an in-depth analysis of marketing and advertising components of E-Business, strategic marketing decisions in the digital age and a study of successful marketing models. During the course, students create a strategic marketing plan for

an Internet business.

### **ELB 635: E-Logistic and Supply-Chain-Management**

(Prerequisite: ELB 620)

The course offers a thorough introduction to private and public E-Marketplaces, demand chain structures and Supply Chain Management, procurement and fulfillment. Student will explore the associated digital infrastructure from an E-Business perspective. A special focus will be on current industry applications in this field. The course will offer processes and strategies for evaluation, design and implementation of those highly complex applications.

### **ELB 656: Cyberlaw and E-Legal Issues**

(Prerequisite: ELB 620)

The course focuses on the global level and regulatory framework in which E-Business operates. It provides a study of current and proposed laws and regulations and their impact on E-Business. Emphasis is put on current legal issues relevant to start and operate various E-Businesses. Further emphasis lies on legal case studies from a business prospective.

## ENE – Environmental Engineering

### **ENE 601: Environmental Engineering Laboratory**

(Prerequisites: CHE 101 or CHE 101A)

Dedicated to exploring an in-depth study of standard methods for analysis of water and wastewater, sampling techniques and preservation of samples, nitrogen and phosphorous treatments. Through lectures, demonstrations, readings, student will also learn the strategic role of the environmental lab in the modern workplace.

### **ENE 602: Environmental Microbiology**

(Prerequisites: BIO 203, BIO 203A)

Comprehensive introduction to the design, analysis and implementation of microbiology and biological treatment. Strong emphasis on biology of microorganisms and general bacteriology, microbiology of aerobic and anaerobic bacteria as well as physical and chemical properties of water.

### **ENE 603: Environmental Unit Processes**

(Prerequisites CSC 220, CSC 208)

Emphasizes the application of physical and chemical methods applied for water and wastewater treatment, filtration and sedimentation, options, absorption, ion exchange, aeration, softening and disinfecting as combined with review of atmospheric science aspects such as water, air and soil.

### **ENE 604: Environmental Quality Control**

Introduction to application of pollution, analysis of water, including hazardous waste and engineering as well as water and wastewater pollution prevention. Addresses the current pollution prevention procedures outlined by the EPA for industry that include source reduction, recycling/reuse treatment, ultimate disposal and combinations of these preventive measures.

### **ENE 605: Air Pollution Control**

Air quality management with an emphasis on the sources of air pollution, including the effects on humankind, plants and animals. Study of federal, state and local regulatory requirements and air pollution law. Design of air pollution control equipment will be done.

### **ENE 606: Water and Wastewater Analysis**

(Prerequisite: CSC 220)

Focus on the concept of water quality standards, physical, chemical and biological treatment processes of water and wastewater; transportation, storage and distribution of water systems; wastewater col-

lection; sanitary sewers and Governmental Regulatory and design problems related to water, and wastewater

### **ENE 607: Solid and Hazardous Waste Remediation**

(Prerequisites: CHE 101 or CHE 101A)

Understanding of solid waste; its characterization, production, storage, collection and transportation. Transportation, monitoring, storage, minimization, treatment and disposal. Exploration of toxicology from multiple functional levels, measuring toxicity and assessing risk, respiratory toxicology, and toxic wastes and remediation technologies.

### **ENE 608: Site Remediation**

Introduction to the issues relevant to the investigation and management of contaminated sites, emphasizing problem diagnosis/characterization and the development of site restoration/corrective action clean up programs. Includes methods for the development site restoration tasks, methods for evaluating the progress of corrective action programs

### **ENE 609A: Research Project I**

(Prerequisites: Completion of all program core course requirements with a GPA of 3.0 or better.)

First part of the master's research project. It focuses on the research and selection of an appropriate topic on one of the research or applications of environmental engineering. Students develop the project and utilize skills previously acquired in their respective core curriculum.

### **ENE 609B: Research Project II**

(Prerequisites: ENE 609A)

Continuation of ENE 609A. Students complete a detailed analysis and design of the project. Two-month, one session per week course., students formally present their final product to a review panel for evaluation and grading. Grading is H, S, or U only.

## ENG – English

### **ENG 013: Strategies for Writing**

This course provides the tools and practice students need to write successful college-level essays. It emphasizes the development of clear and logical writing through a focus on the basics of sentences, paragraphs, and essays. (This course is considered developmental in nature and does not award collegiate credit). Grading is S or U only.

### **ENG 100: Effective College English I**

(3 quarter units) (45 class hours of instruction)

(Prerequisite: Satisfactory performance on Accuplacer)

The first of a two-course sequence designed to provide incoming students with the expository and argumentative writing and critical thinking skills required for college course work. Emphasizing essay-length compositions, the course covers critical reading and analysis, thesis formation and essay organization and basic research and revision techniques.

### **ENG 101: Effective College English II**

(3 quarter units) (45 class hours of instruction)

(Prerequisite: ENG 100)

The second of a two-course sequence designed to provide incoming students with expository and argumentative writing skills.

### **ENG 240: Advanced Composition**

(Prerequisites: ENG 100/101)

An advanced course in expository and argumentative writing that continues the work of Effective College English. While ENG 100 and ENG 101 focus on essay formulation and research, Advanced Composition emphasizes textual analysis. Students

# Course Descriptions

continue to practice the construction of arguments based on analytical reasoning, critical thinking and research skills.

## **ENG 300: English Practicum and Portfolio**

Students observe, study, and discuss a range of activities and experiences common in English/Language Arts classrooms in public middle and secondary schools, and review the requirements of the Single Subject Matter Preparation program portfolio. Requires 31.5 hour observation in public schools Grading is S or U only.

## **ENG 310: Grammar**

*(Prerequisites: ENG101, LIT100, TED320)*

Analysis of Modern English structure using the methods of traditional grammar. Topics studied: parts of speech, grammatical functions, phrase, clause, and sentence types, and nominal and verbal categories. Nature and usefulness of prescriptive rules of grammar. How to teach traditional grammar as presented in the secondary English curriculum. Instruction will encourage students to demonstrate critical understanding of traditional grammar, of contemporary syntactic analysis, and of the strengths and weaknesses of those systems in secondary education.

## **ENG 333: Written Business Communication**

*(Prerequisites: ENG 100/101)*

A continuation of the kinds of expository writing that began in ENG 100/101. This more advanced course stresses applications and models in business communications: letters, memos, sales, research and marketing reports.

## **ENG 334A: Technical Writing**

*(Prerequisites: ENG 100/101)*

A workshop to help students whose careers will involve communicating technical information clearly. Students are encouraged to practice on professional models in their own disciplines while learning those attributes common to all effective technical writing.

## **ENG 350: Fundamentals of Linguistics**

*(Prerequisites: ENG 100/101)*

An introduction to contemporary linguistics. Covers the phonology, morphology and syntax of the English language with an emphasis on language acquisition as related to the developmental stages of childhood. The course is especially designed for students intending to teach elementary school students.

## **ENG 352: Origins of English**

*(Prerequisites: ENG100/101)*

Examines the origins of language both within a person and within culture. Covers language acquisition and the history of the English language through its own developmental stages, including the evolution of standard American English and its major dialect communities.

## **ENG 365: Creative Writing**

*(Prerequisites: ENG 100/101)*

An advanced course for students who want to explore more sophisticated writing genres. The course surveys techniques in writing one or more genres, at the discretion of the instructor: short fiction, drama, poetry and screen writing.

## **ENG 375: Nature Writing**

*(Prerequisites: ENG 100/101)*

An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies.

## **ENG 432: Report and Research Paper Writing**

*(Prerequisite: ENG100/101)*

An advanced, cross-disciplined workshop that focuses on the requirements of effective report and research paper writing. Emphasizes effective organization, clear writing, critical thinking, appropriate source citation and both library and internet research. Introduces students to all of the major citation formats, including MLA, APA, CBE and Chicago Manual. Techniques learned are appropriate to any academic discipline or vocation that requires reports or research papers.

## **ENG 490: Guided Study**

*(1.5-4.5 quarter units)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **ENG 600: Seminar in Literary Theory**

Historical and current issues in literary criticism and theory with particular attention to developments of the last fifty years. Emphasizes both reading and writing literary criticism in order to develop vocabulary and skills necessary to participate in scholarly literary debate.

## **ENG 610: Multicultural Literature**

Examines core concepts of race, ethnicity, culture, and multiculturalism from the standpoint of recent developments in American literary canon formation. Students will synthesize current multicultural literary theories with a corpus of significant literary texts.

## **ENG 620A: Literary Period or Movement I**

Advanced, historically oriented study of a literary period, such as English Medieval, Romantic, or Victorian literature, or a movement, such as The Beat Generation. Variable topic selected by the instructor. (May not duplicate content of ENG 620B.)

## **ENG 620B: Literary Period or Movement II**

Advanced, historically oriented study of a literary period, such as American Romanticism, or of a movement such as American Modernism, the Harlem Renaissance, or the Lost Generation. Variable topic selected by the instructor. (May not duplicate content of ENG 620A.)

## **ENG 640: Seminar in Poetry**

Advanced study of the history and practice of poetry. The focus is on defining the genre through close reading of a rich selection of both traditional and contemporary poems.

## **ENG 655: Composition Pedagogy**

Prepares students for the practical and theoretical challenges of teaching English composition and other writing courses at the college level. Topics include process theory, cognitive studies, visual analysis, discourse studies, and best practices.

## **ENG 656: History of Rhetoric**

History of Rhetoric focuses on the teachings of the major figures of ancient rhetoric, such as the sophists, Plato, Aristotle, Cicero, and Quintillion. Students will study the classical texts which form the base of modern studies in rhetoric and composition. The course will also gloss major shifts through Medieval, Renaissance, and Enlightenment rhetoric.

## **ENG 657: Modern Rhetoric**

Modern Rhetoric introduces students to the contemporary study of rhetoric. The course covers major figures such as Kenneth Burke, Lloyd Bitzer, and Stephen Toulmin. It introduces the wide range of academic interests in contemporary rhetoric. In particular, students will practice reading texts rhetorically through major theories of rhetoric.

## **ENG 660: Seminar in Literary Hypermedia**

History and current practice of literary hypermedia. Through reading primary stand-alone and Web-based hypermedia installations, the course examines hypermedia as a specific literary genre.

## **ENG 665: Film Theory**

An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art. This course introduces concepts from a variety of approaches, including deconstruction, existentialism, Marxism, phenomenology, and psychoanalysis.

## **ENG 666: Film History: The Silents**

A survey of films produced before the advent of sound; focus on concepts of visual narratology, montage, conventions of acting, set design, lighting and movement; attention is given to the relationship between specific films and American novels and stage drama.

## **ENG 667: Film History: American Film**

A study of the development of cinema in the United States; topics include the relationship of film to art, politics and society and the treatment of ethnic groups, women and class by Hollywood; the relationship of specific films to works of literature.

## **ENG 668: Film Genre Studies**

Consideration of a genre of film and literature in an historical context (the western, the epic, film noir, the crime fiction, science-fiction adventure, etc.); an intensive study of the conventions, artists, styles associated with literary and film genres and specific films and literary works.

## **ENG 669: World Film**

A study of the films of a nation other than the United States; an intensive study of contrasting visual styles of filmmaking; attention is given to the relationship of a nation's films and literary tradition through the study of specific works of literature and film.

## **ENG 670: Comparative Literary Studies**

Analysis of literary texts across national and linguistic as well as temporal, cultural, and disciplinary lines.

## **ENG 680A: Seminar in a Theme I**

Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by instructor. Examples of themes are: the gothic, utopia/distopia, vampires, the road, and gender in literature.

## **ENG 680B: Seminar in a Theme II**

Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by instructor. Examples of themes are: the dark gothic, meta-fiction, the home, and war in literature.

## **ENG 685: Great Directors: American**

A comprehensive study of the artistic achievements of an American director; detailed interpretation and analysis of the techniques and concepts employed by a specific director, especially as they relate to works of literature.

## **ENG 686: Great Directors: International**

A comprehensive study of the artistic achievements of an international director; detailed interpretation and analysis of the techniques and concepts employed, especially as they relate to specific works of literature.

## **ENG 690A: Major Author Seminar I**

A critical study of the work of a single author, such as Jane Austen, Walt Whitman, Charles Dickens, William Faulkner, Jack London. Special attention

# Course Descriptions

given to biography, culture, and literary context.

## **ENG 690B: Major Author Seminar II**

A critical study of the work of a single author, such as Shakespeare, George Eliot, Garcia Lorca, Ernest Hemingway, James Baldwin. Special attention given to biography, culture, and literary context.

## **ENG 699: English Capstone Course:**

Writing the Master's thesis or capstone project. Taken as the last course in the M.A. English program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. For details, e-mail [jbaker@nu.edu](mailto:jbaker@nu.edu). Grading is S or U only. Course is eligible for an In Progress (IP) grade.

## **ENM – Engineering Management**

### **ENM 600: Engineering Mgmt Concepts**

Designed to equip the students with all skills and management related topics covered in a graduate course in engineering management including portable management skills, management concepts, quality, product development, human resource management, communication, critical path networks and management of supply system and inventory control.

### **ENM 601: Project Management Principles**

Focus on fundamentals of engineering project management and tools, in particular, Microsoft Project and provides guidelines for what project managers need to have in order to succeed. Introduction to project negotiation, project manager selection and project auditing and terminating.

### **ENM 602: Risk, Contracts, and Legal Issues**

Focus on risks, contracts and legal issues related to project management. Covers materials on theories of risk management, cost estimation, pricing competitive bids, risk allocation, and incentive contract design, evaluation of threats and opportunities, and portfolio management.

### **ENM 603: Operation Management**

*(Prerequisite: ENM 600)*

Examination of design and management of internal capacity as it applies to all organizations. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics covered include, problem identification and resolution, process design, applications of technology and knowledge management.

### **ENM 604: Quality Management**

Overview on theories of total quality management required for a successful organization. In addition, key Global Trends, Costs of Poor Quality, and Ethical Dilemmas will be discussed. The concepts related to Six Sigma, Benchmarking, SPC, quality tools, and ISO 9000-2000 will be discussed.

### **ENM 607A: Capstone Course I**

*(Prerequisites: All core classes in program)*

Focus on the application of application of engineering processes learned through this program. Working in teams or as individuals under the guidance of their assigned faculty advisor, students select a research topic, and gather data. The duration of this course is one month.

### **ENM 607B: Capstone Course II**

*(Prerequisite: ENM 607A)*

Continuation of ENM 607A project course. Specific focus is on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client

organization, if applicable, and to other students and faculty. The duration is two months.

## **EXC – Special Education**

### **EXC 602A: Field Experience: Spc Ed**

(3 quarter units)

An eight week special education field experience that orients students to all types of exceptionalities and service delivery options. Emphasizes the role of the special education teacher, the importance of being a culturally responsive educator, and strategies for becoming a reflective practitioner. Grading is S or U only.

### **EXC 602B: Fld Exper: Incl Settings**

(3 quarter units)

A field experience that orients students to all types of exceptionalities and service delivery options for special needs students served in general education settings. Emphasizes the roles of general education and special education teachers and parents. Grading is S or U only.

### **EXC 603: Dev. EC Spec Needs**

Overview of typical and atypical development from birth to five including major theories, principles, concepts, and current research and practice dealing with the impact of delays, disabilities or chronic health impairments of the young child

### **EXC 603A: Supervised Teaching Seminar**

(1.5 quarter units)

An eight week class taken concurrently with supervised teaching that integrates theory and practical approaches to real-life situations. Content includes portfolio preparation, expectations for a beginning teacher, collaboration, and legal and ethical issues related to special education. Grading is S or U only.

### **EXC 604: Excep & Diversity in Clsm**

A survey of the history and definition of special education, theoretical orientations and developmental characteristics of special needs students who manifest various types of disabilities, including mild/moderate and moderate/severe disabilities. Examines the history of racial and ethnic groups. Explores cultural and linguistic factors and policies of inclusion.

### **EXC 605: Assessment ECSE**

This course is designed to develop a student's familiarity with a wide variety of assessment techniques and instruments for infants, toddlers and young children with special needs. Instruments include formal, informal, and curriculum-based assessment. Two month course taught only onsite.

### **EXC 606: ECSE Family & Partnership**

Family-centered culturally responsive practice in early intervention is explored from a family systems theory model, with a focus on strategies for promoting parent/ professional partnerships in service coordination.

### **EXC 607: IFSP Process**

Student will develop skills in writing Individualized Family Service Plans. This course introduces relevant special education legislation, laws and policies.

### **EXC 608: ECSE Interventions**

This course focuses on the development of teacher competencies as related to design, management, and implementation of ECSE environments and interventions appropriate for young children with special needs.

### **EXC 609: ECSE Field Experience**

(Must be the last course in the program)

Field Experience is the culminating experience in the program. Students are required to assess, plan, teach and evaluate the progress of young children with disabilities in a ECSE setting. Students must complete a total of 100 clock hours. Only taught onsite.

### **EXC 615: Tech for Persons w/Disab.**

*(Prerequisite: Completion of Generic Core Requirements)*

An investigation of the current technologies that can empower individuals with disabilities to access their total environment throughout life. Focuses on technology applications in the school, home, community and workplace.

### **EXC 615A: Fld Study: Technology**

(1.5 quarter units)

*(Prerequisite: Completion of Generic Core Requirements)*

Practical field activities designed to promote and supplement the course goals and outcomes of EXC 615. Students are encouraged to take the field study concurrently with EXC 615. Grading is S or U only.

### **EXC 620: Positive Behavior Support**

An examination of behavioral, psychodynamic, biophysical and environmental theories of behavior management. Emphasizes practical approaches and strategies useful for managing student behavior in educational settings.

### **EXC 621: Intro Students w/Autism Spect**

This course includes history, terms, law, rights of parents, and issues regarding service and programs. Students will develop understanding of successful teaching environment for students with ASD.

### **EXC 622: Assess & Behavioral App in Aut.**

Course focuses on empirical bases for assessment and treatment. Overview of ABA approach w/in overall treatment paradigm for autism. Includes schools, agencies & professionals in discussion.

### **EXC 623: Intervention/Instr. w/Aut.**

Provides student with relevant strategies for young (emphasis on communication) and older (emphasis on inclusion & Life Skills). Interventions are taught according to success in environment.

### **EXC 624: Autism Collab w/Parents & Fam.**

Strategies to build supportive relationships with families. Develops knowledge and skills for sensitive communication. Helps to assist families in managing short and long term issues.

### **EXC 625: Children w/Excep. in Class**

An examination of four major types of learners: students with exceptionalities, multicultural and English language learners, gifted/talented and students at risk. Explores how these groups of learners can best be served in general education using effective instructional strategies, including accommodations, modifications, and differentiated instruction.

### **EXC 630: Assess/Instr Planning in SpEd**

An overview of informal assessment, curriculum-based assessment and a variety of diagnostic tests related to academic performance. Provides procedures for developing the IEP and methods for implementing programs to meet the objectives specified in the IEP case study. Note: This course meets one night per week during a two-month period.

### **EXC 631: Field Exp. and Orientation**

(1.5 quarter units)

By observation and interview the student will get an understanding of the roles of the teacher in an incarceration facility, mental health facility, alternative education setting or a non-public school. They will

# Course Descriptions

examine the differences and similarities between the missions and goals of interacting and coordinating agencies.

## **EXC 632: Instruct For Secondary LD/BD**

This course will prepare teachers to develop and implement education programs that meet the needs of adolescents and young adults, with or without disabilities, placed in special facilities, who require individual education plans.

## **EXC 633: Creating Alliances in Alt. Ed**

Students will examine I.D.E.A and how it relates to students who are incarcerated or out of the regular education program, how to build alliances with coordinating agencies involved with students in out of school placement, and examine how to predict delinquent youth behavior and interventions that might mitigate the problem.

## **EXC 634: Role of Teachers in Alt Ed**

In this course students will examine relevant educational and mental health practices that can be utilized by classroom teachers looking for practical methods in working with difficult students. The role of the teacher as a member of the milieu as well as educator is emphasized.

## **EXC 635: Mgmt. of Behaviors in Class**

This course will prepare teachers to work with students with behavior problems in a variety of settings, including public schools, alternative schools, residential treatment centers and incarcerated youth confined by the juvenile justice system.

## **EXC 636: Professional Ethics in JJ**

This course will prepare teachers to examine the ethical problems associated with working in the area of special education within a juvenile justice system, or in a variety of settings, including public schools, alternative schools, residential treatment centers and incarcerated youth confined by the juvenile justice system.

## **EXC 638: Delinquency & Gang Impact**

In this course students will examine accurate analysis of gangs in America in its social context and investigate the effectiveness of current interventions.

## **EXC 637: Action Research**

*(Prerequisite: ILD 625)*

Supervised experience culminating in an action research project. Students will prepare a proposal, obtain IRB approval, implement the research, present study results and submit a final written paper. Students must complete the study within eight months. This class is scheduled for two months one day a week and at the end of that time a grade of "IP" will be posted. The maximum length of time is 8 additional months. Grading is H, S, or U only.

## **EXC 644: Reading Methods for Special Education**

*(Prerequisite: Completion of Generic Core Requirements)*

A survey of theories about teaching reading and the language arts to the student with disabilities. Discusses various assessment instruments relevant to the language arts, selection and administration of instruments and the interpretation and communication of results. Through the use of case studies, students learn how to develop, implement and evaluate prescriptive plans based on diagnostic procedures. Class will meet one night per week for two months.

## **EXC 644A: Field Study: Reading and Language Arts Methods for Special Education**

(1.5 quarter units)

*(Prerequisite: Completion of Generic Core Requirements)*

Practical field activities designed to promote and supplement the course goals and outcomes of EXC 644. Students are encouraged to take this field study

concurrently with EXC 644. Class will meet the first and last class session of a two-month format. Grading is S or U only.

## **EXC 650: Consultation and Collaboration**

A discussion of the spectrum of interpersonal and interactive learning skills required of the special education teacher. Emphasizes counseling with parents to enhance the parent-professional partnership. Stresses the sharing of knowledge and mutual efforts between professionals and parents to meet the special needs of exceptional students.

## **EXC 655A: Professional Induction Seminar**

(3 quarter units)

The first course in the Level II credential program. An Individual Induction Plan, a culminating activity project, a candidate planning guide and electronic portfolio activities are initiated. Grading is S or U only.

## **EXC 655B: Exit Seminar**

(1.5 quarter units)

The last course in the Level II Credential program. Presentation of the electronic portfolio to the University Supervisor and District Support Provider and submission of the culminating activity project, initiated in EXC655A, are included. Grading is S or U only.

## **EXC 655I: Internship Induction Sem.**

This is a required course for credential students participating in an approved Internship program. Each intern will develop An Individual Induction Plan. Interns will receive classroom based support and evaluation over a minimum of 6 months as they complete the credential program Grading is S or U only.

## **EXC 656: Best Practices Spec Needs Stud**

This course examines the philosophical, political, legal and fiscal variables including cultural and linguistic diversity impacting contemporary issues, trends and practices in the field of special education. Basic principles of professional behavior with respect to pupils, peers, administrators, teachers, parents, families and community agencies will be reviewed.

## **EXC 657: Comm. Resources & Transition**

A comprehensive course designed to equip educators with the ability to plan and implement successful transitional life experiences for students with disabilities. Emphasis on collaboration with other educational and community agencies involved in the transition process.

## **EXC 658: Adv. Spc. Mild/Moderate**

An advanced course in skills needed for effective collaboration, curriculum design and modification and assessment processes for students with mild/moderate disabilities.

## **EXC 659: Adv. Spc. Moderate/Severe**

Advanced methods to ensure that candidates are instructional leaders. Eff. communication skills and transdisciplinary relationships with families, caregivers and paraprofessionals stressed.

## **EXC 660: Instruct of Learners w/MM Dis.**

*(Prerequisite: Completion of Generic Core Program)*

Overview of the characteristics of M/M disabilities. Discusses the planning and evaluation of curriculum, methods, techniques, basic strategies, materials and media for teaching students with M/M disabilities. Emphasizes learning strategies, study skills, educational assessment, etc. as they relate to IEP.

## **EXC 660A: Field Study: Learners w/MM Dis**

(1.5 quarter units)

*(Prerequisite: Generic Core Requirements)*

Practical field activities designed to promote and supplement the course goals and outcomes of EXC 660. Students are encouraged to take this field study concurrently with EXC 660. Grading is S or U only.

## **EXC 665: Inst Lrners Mod/Svr Disabs**

*(Prerequisite: Completion of Generic Core Requirements)*

Overview of the characteristics; curriculum planning and evaluation; and teaching methods, strategies, media and materials for students who manifest moderate to severe disabilities. Addresses positive behavior support, communication and social networks, mobility and health and sensory issues. Interactive teaming and parent collaboration are addressed as they relate to IEP development.

## **EXC 665A: Field Study: Mod/Severe Disabs**

(1.5 quarter units)

*(Prerequisite: Generic Core Requirements)*

Practical field activities designed to promote and supplement the course goals and outcomes of EXC 665. Students are encouraged to take this field study concurrently with EXC 665. Grading is S or U only.

## **EXC 685A: Std. Teaching Mild/Moderate**

*(Prerequisite: All other course work in the Level I Mild/Moderate credential program)*

The first 25 days of the full day, full-time supervised student teaching experience with mildly and moderately disabled students. Candidates are supervised by a teacher with a clear special education credential and a certified university supervisor. Grading is S or U only.

## **EXC 685B: Std. Teaching Mild/Moderate**

*(Prerequisite: All other course work in the Level I Mild/Moderate credential program)*

The final 20 days of a full-day, full-time supervised student teaching experience with mildly and moderately disabled students. Candidates are supervised by a teacher with a clear special education credential and a certified university supervisor. Grading is S or U only.

## **EXC 685I**

### **Sup. Teach Intern Mild/Mod**

*(Prerequisite: All other course work in the Level I Mild/Moderate internship credential program)*

This course is designed to provide a final evaluation and assessment of the National University teacher intern that takes place at the end of the internship. Grading is S or U only.

## **EXC 686 A and B: Student Teaching**

Students complete two nine-week sessions in a classroom of mild to moderate learning disabled students. Teachers are required to use the explicit direct instruction model to plan lessons, develop curricular adaptations for general education curriculum to meet the needs of the disabled student, and develop curriculum-embedded assessments. Students are assessed by both the supervising teacher and a National University supervisor.

## **EXC 690A: Std. Teaching Mod/Severe**

*(Prerequisite: All other course work in the Level I Moderate/Severe credential program)*

The first 25 days of the full-day, full-time supervised teaching experience with moderately/severely disabled students. Candidates are supervised by a teacher with a clear special education credential and a certified university supervisor. Grading is S or U only.

## **EXC 690B: Std Teaching Mod/Severe**

*(Prerequisite: All other course work in the Level I Moderate/Severe credential program)*

The final 20 days of the full-day, full-time student teaching experience with moderately/ severely disabled students. Candidates are supervised by a

# Course Descriptions

teacher with a clear special education credential and a certified university supervisor. Grading is S or U only.

## **EXC 690I**

### **Sup. Teach Intern Mod/Severe**

*(Prerequisites: All other course work in the Level I Moderate/Severe credential internship program)*

This course is designed to provide a final evaluation and assessment of the National University teacher intern that takes place at the end of the coaching cycle. This supervised teaching experience with moderate and severely disabled students takes place after the intern candidate receives a minimum of four months of mentorship and support from a University Support Provider/Mentor and a local Intern Site Support Provider and completes all coursework. Candidates work within their own classroom providing special education services to students with moderate/severe disabilities. Grading is S or U only.

## **EXC 694: Thesis**

*(Prerequisite: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in this course.)*

This course is a supervised experience culminating in the completion of a thesis. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Grading is H, S, or U only.

## **FIN – Finance**

### **FIN 310: Business Finance**

*(Prerequisites: ACC 201)*

This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

### **FIN 440: Financial Institutions**

*(Prerequisite: FIN 310)*

An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

### **FIN 442: Investments**

*(Prerequisites: FIN 310 and FIN 440)*

A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

### **FIN 443: Working Capital Management**

*(Prerequisite: FIN 310)*

A course emphasizing the management of current assets and current liabilities, it covers planning a firm's overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

### **FIN 444: Risk Management and Insurance**

*(Prerequisite: FIN 310)*

An analysis of the risk management problems in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

### **FIN 446: International Financial Management**

*(Prerequisite: FIN 310)*

An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

### **FIN 447: Financial Planning**

*(Prerequisites: FIN 310 and FIN 442)*

The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

### **FIN 448: Seminar in Finance**

*(Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446)*

This is a capstone course for students specializing in the area of finance. It exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses taken in the finance concentration and introduces the topics of capital budgeting and the process of obtaining long-term funds.

### **FIN 449: Analysis of Financial Statements**

*(Prerequisite: FIN 310)*

An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

### **FIN 450: Bank Management**

*(Prerequisite: FIN 310)*

Financial decision making, organization and structure of banks and their industry are examined. Topics covered include managing financial assets, deposit acquisition, capital management, bank lending policies and procedures and the investment function in the bank. International banking service is also covered.

### **FIN 451: Real Estate Finance**

*(Prerequisite: FIN 310)*

Forms of ownership and investment in real estate are examined. In particular, the course includes discussion of markets and methods of financing real property. The impacts of federal taxation on financing residential and commercial real estates are also discussed. Real estate finance topics are covered both from the perspective of borrowers and lenders.

### **FIN 501: Finance Fundamentals (two weeks) (3 quarter units)**

*(Prerequisite: ACC 501 or ACC 201)*

This course is an introduction to finance for students with knowledge of accounting fundamentals but with no previous exposure to the subject of finance. Topics in this two-week course include security mar-

kets, time value of money, short-term and long-term financing, and working capital management. Grading is S or U only.

### **FIN 600: Finance for Non-Financial Managers**

This course examines the financial and accounting reports that aid managers in making business decisions. In doing so, this course covers issues such as long- and short-term budgeting, key financial statements, the role of the outside auditor, reporting financial information, and valuation of assets and equities.

### **FIN 609A: Financial Management**

*(Prerequisite: FIN 310 or FIN 501)*

A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

### **FIN 610: Topics in Financial Management**

This course extends and expands the materials covered in FIN609A. The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

### **FIN 630: Financial Institutions**

*(Prerequisite: FIN 609A)*

This course is an examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. It discusses sources and uses of funds, their cost and return, and government regulation of the financial sector.

### **FIN 631: Security Analysis and Portfolio Management**

*(Prerequisite: FIN 609A)*

This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

### **FIN 633: Financing Capital Requirements**

*(Prerequisite: FIN 609A)*

A discussion of how to establish capital structure policies and determine the best methods for raising required capital, the course covers formulation of debt, dividend and equity policies, selection of appropriate financing vehicle, and selection of capital market.

### **FIN 635: International Finance**

*(Prerequisite: FIN 609A)*

An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

### **FIN 641: Advanced Security Analysis and Portfolio Management**

*(Prerequisites: FIN 631 and FIN 609A)*

# Course Descriptions

An in-depth look at several of the advanced topics surveyed in FIN 631, this course includes bond portfolio management strategies, bond betas and their portfolio impact, option valuation models and hedging, practical use of portfolio insurance and hedging, problems with model-dependent hedging, and the use of futures contracts and their objectives. It covers problems faced by corporate and professional investment managers in their effort to hedge portfolio risks and improve portfolio returns.

## **FIN 650: Global Financing for Trade**

An examination of the basic financial problems facing an internationally oriented company, this course includes the structure and operations of the international financial system, foreign exchange rates, foreign exchange risks and their management, international sources of funds, international cash management, and basic instruments of international financial transactions (e.g., letters of credit, foreign currency contracts, foreign currency accounts, and banking facilities). Note: Students specializing in financial management may not take this course.

## **FIN 651: Commercial Bank Management**

This course is a detailed analysis of the functional areas of banking including the management of deposits, cash, loans, and other asset accounts. Current problem areas in banking such as liquidity, capital adequacy, and problem loans are explored, as well as bank investment accounts and their relationship to profitability and liquidity.

## **FIN 652: Real Estate Finance**

*(Prerequisite: FIN609A)*

This course presents Real Estate Finance and Investment issues from a portfolio perspective. It provides a complete analysis of real estate partnerships, secondary mortgage markets, adjustable rate mortgages. It also includes the applied topics of corporate real estate, including lease versus own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring.

## **FIN 653: Financial Engineering and Derivatives**

This course provides an introduction to futures and options markets and outlines the different ways in which they can be used. It covers futures and forward contracts, pricing of forward and futures, hedging techniques, swaps, options markets, trading strategies, option pricing models, volatility smiles, and a detailed treatment of hedge parameters such as delta, gamma, and vega. Also discussed is portfolio insurance, value-at-risk measure, multi-step binomial trees to value American options, interest rate options, and other exotic options.

## **FIN 654: Cases in Financial Studies**

Reflecting the fact the Finance has gone through dramatic changes in the last 20 years, this case study course will expose students to the revolutionary transformation in markets and organization we have seen the financial industry milieu.

## **FIN 655: Finance Research Project (Capstone Course)**

*(Prerequisites: completion of FIN 609A and at least 36 quarter units of core courses)*

Students, under the guidance of their assigned faculty advisor, clarify topics, identify sources from which data will be gathered, and complete and present their research in written form. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

## **FIN 670: Finance and Accounting for Executives**

This course covers major topics in finance and accounting, with emphasis on current theory and concepts rather than on procedure. Topics include financial statement interpretation and analysis, inter-

nal control structure, operating and capital budgeting, capital structure theory, and issues in finance and accounting for U.S. companies with foreign operations.

## **FIN 671: Credit Management**

*(Prerequisite: FIN 609A)*

This course is an analysis of credit policy leading to the development of strategic and higher level technical skills appropriate for credit managers. The course will also analyze specific topics like the role of credit in the economy, credit management functions, retail credit, types of consumer credit, regulation of consumer credit, the consumer credit investigation, decision making in credit operation, responsibilities of the credit manager, international trade credit and collection policies and practices.

## **FIN 673: Valuation: Measuring and Managing the Value of a Corporation**

*(Prerequisite: FIN 609A)*

Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, core valuation techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

## **FIN 674: Managing Financial Institutions and Banking**

*(Prerequisite: FIN 609A)*

This course presents an overview of Financial System, Financial Markets, and Commercial Banking in the 1990s to the 21st century in the US and global setting. It covers asset and liability management problems for depository institutions including management issues, and performance analysis of non-depository entities. In addition, emphasis is placed on interest rates and interest rate risk management. International Bond Markets and new Issue Procedures in the Bond Market, digital money, and alternative electronic payment systems will also be discussed.

## **FIN 675: The World Economy, Trade, and Finance**

*(Prerequisite: FIN 609A)*

This course emphasizes microeconomic concepts related to managerial decision-making. Students will learn to analyze the global business environment of industrialized and developing countries, and to think strategically, using micro and macroeconomics principles. Markets, consumers, producers, trade, distribution, welfare, tariffs, non-tariffs barriers, and monetary and macroeconomics issues of development and transitions will be discussed.

## **FIN 676: International Banking**

*(Prerequisite: FIN 609A)*

This course examines both the theory and the practice of international banking. It covers the creation of credit and credit rationing; internationalization of banking, the risks and benefits from financial innovation, central banking, bank regulation, deposit protection, capital adequacy and free banking, and selective institutional aspects of international banking. It also reviews the principle of Islamic Banking.

## **FIN 677: Financial Derivatives**

*(Prerequisite: FIN 609A)*

This course presents and analyzes derivatives, such as forwards, futures, swaps, and options. It compares major types of derivatives, shows how they are used to achieve various hedging and speculating objectives, introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets. Topics also include traditional and exotic derivatives, market risk, credit issuer risk, stressed correlation materials, fat tails, and case studies in corporate finance.

## **FIN 690: Guided Study**

*(Prerequisite: FIN 609A)*

This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

## **FSC – Forensic Sciences**

### **FSC 620: Advanced Criminalistics**

This class surveys physical evidence with an introduction to the operation of a forensic science laboratory and an overview of many of the analytical tools used in the criminalistics laboratory. Principles of chain of custody; and role of forensic scientist as expert witness.

### **FSC 621: Digital Evidence**

This course will provide broad perspective on theory, technique and practice of digital evidence investigation. Different types of digital related crime, including fraud, stalking, identity theft, and internet related crimes. Chain of custody and current legal issues on digital evidence.

### **FSC 622: Law and Criminal Procedure**

This course is an examination of the foundation for understanding Constitutional laws. The course will cover various sections of the Constitution and how law enforcement officials may obtain evidence, and conduct a search and seizure.

### **FSC 623: Fingerprint Analysis**

Introduction to basic principles and techniques of fingerprints as applied to crime scenes, forensic evidence, identification, and court presentation. Methods of recognition, proper collection of known and latent fingerprints, processing, classification and comparison. Courtroom presentations will be discussed.

### **FSC 630: Forensic Pathology I**

Forensic terminology, anatomy, and physiology of the human body with emphasis on the understanding of the underlying pathology of sudden, unexpected deaths encountered in forensics, Sudden Infant Death Syndrome (SIDS), methods personal identification and different types of injuries with their characteristic features and mechanisms of death.

### **FSC 631: Major Case Investigation**

A study of investigative techniques that are utilized in felony crimes of violence and crimes against property, including homicide, rape, arson, assault and battery, robbery, burglary, and grand theft. Examines the completion of such cases from the initial crime scene through investigation and adjudication.

### **FSC 632: Trace Evidence**

The principles and methods of the macroscopic examinations and the microscopic, chemical, and instrumental analysis of trace and patterned evidence. Hair, fibers, glass, soil, paint, GSR, arson, explosives, fingerprint, and other patterned evidence will be covered in this class. The principles of chain of custody will be studied.

### **FSC 633: Advanced Forensic Toxicology**

A comprehensive study of general principles and fundamentals of forensic toxicology, poisons, action, toxicity, and samples required for toxicological analysis with methods of collection, preservation and analysis. Details of the methods employed for analysis, such as color test, microdiffusion, Chromatography, mass spectrometry, GC-MS, radioimmunoassay (RIA).



# Course Descriptions

## **FSC 634: Forensic Serology and DNA**

Forensic identification, analysis, and comparison of the biological evidentiary samples. Electrophoresis, DNA extraction and purification procedures. Polymerase chain reaction (PCR), and methods of genetics and DNA analysis and detection. Casework training and students will get hands-on experience.

## **FSC 635: Forensic Anthropology**

The study of the application of the methods and techniques of skeletal remains identification and physical anthropology to medicolegal problems. This course presents the protocol of forensic anthropology when analyzing human remains. Assessment of human or non-human; time since death and cause of death.

## **FSC 642: Forensic Pathology II**

The scientific techniques used in Medicolegal investigations of regional injuries and death, firearm injuries transportation injuries, physical injuries, trauma and disease, child abuse, sexual assaults, diagnosis of rape, pregnancy, abortion and delivery. Infanticide, asphyxial and drug deaths. Forensic medical evidence and records for the court.

## **FSC 643: Forensic Psychology**

An examination of the nomenclature of mental disorders, diminished capacity, and insanity defenses, involuntary commitment, mental competency to stand trial, mentally disordered sex offenders, psychological and psychiatric testing and assessment of criminal offenders.

## **FSC 647: Crime Scene Investigation**

A comprehensive study of the techniques and procedures used for approaching and protecting the crime scene, survey and documentation, detailed search of the scene, initial evidence collection and packaging, processing the scene for latent prints and maintaining the chain-of-custody. The legal and scientific principles of crime scene searches and seizures.

## **FSC 648: Forensic Photography**

This principles and techniques of film and digital photography as applied to crime scenes, forensic evidence, identification, and court presentation. Emphasis is on single lens reflex film or digital camera operation with various types of lighting. Legal aspects of forensic photography and courtroom presentations.

## **FSC 651: Selected Topics in Forensic Sciences**

A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is H, S, or U only.

## **FSC 654: Criminal Profiling**

This course is designed to help students acquire skills and knowledge in criminal investigation analysis. Introduces students to the various techniques used by criminologists and behavioral scientists to profile individuals that typically commit violent crimes. Includes study of victimology and crime scene analysis.

## **FSC 661: Internship in Forensic Sciences**

(1.5-9 quarter units)

An internship for students looking for field experience in the law enforcement field. Students receive academic guidance from forensic science faculty and supervision at the field placement site. The internship requires students to work a minimum of 300 hours under faculty and field supervision. Students must write an in-depth research paper on their experiences during the placement. This paper is coordinated and supported by the students' faculty advisor and field supervisor. Units are arranged and determined based on assignment and the number of hours at the placement site. Grading is H, S, or U

only.

## **FSC 662: Supervised Research Project**

(Prerequisites: Satisfactory completion of at least 8 of the core FSC classes)

Students select a viable topic in forensic science to research. Students meet with their instructor once a week for two months. Students will also be able to get guidance from the forensic lead faculty and other forensic staff throughout the entire process of the research. Grading is H, S, or U only.

## **FSC 690: Guided Study**

(1.5-9 quarter units)

Individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is H, S, or U only.

## **GER – Gerontology**

### **GER 310: Healthy Aging**

Focuses on the historical and cross-cultural, physiological, psychological, sociological, economic and political aspects of aging. Retirement patterns, living environments, chronic disease and the role of health care professionals will be explored.

## **GLS – Global Studies**

### **GLS 310: Global Communications**

(Prerequisite: ENG 240)

Analyzes the history, growth, and future development of global communications and information systems. Examines the technological, social, political and economic forces impacting the development and spread of electronic communications and information technology in local, regional and global contexts around the world.

### **GLS 330: Film in a Global Context**

(Prerequisite: ENG 240)

Examines how international cinema represents various aspects of societies and cultures outside the U.S. Representative films of Asia, Africa, Europe, Latin America, Australia and Oceania, and Canada may be studied.

### **GLS 410: Gender and Global Society**

(Prerequisite: ENG 240)

Examines how people experience genders and sexuality in global society. Explores how gender and sexuality relate to other categories of social identity and difference including race and social class. Analyzes media representations of gender roles and stereotypes.

### **GLS 420: Ecological Revolutions**

(Prerequisite: ENG 240)

Examines the relationships between humans and the natural environment over the last 500 years. Topics include conceptions of nature, the use of resources in different societies, the consequences of various forms of economic organization (particularly capitalism) on the environment, and the impact of technological change on the world's ecology.

### **GLS 430: The Global Economy**

(Prerequisite: ENG 240)

Examines changes associated with globalization over the last 500 years, including changes in technology, urbanization, finance, markets, lending, the internationalization of production, the organization of work, and power relations among nations and world cultures. Investigates both theories of and popular responses to the new global economy.

### **GLS 440: Study Abroad**

(Prerequisite: HIS 320)

Students travel to a foreign country with roughly a third of the class devoted to study prior to travel, a third to directed travel and study in the chosen country, and a third to analyzing experiences abroad. Any visas, passports, immunizations, or other travel requirements are the students' responsibilities.

## **GLS 499: Seminar and Portfolio Project**

(Capstone course. To be taken as the final course in the major.)

Students complete a final portfolio including one original research paper, another essay integrating central concerns of the program, and several papers representing students' best coursework. The portfolio is posted on a website of the student's design. Ideally taken as final course in the major. Grading is S or U only.

## **HCA – Healthcare Administration**

### **HCA 401: Intro to HA HR Management**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Concepts of human resources in healthcare organizations, such as training, motivation and direction. Elements of employee selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization considered.

### **HCA 402: Intro to HA QA Management**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Introduction to continuous quality improvement in healthcare. Includes evaluation and risk management methods. Introduces outcome measurement and case management fundamentals. Introduces team development, analytical statistics, and process knowledge themes.

### **HCA 403: Intro to Health Economics**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Introduction to the application of economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

### **HCA 405: Basic HA Budgeting & Finance**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Fundamentals of healthcare financial management and budgeting, including financial organization of healthcare services, sources of operating revenues, management of working capital, and allocation, control, and analysis of resources.

### **HCA 406: Intro to HA Planning/Marketing**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Development of marketing and planning strategies in healthcare organizations. Methods for marketing plans including pricing, communication, distribution channels, and service design. Planning methods from needs assessment through program design.

### **HCA 425: Healthcare Politics & Policy**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC 201/202)

Consideration of healthcare policy and politics. Consideration of the role of federal, state and local government healthcare public policy impact on health services.

### **HCA 450: Global Health Systems**

(Prerequisites: COH 100, 150, 310, 315, 320, 321, ACC



# Course Descriptions

201/202)

Examination of factors that impact global health systems; analysis of health care delivery systems and influential governmental, economic, social and political forces. Consideration of healthcare resource development and allocation.

## **HCA 494A: Healthcare Internship**

*(Prerequisites: HSC 300, 310, 400, HCA 401, 402, 403, 405, 406, and application for admission)*

Practical application of the knowledge and skills required for a healthcare administration professional in a healthcare agency. Students will be assigned to agencies according to their interests and the availability of an approved internship site. Two month requirement.

## **HCA 494B: Healthcare Capstone Project**

*(Prerequisite: HCA 494A)*

A summative, integrative experience drawing student curricular and related experiences together. A student initiated written project is required addressing a significant health promotion challenge. The completed written project may be presented orally.

## **HCA 600: US Healthcare System**

US healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Consideration of the effects of public policy on services.

## **HCA 602: Managerial Epidemiology**

Application and integration of principles and tools of epidemiology to decision making processes in healthcare administration, with a focus on functional responsibilities of managers: planning, organizing, directing, staffing, controlling, and finance.

## **HCA 605: Evidence Based Healthcare**

This course is designed to give the student a fundamental understanding of evidence based healthcare and its impact on clinical trials. Emphasis will be placed on qualitative and quantitative measurements of evidence including cohort studies, healthcare technologies, outcome measurements randomized and non randomized studies, data sets, and trial outcomes.

## **HCA 609A: Healthcare Law, Policy, Politics and Ethics**

An examination of current healthcare public policy and politics in the United States. Studies the role of federal, state, and county government in the development of healthcare public policy and its impact upon healthcare facilities. An analysis of current legal issues that affect healthcare providers, administrators and other healthcare personnel. Reviews contract law as it relates to healthcare facilities.

## **HCA 610: Health Policy**

Focuses on the development of public policy concerning medical care and public health and the relationship between public decisions and the market place. Using contemporary policy issues as case studies, examines the role science, ideology, culture, and history play in influencing the structure of and changes to a nation's health system.

## **HCA 620: Health Organization Management**

Healthcare organization theories and structure, including analyses of managerial functions, relationships, and operations for service delivery. Development of effective service delivery systems. Appreciation of external influences including community, financial institutions, socioeconomic environment, and regulatory agencies. Examination of professional roles, responsibilities, and accountability. Understanding of organizational mission, goals, objectives and priorities.

## **HCA 622: Quality Appraisal & Evaluation**

Theoretical and practical frameworks to facilitate the continuous improvement of quality in healthcare organizations. Includes evaluation and risk management methods. Introduces multiple approaches, including outcome measurement and case management. Team development, analytical statistics, and process knowledge are central themes.

## **HCA 624: Healthcare Planning & Marketing**

Strategic planning for healthcare organizations based on the analyses of secondary quantitative and qualitative data about technological, social, political, regulatory, and competitive aspects of the healthcare market. Marketing principles and tools for the development of a healthcare organization marketing plan.

## **HCA 626: Healthcare Information Systems**

Effective data and information technology utilization to improve performance in healthcare organizations: including information systems, databases and analytical tools to structure, analyze and present information; legal and ethical issues affecting management of healthcare information.

## **HCA 628: HA Human Resources Management**

Study of healthcare organization, training, motivation and direction of employees while maintaining high level productivity and morale. Includes selection, compensation, financial incentives, work standards, and leadership principles in healthcare organization.

## **HCA 630: Healthcare Law & Ethics**

Legal, regulatory, and ethical dimensions of healthcare examined. Development and application of laws and regulations analyzed. Interpretation of uses of policy, law, and regulation changes and needs. Analysis of statutes and court decisions affecting healthcare. Ethical dimensions of healthcare organizations, their personnel and professionals considered.

## **HCA 640: Biostatistics and Research**

An introduction to the use of statistical analysis in health care management. Provides an understanding of the basic methods and underlying concepts of statistics and research that are used in management decision-making. Among topics explored are descriptive statistics, probability, sampling, hypothesis testing and non-parametric statistics. Applications in health-related management and research are featured.

## **HCA 650: Medical Practice Management**

Management and operational theory and practice for contemporary medical group administration, with emphasis on managed care delivery systems.

## **HCA 660: Health Economics**

Application of healthcare economics to decisions regarding the amount, organization, and distribution of healthcare services. Examine the structure, organization, activities, functions, and problems of healthcare from an economic perspective. Emphasis on management problems and policy issues in healthcare with regard to allocation of scarce resources.

## **HCA 662: Healthcare Accounting**

Basic accounting concepts, analytical techniques, decision-making and vocabulary for the management of healthcare organizations and the interpretation and use of accounting information to make healthcare managerial decisions.

## **HCA 664: Healthcare Finance**

Healthcare financial environment, payment systems, discounted cash flow analysis, risk, financial state-

ments, capital investments, and capital budgeting. Decision making in healthcare environments using accounting and finance theories, principles, concepts and techniques is emphasized.

## **HCA 670: Healthcare Leadership**

Concepts of leadership related to current healthcare organizations. Communications—including public relations—team building, negotiation, and conflict resolution considered. Strategic aspects such as vision, viewpoint, and mission included. Managing uncertainty emphasized.

## **HCA 691: Healthcare Internship**

*(Prerequisites: Completion of HCA 600, 602, 610, 620, 622, 624, 626, 628, 630, 660, 662, 664, 670, 690, or permission by instructor.)*

Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced healthcare managers.

## **HCA 692: Healthcare Capstone**

*(Prerequisites: Completion of HCA 600, 602, 610, 620, 622, 624, 626, 628, 630, 660, 662, 664, 670, 690, 691A or permission by instructor.)*

Two-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

## **HCM – Hospitality and Casino Management**

### **HCM 200: Basic Accounting**

Foundation course in the accounting processes applicable to the hotel, resort, or casino environment. Students will be introduced to the generally accepted accounting principles (GAAP) and legal requirements of financial reporting in the hospitality and casino industries.

### **HCM 210: Intro to Gaming Law**

*(Prerequisite: HCM200)*

Introduction to the various state and federal laws and regulations which pertain to the operation of gaming casinos in the hospitality industry. Additionally, this course provides essential background information to provide the student a broad introduction to the variety of laws in the United States.

### **HCM 220: Intro to Casino Marketing**

*(Prerequisite: HCM200)*

Examination of the application of the traditional marketing functions to the areas of the hospitality and casino industries. Students will develop the fundamental skills required in the use of marketing tools.

### **HCM 230: Hospitality Staffing**

*(Prerequisite: HCM200)*

Introduction to the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Additionally, this course provides the foundation for the development of employee motivation and team-building skills.

### **HCM 240: Hospitality Diversity**

*(Prerequisite: HCM 200)*

Introduction to the increasing cultural diversity found in both the consumer and employee populations. Additionally, this course provides students with a supervisory perspective on employee issues regarding cultural awareness.

# Course Descriptions

## **HCM 250: Tribal Community Dev.**

*(Prerequisite: HCM200)*

Foundation course in Native American community and economic development. Issues regarding positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be discussed.

## **HCM 400: Princ of Hosp & Casino Acct**

This course encompasses financial reporting systems, internal controls, managerial reporting and federal and state regulations that impact the accounting in a hotel, resort or casino environment. Students will gain hands-on experience in complying with GAAP and legal requirements of financial reporting in the hospitality and casino industries.

## **HCM 401: Intro to Casino Management**

This course is an overview of the Native American Casino management tribal gaming operations. It includes the history of Tribal Government Gaming, a description of gaming component and their interrelationship to the hospitality industry. This course also shows the industry's growth opportunities and identifies the potential for employment success. The study of casino departments and procedures is linked to an analysis of successful casino management and leadership practices.

## **HCM 402: Service in the Casino Industry**

This course is a study of the casino resort industry with special focus on customer service issues in the development of a leisure industry. Overview of the customer service skills required in various casino operations, including establishing teamwork, developing employee motivation, and creating a customer service actions. Ways to achieve outstanding customer service through time management, stress reduction and sensitivity development.

## **HCM 405: Casino Operations Management**

This course provides an overview of a manager's responsibilities behind the scenes in the gaming industry. Operations management is an important discipline that carefully manages the processes and products that provide services. Managers need to understand how resort and casino industries function on an operational basis in order to better identify opportunities for creating efficiencies in their processes and related activities.

## **HCM 415: Gaming Rules and Regulations**

This course is an examination of casino operations including the basic mathematics of probability, expected value, and the house percentages. Based on the Minimum Internal Control System (MICS) negotiated through the compact and the Indian Gaming Regulation Act (IGRA) the course will review compliance issues in table games and video/slot operations as well as all areas related to cash and financial operations. It defines gaming rules and gaming procedures and examines concepts to protect game integrity, tribal assets and establish internal controls. Methods of scam detection and internal control systems employed by the casino will be illustrated.

## **HCM 410: Hospitality and Gaming Law**

This course will examine the role that differing state and federal laws and regulations will play in the operation of hotels, resorts and casinos. The limitations and exceptions to these laws they apply to Tribal Lands will be assessed. It provides the essential information that managers need to comply with the law and to develop preventative tactics to avoid lawsuits.

## **HCM 420: Hospitality and Casino Mkt**

This course will examine the application of the tradi-

tional marketing functions to the areas of the hospitality and casino industries. Students will develop plans for the use of convention and promotional events as marketing tools.

## **HCM 425: Management of Gaming Revenues**

This course is a practical study in cash cage operations, including drop team operations, count room and basic principles of revenue audit. This includes the understanding and application of Title 31 requirements and the practice of generating Suspicious Activity Reporting. The practical aspect of this course includes the proper counting, balancing and recording of cash, checks, credits, token chips and slot tickets.

## **HCM 430: Principles of Hospitality and Casino Staffing**

This course addresses the planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Job analyses and descriptions developed and government regulations examined.

## **HCM435: Casino Security/Surveillance**

This course introduces the concepts and training in the field of security/safety, security techniques and video surveillance. It covers the basic security principles in Casinos: "To observe and report", the laws and powers of arrest, detainment, search and seizure, patrol procedures, report writing, field note taking, security systems and investigative techniques. It further explains the basic function and set-up of surveillance equipment and operational surveillance procedures to provide fairness of the games and game protection. Examples of scams, cheats and fraud illustrate the importance of security and surveillance in the protection of tribal assets.

## **HCM 440: Cultural Diversity and Hospitality Management**

This course is designed to discuss the importance of cultural awareness and sensitivity in effective human resources management practices in the hospitality industry. The course examines the increasing cultural diversity found in both the consumer and employee populations and how managers can address different cultural needs of the relevant populations.

## **HCM 445: Player Development Program**

This course is a practical study that increases the understanding and furthers the implementation of an effective Player Rating System with the purpose of developing a loyal player development program. This course connects the various marketing efforts of a tribal casino with the responsible development of gaming guests. It analyzes and shows the advantages and disadvantages of comps and promotions. The student will also gain a better appreciation of the role of Gaming Information Technology towards building an individualized and appropriate Player development program.

## **HCM 450: Native American Tribal Community Development**

This course is an introduction to the issues and concepts of the Native American community and economic development. Discussion of the positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be examined.

## **HCM 480 : Casino Internship**

This course is on-the-job learning experience which matches individual HCM students with working mentors in a major casino. This will provide an in-depth application to the entire range of Casino operations, exclusive of the table games and slots departments. These operations are divided into the follow-

ing departments: Administration, Finance, Cash Operations, Security, Food & Beverage, Retail Stores, entertainment, Guest Services or Customer Service, Marketing and Human Resources. Over the course of the work experience, students will gain valuable hands-on experience as they rotate through these departments. Weekly mentoring provides extra depth and background. Students are expected to put this learning to use in actual casino operations under the supervision of a trained gaming professional. At the end of each module, the student will write a short paper describing the learning achieved during the module.

## **HCM 490: Capstone Project**

The capstone course is designed to be the culminating work for the Bachelor's degree in Hospitality and Casino Management. Under the guidance of the instructor, students will design a project to demonstrate their mastery of the core components of the program, various managerial approaches and frameworks. Students will include scholarly research, attention to ethical frameworks, and critical analysis in their project. A professional presentation of 10-15 minutes of the student's project is required.

## **HED – Health Education**

### **HED 110: First Aid and CPR**

Focus is on how to recognize and act in an emergency. Strategies to maintain life until professional help arrives will be included. The 2005 national guidelines for breathing and cardiac emergency including CPR, choking and using an automated external defibrillator (AED) will be discussed. A National Safety Council completion card for CPR and First Aid will be available at successful completion of the course.

### **HED 212: Nutrition and Fitness**

Focus is on how nutrition relates to health. The function of nutrients including micro nutrients will be discussed. Provides a basic understanding of nutrition and fitness as it relates to health promotion and health education.

### **HED 220: Health, Nutrition and Safety**

*(Prerequisites: PSY 100 and ECE 201)*

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.

### **HED 602: Introductory Health Ed: K-12**

Coordinated school health programs including: comprehensive health education, health services, a healthy and safe school environment, physical education, nutrition services, physiological and counseling services, health promotion for staff, and family and community involvement. Health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools in the following areas: mental and emotional health, personal health, consumer and community health, injury prevention and safety, alcohol, tobacco and other drugs, nutrition, environmental health, family living, individual growth and development and communicable and chronic diseases. The legal responsibilities of teachers related to student health and safety will be explored. Effective communication with parents and site-based and community resources to meet the

# Course Descriptions

individual needs of students, research-based school health programs, life skills and positive behaviors, needs of special populations, and evaluation of health web sites will be discussed.

## **HED 620: Coordinated School Health Prog**

An advanced health education course focusing on coordinated school health, comprehensive school health programs, and how to plan, implement, coordinate, and evaluate a health education curriculum within a comprehensive school health system. A comprehensive school health system includes health and physical education, health services, nutrition services, psychological and counseling services, a safe and healthy environment, and health promotion for staff.

## **HIS – History**

### **HIS 220A: United States History I**

*(Prerequisites: ENG 100/101)*

Survey of American history from pre-colonial times through Reconstruction. Explores economic, political, social and cultural factors that shaped the origins of the nation, including the Revolution, the Constitution and the Civil War. Special attention is paid to issues of race, class, gender and ethnicity. Includes study of the Constitution.

### **HIS 220B: United States History II**

*(Prerequisites: ENG 100/101)*

Survey of American history from Reconstruction to the present. Explores economic, political, social, and cultural factors that shaped the development of the nation, including industrialization, America's emergence as a world power and the challenges of the late 20th century. Pays special attention to issues of race, class, gender and ethnicity.

### **HIS 233: World Civilizations I**

*(Prerequisites: ENG 100/101)*

Discusses how distinctive cultures, economies and societies of the world developed from prehistoric times to the European conquest of the Americas (ca. 1500 C.E.). Explores issues of gender, class, personal identity, war, religion, urban life, and ecology pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

### **HIS 234: World Civilizations II**

*(Prerequisites: ENG 100/101)*

Discusses how the cultures, economies, and societies of the world developed since 1500 C.E. Explores issues of class and class conflict, personal and cultural identity, race, work, industrial development, colonialism, ecology, and political and economic life pertaining to the history of civilizations in Asia, Africa, the Americas, and Europe.

### **HIS 300: Roots of Western Civilization**

*(Prerequisites: ENG 100/101)*

Explores social, material, cultural, and intellectual bases of European civilization and relates them to major Afro-Eurasian civilizations. Examines hunting-gathering and early agricultural societies; ancient Mesopotamia, Egypt, and Judea; classical Greece and Rome; rise of Christianity; nomadic invasions of Europe; Byzantine and Islamic influences; and Europe's "medieval synthesis."

### **HIS 320: Culture of Global Capitalism**

*(Prerequisites: ENG 100/101)*

Places contemporary cultural, economic and technological issues in a global and historical perspective. Examines the ways that capitalism, culture, and technology have interacted over the past 500 years to shape the places, peoples and societies that have come into existence in the modern world.

### **HIS 325: Modern World Migration**

*(Prerequisites: ENG 100/101)*

Human migration is the story of individual lives enmeshed in larger historical issues of identity, culture, work, social institutions and various forms of coercion. Explores how work and migration have intersected in the last 500 years to shape the world in which we live today.

### **HIS 339: The Middle East, 600–1600 C.E.**

*(Prerequisites: ENG 100/101)*

Examines the Middle East from before the rise of Islam to the Muslim conquest of Constantinople. Includes the life style of the desert nomad, Muhammad and founding of the Islamic state, its expansion through the Middle East and beyond, and the various non-Arab dynasties and empires that took over.

### **HIS 341: History Through Theater**

*(Prerequisites: ENG 100/101)*

Explores history through the complex medium of theater. Focuses on a variety of dramatic and theatrical techniques, including readers' theater, role-playing debates, improvisation and formal dramatizations. Scripts historical literature into performance. Studies various plays in order to gain a broader understanding of key historical issues in diverse cultures.

### **HIS 342: History of Modern Middle East**

*(Prerequisites: ENG 100/101)*

Investigates roots of present-day events in Modern Middle East since 1600 CE. Surveys history of the region, pre-modern empires, European colonization, and renaissance of Middle East culture in the 18th and 19th century, movement toward independent states, and emergence of Pan-Arabism and Islamist ideologies of the 20th century.

### **HIS 345: Latin American Studies**

*(Prerequisites: ENG 100/101)*

Introduction to Latin American history and culture focusing on diversity of Latin American societies and their multicultural heritage. Topics include colonialism and indigenous societies, growth of plantation and mining economies, enslavement of Africans, struggle for independence, distribution of political power, recurrence of popular rebellion, and artistic and cultural life.

### **HIS 346: Chinese History and Culture I**

*(Prerequisites: ENG 100/101)*

A historical overview of Chinese civilization from Neolithic origins to the Ming Dynasty (1368). The foundations of Chinese civilization and the core of Chinese culture will be elucidated through a focus on key aspects of governance, economy, foreign relations, literature and the arts, and their development over this period.

### **HIS 348: Asian Studies**

*(Prerequisites: ENG 100/101)*

Overview of contemporary Asian history and culture focusing on the diversity of Asian societies. Includes distribution of political power, ideological and structural stratification between East and West, impact of "Orientalism" in global context, impact of imperialism, effects of sexual and religious stratification, and discussion of political and religious differences.

### **HIS 349: African Studies**

*(Prerequisites: ENG 100/101)*

Survey of major themes, issues, and personalities in African history since 1500. Topics include: kingdoms and empires, population movements, spread of Islam, slave trade era, abolition of slave trade, European imperialism, impact of colonialism, religious and cultural movements, nationalism and pan-

Africanism, ethnicity and identity in modern Africa.

### **HIS 350: Cultural Diversity +**

*(Prerequisites: ENG 100/101)*

Examines race, gender, ethnicity and class in 20th century American society. Introduces students to methods for studying the changing nature of our society and explores ways in which our increasingly urbanized and technological culture affects all aspects of professional and unskilled work. May involve work in oral history.

### **HIS 355: Chinese History and Culture II**

*(Prerequisites: ENG 100/101)*

An overview from the Ming Dynasty to the founding of the People's Republic of China in 1949. These six centuries witnessed challenges that radically altered the nation. We will examine key components of this process and its influence on Chinese society, economy, culture, politics and foreign relations.

### **HIS 360: American Colonial Experience**

*(Prerequisites: ENG 100/101 and HIS 220A)*

Examines the various peoples and the economic, environmental, cultural, and political forces that shaped American development from the period before Europeans settled through the American Revolution. It evaluates key ecological changes after 1500 and the shaping of North American colonial society by mercantilism, merchant capitalism, and the slave trade.

### **HIS 361: Making and Sundering of Union**

*(Prerequisites: ENG 100/101 and HIS 220A)*

Examines development of American society from the early national period through the Civil War (1783-1865), including framing of Constitution, westward expansion, economic development, slavery, sectional conflict, as well as an evaluation of the social, political, and military problems faced by the contending sides in the Civil War.

### **HIS 362: U.S. Between Wars, 1865-1917**

*(Prerequisite: ENG 100/101 and HIS 220B)*

Examines transformation of America and expansion of American influence after the Civil War through World War I. Includes reconstruction; demographic and economic expansion; industrialization and its consequences for labor and social relations; mass immigration; growth of American imperialism; socialist, populist, and progressive movements; and World War I and Wilsonianism.

### **HIS 363: U.S. Since World War I**

*(Prerequisites: ENG 100/101 and HIS 220B)*

Examines social, economic, cultural, and political contours of modern America from 1920 to the present, including Great Depression, social dimensions of World War II, affluence and anxieties of 1950s, political and social movements of 1960s, and challenges of structuring a new global political economy in the 1970s and after.

### **HIS 370: History of the American Southwest**

*(Prerequisites: ENG 100/101)*

Examines what has attracted people to the Southwest over the last thousand years and how people have changed and enriched the region through diverse cultural, social and economic contributions. Places race relations, immigration, environmental concerns, resource use, cultural beliefs, gender roles, public order and working life into historical perspective.

### **HIS 375: Nevada Hist., Govt., Const.**

*(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

# Course Descriptions

graduation from all Nevada colleges and universities.

## **HIS 385: History and Culture of Hawaii**

*(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.

## **HIS 400: Historical Theories and Methods**

*(Prerequisite: ENG 240)*

Investigates the important methodologies and theories of history that buttress contemporary historical scholarship. Includes introduction to historiography; examines transformation of the historical profession over last 150 years and philosophical foundations of historical practice today; explores writings of historian, their historical assumptions, and theoretical framework of their interpretations.

## **HIS 410: California History**

*(Prerequisites: ENG 100/101)*

Through an historical and literary approach, this course examines the interaction of the hopes and dreams of the peoples of California from the arrival of the first peoples to the post-World War II boom. May involve work in oral history.

## **HIS 420: The Civil War**

*(Prerequisites: ENG 100/101)*

An examination of the dynamic convergence of economic, geopolitical and racial factors that contributed to the most explosive conflict in U.S. history. Focuses on the consequences of the war for subsequent American historical development.

## **HIS 431: The Ancient World**

*(Prerequisites: ENG 100/101 and HIS 233)*

Examines ancient world history from 10,000 B.C.E. to 500 B.C.E., including Neolithic revolution; rise of settled agriculture; complex societies and organized states in North Africa, Southwest Asia, South and East Asia, Mesoamerica, and South America; rise and decline of great powers in those areas; formation of Aegean civilization in Greece.

## **HIS 432: The Classical World**

*(Prerequisites: ENG 100/101 and HIS 233)*

Examines religious, political and philosophical innovations of classical period (500 B.C.E. to 500 C. E.) in Mediterranean region, China, and India; rise and fall of Greek, Roman, Han, Mauryan and Gupta empires; rise of important regional states like Meroë, Angkor, Teotihuacán, and Maya city-states in Mesoamerica.

## **HIS 433: The Post-Classical World**

*(Prerequisites: ENG 100/101 and HIS 233)*

Examines expansion and collapse of Byzantium; nomadic invasions of Europe and development of feudalism; rise of militant Christianity; diffusion of militant Islam; spread of Indian classical culture; Chinese reunification, commercial revolution, and cultural revival; Japanese feudalism; development of African states; civilizations of Mesoamerica; settlement of Polynesians throughout Pacific.

## **HIS 434: Modern World, 1500 to the Present**

*(Prerequisites: ENG 100/101 and HIS 234)*

Examines colonial expansion of Europe; Islamic empires of Asia; regional powers in Eurasia; revolutions in the Atlantic world; the Industrial Revolution; the new imperialism; revolutions in Eurasia and Latin America after 1900; global wars and their consequences; national liberation and decolonization; the Cold War; post-Cold War realignments.

## **HIS 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **HIS 499: Capstone Research Project**

*(Prerequisite: ENG 240 or equivalent, HIS 400, and completion of 31.5 quarter units of core courses in the major)*

This seminar is the capstone course for the history major. The objective of the capstone course is to produce a paper that is exemplified by extensive research, critical thought, and intellectual engagement. The project should excite students and deepen their historical understanding. As a "senior project," it will combine primary sources with secondary interpretations in an original and interesting way.

## **HIS 600: Seminar in History and Theory**

Critical examination of the major methodological and philosophical foundations of modern historical research and writing.

## **HIS 618A: Seminar in Modern Europe I**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on early-modern European history (ca. 1500-1789). Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 618B: Seminar in Modern Europe II**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on modern European history since the French Revolution of 1789. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 620A: Seminar in United States History I**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on American history through the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

## **HIS 620B: Seminar in United States History II**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on U.S. history since the Civil War. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, and diplomatic history.

## **HIS 630: Seminar in World History**

Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of world history. Emphasizes the reconceptualizations needed to research and write world history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

## **HIS 640: Seminar in Comparative History**

Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of comparative history. Highlights the interdisciplinary nature of comparative history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

## **HIS 645A: Special Topics in History I**

Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technolo-

gy, family, or religion. (May not duplicate content of HIS 645B, HIS 649A or HIS 649B.)

## **HIS 645B: Special Topics in History II**

Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, empires, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645A, HIS 649A or HIS 649B.)

## **HIS 649A: Seminar in a Period/Movement I**

Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements (May not duplicate content of HIS 649B, HIS 645A, or HIS 645B.)

## **HIS 649B: Seminar in a Period/Movement II**

Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements (May not duplicate content of HIS 649A, HIS 645A, or HIS 645B.)

## **HIS 658: Seminar in Modern China**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Chinese history since the establishment of the Qing dynasty (ca. 1615 C.E.). Areas may include, but are not limited to, political, military, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 668: Seminar in Modern Middle East**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Middle Eastern history since ca. 1450 C.E. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 678: Seminar in Modern Africa**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly debates on African history since ca. 1600. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 688: Seminar in Latin America**

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Latin American history since ca. 1500. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

## **HIS 695: Directed Research Methods**

Directed research on a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a research prospectus (proposal).

## **HIS 696: History and Applied Media**

*(Prerequisite: HIS 695)*

Directed application of new media technologies to a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a historical digital storytelling prospectus (proposal).

## **HIS 698: Media/Technology Project**

*(Prerequisites: HIS 695 and HIS 696 and all other program requirements)*

# Course Descriptions

Two-month-long course. Required of all non-thesis history M.A. students as their last course. Culminates in the creation of a substantial, original multimedia website on a historical topic of personal interest involving the critical evaluation of primary sources and relevant secondary materials and interpretations and the writing of a well-developed commentary.

## **HIS 699: Thesis**

*(Prerequisite: HIS 695 and all other program requirements)*

Two-month-long course. Required of all thesis history M.A. students as last course in program. Culminates in the research and writing of a substantial, original work on a historical topic of personal interest involving the critical examination and evaluation of primary sources as well as appropriate secondary materials and interpretations.

## **HRM – Human Resources Management**

### **HRM 200: Intro to Basic Human Resources**

Introductory overview of basic human resource management activities. Various functions of human resource management are explored including planning, staffing, training, compensation, motivation, employee development, benefits, performance evaluation, discipline, health and safety issues, employer-employee relationships, and compliance with employment laws.

### **HRM 210: Staffing and Development**

*(Prerequisite: HRM 200)*

Exploration of the basic aspects of the human resource planning process, including recruitment, selection, retention, and development of employees. Special attention is given to the strategic direction of an organization in assessing its human resource needs.

### **HRM 220: Compensating Employees**

*(Prerequisite: HRM 200)*

Overview of the fundamentals of wage and salary programs. Benefit programs and related employee incentive programs are explored. Linking performance to monetary and non-monetary rewards will be reviewed. Utilizing HR technology to increase efficiency in pay and benefits administration, as well as aligning HR with organizational activities will be highlighted.

### **HRM 230: Legal Aspects of Basic HRM**

*(Prerequisite: HRM 200)*

Introduction to the wide spectrum of legal concerns that human resource managers face in the workplace. Emphasis on employment discrimination laws as they relate to the employer-employee relationship. EEO methods of liability prevention are examined. Integrated into the course are aspects of ethical considerations for HR managers.

### **HRM 409B: Survey in Human Resources Management and Organization Development**

The course provides an overview of human resources management and organizational development activities including employment, interviewing, career systems, compensation, benefits, training, organizational change, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, and health and safety.

### **HRM 432: Recruiting, Selection, Promotion, and Retention**

This course is designed to explore all aspects of reviewing the strategic direction of an organization

and how it relates to assessing and filling jobs, from initial hiring through subsequent placement, promotion, and retention. It will include techniques for determining staffing needs, recruiting, screening, assigning, evaluating, assessing, and promoting. An exploration of options for employee development and retention in changing economy is provided. Also reviewed are special concerns regarding regulations, employee attitudes, and union representation.

### **HRM 433: Pay and Benefit Administration, and HR Technology**

This course reviews the fundamentals of wage and salary programs, including the development of job descriptions, performing job evaluations, conducting salary surveys, adjusting pay structures, considering are differentials, and relating pay to performance. Benefit programs and related employee incentive and service programs are also covered. Ways to link performance to both monetary and non-monetary rewards will be reviewed, including profit sharing, bonus plans, stock options, awards and special rewards for managerial personnel. Legislative restraints and tax treatments are discussed and behavioral theories are highlighted as they apply in this area. The incorporation of technology as it relates to Human Resource Management Systems that increases efficiency in pay, benefits administration, and aligning HR with organizational activities are also covered. The synthesis of pay, benefits administration and HR technology integrates the selection, development and administration of practical programs and systems for attracting, motivating, and retaining human resources.

### **HRM 439: Legal, Regulatory, and Labor Relation Concerns in HRM**

An introduction to the wide spectrum of legal and regulatory concerns that human resources managers face in the workplace (EEO laws, affirmative action, compliance requirements, prevention of employment-related liability). The course ties in the development, aims, structure and function of labor and employer organizations, examines the relationship of labor and management, and bargaining and resolution of employer-employee issues.

### **HRM 630: Legal, Ethical, and Safety Issues in Human Resource Management**

A comprehensive analysis of the laws and regulations, both federal and state, that impact human resources management. The course emphasizes equal employment opportunity affirmative action, health and safety, privacy of information and methods of liability prevention in employment matters. Integrated into the course are aspects of ethical considerations as related to Human Resources Management, including employer use of power, organizational business practices, and safety concerns.

### **HRM 633A: Seminar in Employee Relations, Labor Relations and Union Management**

The course provides students with both the day-to-day realm of common and complex issues related to human behavior in the workplace as it relates to employee relations, and an examination of relationships among unions, workers, management and the government. The course assesses legal restraints (i.e., negotiation, contract administration, decertification) and preparations and techniques for dealing with negotiations, strikes, and lock outs, as well as grievance handling and arbitration.

### **HRM 637: Workforce Planning, Development and Outsourcing**

A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organiza-

tions. A key aspect of the course is the selection process (testing and assessment of skills and traits that influence work performance), employee orientation and integration (employee development and career planning), and aspects of performance management. The course also covers current trends in employee outsourcing.

### **HRM 660: Theory and Practice of Human Resource Management**

A comprehensive management/practitioner-level overview and appraisal of current practices, trends, and applied theory in the era of strategic alignment between employees, jobs, systems, technology, policies, procedures, training, and organizational development. Students will evaluate and analyze theory as it relates to practical application in the workplace.

### **HRM 667: Compensation and Benefits**

This course provides an overview of the latest technology as it applies to the human resources function and its impact of human resource management administration and organizational development. The course also integrates and assesses fundamental aspects of wage, salary, benefit administration, and employee rewards and incentives as they are becoming increasingly supported by automated systems.

### **HRM 669: Research Seminar in Human Resource Management Corporate Strategy**

This course is focused on a selected combination of published empirical research and current topics in corporate strategy and human resource management. Articles for evaluation, comparison, and analysis will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the field of Human Resource Management. Faculty will guide students through written review of research and current practices, and seminar discussions in order assist the HRM Professional serve as a consultant to company management.

### **HRM 670: Project/Thesis**

The project course offers an opportunity to work individually or with a team under the guidance of an assigned faculty member. Students clarify research topics and identify data sources in preparation for the project. Students gather data and present their research in both written and oral form to faculty and classmates. This course lasts two months and encompasses integrating critical components and learning experience into a deliverable that meets academic guidelines for program completion and may be applicable to the workplace to build a student's portfolio. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

## **HSC – Health Science**

### **HSC 300: Legal/Ethical Issues & Hlth Profs**

Focuses on legal and ethical concepts, principles of ethics and law and use in resolving ethical conflicts and dilemmas in health care. Scope of practice, informed consent, employee and patient rights and responsibilities, patient abuse, and the influence of finance and corporate culture will be explored. Sample cases will be analyzed.

### **HSC 310: Issues & Trends in Healthcare**

A history of the U.S. health care delivery system will be explored to understand the current issues and trends. The changing roles of the components of the system as well as technical, economic, political, and social forces effecting change will be discussed. Inpatient, outpatient, and long term care will be

# Course Descriptions

explored.

## **HSC 330: Health Ed & 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.

## **HSC 400: Mgt for Health Professionals**

Focuses on planning, organizing, decision-making, staffing, leading or directing, communication and motivating health care personnel. Evolving trends in management, classic management theories, budget preparation and justification, training design and labor union contracts are explored.

## **HSC 410: Informatics for Hlth Profs**

Focuses on the role of informatics in contemporary health care. Wireless and mobile computing, maintaining data integrity, information security and confidentiality and HIPAA, telehealth, and electronic health records (EHR) will be explored.

## **HSC 420: Healthcare Research**

Focuses on reading and conducting research in health and human performance. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed. A research proposal will be developed.

## **HSC 430: Case and Outcomes Management**

Focuses on case and outcomes management application to clinical practice. The case management and outcomes management processes, barriers, utilization review, legal and financial aspects of each and evidence-based healthcare will be explored.

## **HSC 440: Allied Hlth Capstone Project**

*(Prerequisites: Completion of the major requirements)*  
This two-month capstone project undertaken by allied health students when they have completed the core courses in the program provides an opportunity for the student to complete the outcomes management project proposal developed in HSC 430. Results will be reported orally and in written form. Students will also design and participate in a collaborative service learning experience in a community, ambulatory, home or health care setting. Students will complete the portfolio of their work from core courses and revise as needed to create an impressive final portfolio that can be used. Grading is H, S, or U only.

## **HTM – Healthcare Information Technologies**

### **HTM 605: Healthcare Information Technologies**

This course is designed to give the student a fundamental knowledge of evolving healthcare informatics and wireless healthcare delivery. Emphasis will be placed on the synergy between information systems and medical services with a focus on the improvement of medical standards and reduction of healthcare cost. Students will receive a comprehensive view of new and evolving e health and the rapid changes in healthcare delivery models due to the rapid improvement in healthcare information delivery. Informatics, e health and wireless response to the growing healthcare disease and delivery market will be explored.

## **HUB – Human Behavior**

### **HUB 301: Behavioral Science**

*(Prerequisites: ENG 100/101 and PSY 100)*

A study of the application of human behavior and behavioral science principles to the practice of management.

### **HUB 400: Group Structure and Dynamics**

*(Prerequisites: ENG 100/101 and PSY 100)*

An analysis of behavior, perspectives and practices as applied to group dynamics. Focus on approaches and skills in group dynamics as they relate to performance and enhancement of cooperative/collaborative effectiveness. Uses practice through role-playing of effective techniques in dealing with a variety of cooperative/collaborative situations.

### **HUB 401: Conflict Resolution**

*(Prerequisites: ENG 100/101 and PSY 100)*

A focus on the process of negotiation and conflict resolution. Gives special attention to conflict within and between persons in organizations and industry. Emphasizes application of techniques to conflict resolution situations via role-playing.

### **HUB 410: Psychology for Managers**

*(Prerequisites: ENG 100/101 and PSY 100)*

A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership, and personal development.

### **HUB 420: Human Communication**

*(Prerequisites: ENG 100/101 and PSY 100)*

A study of the theoretical and practical aspects of interpersonal and group communication.

### **HUB 440: Organizational Development**

*(Prerequisites: ENG 100/101 and PSY 100)*

A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

### **HUB 441: Research Design and Analysis**

*(Prerequisites: ENG 100/101, MTH 210 and PSY 100)*

An evaluation of research in psychology and the behavioral sciences. Includes work on research methods and design, and the application and interpretation of basic statistics.

### **HUB 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under the direction of an instructor. Requires prior approval of appropriate academic department.

### **HUB 500: Cross-Cultural Dynamics of Human Behavior**

*(Prerequisites: ENG 100/101 and PSY 100)*

A curriculum-wide elective that studies the psychosocio-cultural aspects of human differences and the enhancement of interpersonal/ intercultural communication skills. Increases the knowledge and understanding of differences in people and perspectives, enhances learning and performance in multicultural environments and fosters interactive diversity as a socio-cultural imperative and behavioral norm.

### **HUB 601A: Organizational Behavior**

An in-depth study of various types of organizational structures, both formal and informal, with special emphasis on behavior of people within those structures.

### **HUB 601B: Communication for Managers**

An analysis of interpersonal communications as related to organizational effectiveness. Covers the practical application of communication theory to

work-related situations.

### **HUB 601D: Creative Leadership**

A study of the qualities of leadership required today and in the future. Emphasizes historical as well as contemporary leaders.

### **HUB 639: Contemporary Issues in Sexuality**

An examination of the personal, interpersonal and social dimensions of human sexuality. Covers topics such as anatomy and physiology of human sexuality, contemporary American sexual behavior, sexual myths, sex-role socialization, sexual dysfunctions and sexual-social issues.

### **HUB 641: Stages of Adult Development**

An examination of the adult stages of human biological, psychological and social development. Discusses classical as well as contemporary theories.

### **HUB 642: Theories of Behavior Change**

A survey of social psychological theories of behavior change and resistance to change.

### **HUB 646: Personal and Professional Ethics**

A study of normative judgments as applied to contemporary human problems such as the uses of power, business practices and the right to live and to die. Examines varied ethical systems using a case study format.

### **HUB 648: Personal Growth and Communication**

An examination of the meaning and importance of personal growth and human communication in human life and relationships. Development of critical communication skills, self-awareness and self-understanding to enhance personal and professional relationships. Presents a variety of models and methodologies in the exploration of physical, mental, emotional, social and spiritual growth.

### **HUB 650: Foundations of Behavioral Research**

Behavioral research is a way to examine and understand individual and social behavior through measurement and interpretation. This course investigates the theoretical principles that underlie behavioral research and the application of current research techniques. The course forms the foundation for practical application of behavioral science and continued study in the human behavior and is essential to completing the capstone course in the program (Integrative Project in Human Behavior, HUB 680).

### **HUB 660: Assessment in Organizations**

*(Prerequisite: HUB 650)*

As study of the organizational assessments of human attributes (abilities, personality and vocational interests) and their role in behavioral determinants in school, work and interpersonal settings. Methodological issues encountered in the assessment of psychological traits (construct validity) and the developmental etiology will be covered. The course reviews the literature in organizational assessment, career development and personnel psychology applied to work. Topics include job analysis, performance appraisal, testing and assessment, employee selection, equal opportunity guidelines, development and evaluation of training programs.

### **HUB 680: Integrative Project in Human Behavior** (Capstone Course)

*(Prerequisite: HUB 650 and 660)*

The course is the capstone project for the MAHB program. Each student conducts a major project that integrates a topic of special interest. The project will analyze and synthesize theoretical and applied concepts from a specialized area selected by the student. Specific course requirements will vary depending upon the instructor, but the student should expect to

# Course Descriptions

produce a 20–30 page paper (APA style) that will be evaluated on clarity, thoroughness, style, format and creativity. An oral presentation of the student's work is also expected. Literature reviews and empirically-based studies are the norm, but other formats are acceptable with the approval of the instructor. The project is conducted for a two-month period and the student may take other courses concurrently if approved by the Committee for the Application of Standards (CAS). The student will normally be required to develop a project proposal during HUB 650 (Foundations of Behavioral Research) or HUB 660 (Organizational Assessment) that can then be completed during the capstone course. This course may not be taken as an independent study.

## **HUB 690: Guided Study** (1.5-4.5 quarter units)

An individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is by H, S, or U only.

## **HUM – Humanities**

### **HUM 362: Persian Culture** (Prerequisites: ENG100/101)

This course will introduce the students to the major aspects of Persian culture, civilization, and history from pre-Islamic times to the present. Social composition of the Persian speaking nations and the issue of national identity will be stressed. The transformation of Persian society will be considered in this course.

### **HUM 490: Guided Study** (1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

### **HUM 501: Global Civic Culture** (Prerequisites: ENG 100/101)

Covers the relationship between knowledge and the interdependence of people and focuses on citizenship, change and the challenges of migration/immigration patterns, cultural shifts and transnational positioning in our global economy. Provides a framework for global citizenship, community-building, economic development, social responsibility and service.

## **IBU – International Business**

### **IBU 640: International Experience**

Tour foreign locations and experience the business, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of foreign business environment through combination of pre-departure study, on-site lectures and presentations by host country experts and business executives, post-tour analysis and reflection.

### **IBU 653: Global Business and Strategic Planning**

Based on a review of relevant theories and current trends, this course examines choices and strategic alternatives available to multinational companies in world markets. Emphasis is placed upon applied strategic analysis and case studies involving corporations in a global setting.

## **IHC – Integrative Health Coaching**

### **IHC 600: Intro to Complementary Healing**

Introduction to complementary and healing practices and opportunities to explore these practices.

The cultural context of healing traditions and specific practices such as Chinese medicine, energy healing, mind-body healing, healing environments, spirituality and healing, naturopathy, homeopathy, manual therapies, and integrative nutrition will be examined.

### **IHC 610: Self as Coach**

Opportunity for self exploration and related self work leading to personal growth and development. Students will examine their core beliefs, personal style, roles, defensive strategies, projections, etc. This exploration will enhance their coaching presence in their role as health coach.

### **IHC 615: Fundamentals of Health Coaching**

Coaching fundamentals, including: coaching models, relationships, contexts, principles and practices. Students will demonstrate learning through reading of primary texts, virtual discussions of ideas presented in readings and related websites, and application of material via written work. Students will relate past experiences to their future role as health coach.

### **IHC 620: The Coaching Relationship**

Focus on health coaching as a transformational journey. Emphasis on understanding change from a transformative learning and adult development perspective. Topics include: theoretical perspectives on the change process, decision making, co-creating a plan of action, uncovering blocks, handling resistance, establishing a plan for accountability, developing holistic interventions for optimal health.

### **IHC 630: Advanced Health Coaching Seminar**

Opportunity to explore advanced topics in health coaching. Students will demonstrate learning through assignments including: reading of primary texts, virtual discussions and application of learned material via written work. Students will acquire a depth of knowledge and understanding of ways to serve their clients as health coach.

### **IHC 632: Practicum in Health Coaching**

Preparation to operate as competent professional health coaches. Students develop their coaching competencies by completing a minimum of 50 hours of coaching in a healthcare environment. Supervision by the course instructor, who has knowledge of and experience in coaching best practices.

### **IHC 635: Social and Emotional Intelligence**

Emotional and social intelligence in health coaching with an emphasis on a holistic approach. Topics include: the social neuroscience behind relationships; combining non-verbal agility to expand empathic accuracy; using assessments to develop competencies; and designing and implementing health coaching interventions.

### **IHC 640: Independent Study**

Opportunity to focus on a health coaching topic of interest. Students propose an area for study with faculty guidance and determine a topic. The outcome is a project focused research paper which results in the development of a coaching application, tool or training method.

## **IHS – Integrative Health Science**

### **IHS 610: Integrative Healthcare**

Foundations of holistic-integrative medicine and its evolution in conventional healthcare; an orientation to holistic-integrative medicine centers of excellence and standard of care; domains of complementary therapies; leading practitioners and their role in conventional healthcare; and an introduction to regula-

tory agencies for holistic-integrative medicine and healthcare services.

### **IHS 612: Global Healing Traditions**

Cultural and geographic origins of global healing traditions and their relevance to modern integrative healthcare. Common themes, including herbal medicine, connections with natural forces and mind-body wellness are explored through study of the healing traditions of the Americas, Asia and Europe.

### **IHS 614: Mind-Body Therapy for Healing**

Intervention strategies based on interactions among the brain, mind, body, and behavior that promote health. Therapies presented include: relaxation, hypnosis, imagery, meditation, yoga, biofeedback, tai chi, qi gong, autogenic training, and spirituality.

### **IHS 616: Biofield and Energy Therapy**

Theoretical foundations, principles of clinical practice and standard of care for biofield and energy based therapies, including evaluation of evidence for use of veritable and biofield treatments and examination of regulations and qualifications of providers and suppliers of biofield and energy based therapies. Experiential knowledge of modalities will be offered.

### **IHS 618: Bio-Energetic Therapy**

Theory and practice of bio-energetic therapies designed for patients with musculoskeletal dysfunction or acute and chronic pain of musculoskeletal origin. Therapies presented include: chiropractic and osteopathic manipulation, massage therapy, Tui Na, reflexology, rolfing, Bowen technique, Trager bodywork, Alexander technique, and Feldenkrais method.

### **IHS 620: Exercise, Nutrition and Health**

Theoretical foundations, principles of clinical practice and standard of care for exercise prescription and nutritional counseling in health and medicine. Theoretical frameworks and strategies for health behavior change and maintenance of a physically active and healthy eating lifestyle are introduced. Students experience mind/body exercise interventions for positive health outcomes.

### **IHS 622: Spirituality, Health and Healing**

Theoretical foundations, principles of clinical practice and standard of care for spiritual-based healing therapies within the context of integrative health practice. Explores the spiritual dimension of individuality, aspects of spiritual care, spiritual dimensions in specialized types of care, and spiritual considerations of special populations.

### **IHS 624: Healing Journeys for Health**

(Prerequisites: Completion of IHS 600, 610, 612, 614, 618, 620, 622, 680, 685, 690 with a grade of "C" or better)

Design of an individual integrative healthcare plan (journey) for healing and health outcomes based on the integrative health therapies presented in prior courses. Students will propose an individual personal healing journey, evaluate the efficacy and safety of the journey relative to other possible healing journeys, and present the plan orally.

### **IHS 680: Integrative Health Management**

Comprehensive overview of the essential concepts and skills required to manage an integrative health practice. The course will utilize the fundamentals of medical practice management described in "The American College of Medical Practice Executives Guide to the Body of Knowledge for Medical Practice Management."

### **IHS 685: Integrative Health Practicum**

(Prerequisites: Completion of IHS 610, 612, 614, 618,



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620, 622, 680 with a grade of "C" or better)

Minimum of 120 hours of structured work experience in an integrative health/medicine clinic under the direct supervision of licensed healthcare providers. Students observe and assist healthcare providers in integrative health treatment planning and administration. Course is eligible for In Progress (IP) grade.

## **IHS 690: Integrative Health Capstone**

(Prerequisites: Completion of IHS 610, 612, 614, 618, 620, 622, 680, 685 with a grade of "C" or better)

Two-month capstone project focused on a relevant problem in integrative health or medicine theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to integrative health/medicine. Student project may require Institutional Review Board approval. Course is eligible for In Progress (IP) grade.

## **ILD – Instructional Leadership**

### **ILD 603: Curriculum Alignment and Evaluation for School Administrators**

School administrator's perspective of instructional theory, curriculum development and methods for aligning course content to articulated goals and evaluation procedures. Student understanding of course content will be developed through class discussions, curriculum projects, presentations and reflective analysis.

### **ILD 625: Educational Research**

An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate knowledge of quantitative, qualitative and action research. Emphasis is on the knowledge and skills required of a competent consumer and producer of educational research. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. (Scheduled over a two month period and meets once a week.)

## **ILR – Information Literacy**

### **ILR 260: Information Literacy**

(Prerequisite: ENG 100/101)

A cross-disciplinary course on effective report and research paper writing through the use of key computer technologies. The course includes Internet research, MLA and APA style formats, computer technologies, spreadsheets and the application of multimedia software and graphics for report presentation.

## **ITM – Information Technology Management**

### **ITM 200: Basic Computer H/W & S/W**

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: Office Productivity Software** 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 IT**

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 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 320: Information Technology Mgmt**

(Prerequisite: ITM 210)

An integrated perspective on how to manage, plan and integrate information technology resources. Provides an overview of the concepts of managing information technologies and covers the topics of information technologies planning, information forecasting and information processing. Project management concepts and processes are also reviewed and applied to specific information technology initiatives and tasks related to (1) Desktop technology, processing and administration, (2) network information technology, processing and administration and (3) database systems technology, processing and administration.

### **ITM 330: Desktop Applications and Information Technology Processing**

This course provides the solid framework into the concepts and actual implementation of Window 2000/XP. Topics include understanding of the desktop processing of information to support organizational decision-making and strategic planning. 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 340: IT Client using M/S 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 data-

base 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 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**

(Prerequisite: ITM 205)

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 410: Computer Network Technologies Overview**

Emphasizes the network operational concepts and implementation. Provides a basic understanding of network basics and emerging local area network technologies. Includes topics such as 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 420: Local Area Networks**

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)

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 LAN Administration**

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 LAN Security**

(Prerequisite: ITM 434)

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 440: Database Concepts & Data Models

An introduction to the concepts of data modeling and relational databases. Covers the methodologies for building a logical model, techniques for organizing and designing relational databases and practical approaches to transform logical models to a stable relational database. Introduces fundamental database and application development concepts and techniques. Given database design and application requirements, students design, construct and test a personal computer database and associated application components.

### ITM 450: DB Processing & Administration

*(Prerequisite: ITM 440)*

This course will provide students with the knowledge and skills necessary to install, configure and administer Database Management Systems. Topics included in this course are conceptual understanding of data storage architecture, creation and management of files, groups, databases, tables, queries, locking options, indexes and data views.

### ITM 470: Information Security Mgmt

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: Info Security Technologies

*(Prerequisite: ITM 470)*

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.

### ITM 490A: IT Project I

*(Prerequisite: 10 of the core ITM courses must be successfully completed)*

A capstone project for information technology application. Students work on an original and significant project that integrates concepts, principles and tools that are taught throughout the program. Grading is H, S, or U only.

### ITM 490B: IT Project II

*(Prerequisite: ITM 490A) Two-month course, meets once a week.*

A capstone project for information technology application. Students complete their projects and present their original and significant projects to a panel of academic and business professionals. Grading is H, S, or U only.

## JRN – Journalism

### JRN 300: Multimedia Journalism Skills

*(Prerequisites: ENG 100/101)*

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 nut-graph and other non-fiction storytelling techniques.

### JRN 301: Copy Editing

*(Prerequisites: ENG 100/101)*

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. 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)*

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, COM 100 or 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 media channel to another.

### 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 whether 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 to 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: ENG 100/101)*

Beat Reporting is an advanced course that focuses on 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, technology, and entertainment, and beats specific to regions of the country, such as aviation, space, and immigration.

### JRN 340: Feature Writing

*(Prerequisites: ENG 100/101)*

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: ENG 100/101)*

This course draws on a wide range of scholarly opinions and research, focusing on why young people are bored by conventional journalism, and often find themselves disinterested in much print and broadcast news. 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 examines the social welfare beat, covering the segment of American society that relies on the government and private charities for basic survival. This beat is often challenging for reporters 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 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 assistance and attention to disenfranchised groups.

### JRN 360: Freedom of the Press: A Journey Through Cinema

*(Prerequisites: ENG 100/101)*

This course is a study of how movies portray journalists in popular culture, historically and continuing to the present. Students will view, analyze and discuss the role of journalists in a variety of films that dramatically illustrate the journalist as hero or villain, raise important First Amendment issues and show how corporate pressures impact journalists, the media and the public.

### JRN 420: Journalism Ethics

*(Prerequisites: ENG 100/101)*

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 the influence of different journalistic formats on ethical choices.

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## **JRN 421: Legal Issues in Journalism**

*(Prerequisite: ENG 100/101)*

This course focuses on the legal aspects of journalism and the ways 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 to respond to limits on those rights.

## **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 conducting 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, believability, and likeability.

## **JRN 431: Writing the TV News Script**

*(Prerequisite: JRN 430)*

This advanced course in 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 432: Video Journalism**

Focuses on what it takes to successfully write, produce scripts and do reports for video journalism, including news, documentaries, public affairs and interview programs and streaming media on the Internet.

## **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, BRO 340)*

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 journalism projects work on student-developed "in-house" projects that may include writing stories for the student newspaper, editing a blog, and composing stories for podcasts, multimedia or broadcast programs. Grading is H, S, or U only.

During an internship, a student will work as an apprentice reporter, copy editor or other 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.

## **JRN 501: Essential Digital Competencies**

Guides students through online tutorials and DVD training in four basic areas of journalism: digital

video editing, desktop publishing, image/photo editing, and videography. Students complete online tutorials or DVD training in each area in which they lack basic proficiency.

## **JRN 600: Multimedia Journalism**

Transforms a journalist into a multimedia powerhouse who can produce news, features, and associated products for a variety of audiences. Students gain familiarity with the demands of each medium, create news stories for print, audio, video, and online media platforms, and learn to move fluidly from one medium to another.

## **JRN 605: Advanced Feature Writing**

Provides guided practice in short- and long-form feature writing for print and online media, as well as critical experience in composing feature scripts for radio, television, podcasts, slideshows, and Web video.

## **JRN 610: Video Journalism**

*(Prerequisite: JRN 501)*

Provides a thorough knowledge of video use in journalistic communication without a TV station's truck, studio, or edit bay. It teaches students to work as video journalists and communicate video news stories using a small digital camera and a laptop computer.

## **JRN 615: International Journalism**

Examines what international reporting has become and what lies ahead. It explains theories of international politics and how they relate to different types of reporting, while offering students practical advice on how to function as a foreign correspondent in the new hyper-technological universe.

## **JRN 620: Producing Online Publications**

Provides students guided practice in every stage of the print, broadcast, and online production processes, with emphasis on the convergent and increasingly grassroots generalist media.

## **JRN 630: Advanced Editing**

Provides students guided practice in every stage of editing from the top edit, to the line edit, to proof-reading. It offers ample opportunities for practice working in print, broadcast, and online media.

## **JRN 640: The Business of Journalism**

Examines the changing nature of the journalism business, covering the evolution of different business models, from monopoly newspapers to the current financial anarchy of the digital world. It analyzes changing social models for the distribution of information, and weighs how news is increasingly being transmuted into data.

## **JRN 650: Computer-Assisted Reporting**

Provides skills necessary for journalists to accomplish more sophisticated, analytical work involving database management, GIS mapping, statistical analysis, and the development of Web applications. Computer-assisted reporting (CAR) is an emergent branch of investigative and watchdog journalism. CAR allows journalists to utilize various computer tools for improved news reporting.

## **JRN 655: Seminar in Law**

Examines the constitutional, philosophical, and legal bases of free speech and what it means in daily life. The course considers the debate over words that threaten people in power, and how the powerful have tried to control the press.

## **JRN 656: Seminar in Ethics**

Investigates the moral decision-making processes behind journalistic choices, and the principles on which these decisions are based. It examines not only what a journalist has a right to do but what is

right to do. Students consider cases of ethical breaches, and discuss how to uphold sound standards during reporting.

## **JRN 660: Specialty Reporting**

Takes students past the foundational skills of beat reporting to the more challenging field of specialty reporting, in which a journalist becomes an expert in a particular area and builds a body of work around it. Offers an overview of the most common types of specialties in journalism today.

## **JRN 670: Enterprise Reporting**

Defines and explores the concept of enterprise, a core component of journalism. News stories cover crimes, meetings, and other one-time events, but enterprise reporters and editors do the bigger-picture work of identifying trends, connecting the dots, investigating inconsistencies, analyzing personalities, and asking the important questions.

## **JRN 680: Capstone Project**

Reinforces the knowledge and skills gained in other courses by working in real-world media outlets. 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. Grading is by H, S, or U only.

## **LAW – Law**

### **LAW 200: Introduction to Law and Legal Writing**

A lower division introductory course exploring the practical application of Civil Law and the various area of practice. The student will learn rudimentary legal research and be introduced to the form of legal writing referred to as "IRAC."

### **LAW 304: Legal Aspects of Business I**

A survey of contracts, sales, agencies, personal property, commercial paper and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

### **LAW 305: Legal Aspects of Business II**

*(Prerequisite: LAW 304. A sequential course to LAW 304.)*

A survey of business organizations (partnerships, corporations, government regulations), property (real property and leasing, estates, community property), business torts, business crimes and associated topics. Emphasizes prevention of litigation and liability arising from business operations.

### **LAW 310: Litigation**

A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons and depositions.

### **LAW 400: Current Legal Issues**

This course will review contemporary issues including minority rights, abortion, free speech and criminal justice with a special emphasis on the affect these issues have on the business community

### **LAW 402: The Art of Negotiation**

A workshop course for pre-legal and pre-professional students to develop the verbal and analytical skills needed to be effective negotiators in the prac-

tice of law and business. Examines general negotiating principles and uses practical student exercises.

#### LAW 405: Analytical Reasoning

The development of analytical reasoning through identification of critical issues in the legal, business and political environments, by analyzing historical and contemporary events, followed by the application of established rules of law, ethical standards and social models in developing oral and written arguments for and against specific positions.

#### LAW 408: Legal Writing, Research, and Oral Argument

This class is devoted to learning the written and oral skills necessary for presentation of legal issues. Students will prepare and argue an appellate case in moot court format. Each student will prepare an appellate brief for one side of a case dealing with a controversial current legal issue. In team format students will then argue the issue presented before a panel of judges. To prepare for oral argument students will visit and discuss presentations made before the Trial Courts and the California Court of Appeal.

#### LAW 410: Introduction to Law and Legal Analysis

An introduction to case brief writing and legal problem analysis. The classroom discussions employ the Socratic method used in law school classes.

#### LAW 420: Advocacy

A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments and examine witnesses in a simulated civil case. This class is available as an onsite class only.

#### LAW 430: Constitutional Law

A survey of the historic development of Constitutional Law in the United States. The student will learn the philosophical foundations of the Constitution and review how the political climate shaped landmark decisions throughout the history of the United States.

#### LAW 440: Comparative International Law

A survey of international law in (1) the civil environment including trade agreements and contracts, and alternative dispute resolution and (2) criminal law, including investigation and prosecution of human rights violation and the remedies for such violations.

#### LAW 445: Administrative Law for Business

An advanced survey of administrative law and procedure and manner in which the various state and federal agencies are a part of the integral workings of business operations, including, but not limited to, the areas of environmental operations, employee relations, consumer good regulations, occupational safety.

#### LAW 455: Public Contracting

A survey of public contract law and the differences from commercial contract law; including clear record keeping for audits, overseeing activities of sub-contractors, and the impact for violation and breach of contract.

#### LAW 460: Law School Portfolio Project

A preparatory course for the undergraduate student who is preparing to apply for admission to law school. The course will involve learning strategies and practice for those preparing to take the Law School Admissions Test. Additionally, students will prepare their dossier and personal statement for law school applications.

#### LAW 470: Pre-Law Senior Project

(Prerequisites: LAW 310, LAW 400, and LAW 408)  
This course represents a culmination of the skills learned in previous research and writing courses. It consists of the preparation of a research document equivalent in form and content to an appellate brief. In the case of those students who have received an internship, this course will be assigned and the student graded on the writings produced during the internship, whether legal memorandum and/or briefs.

## LED – Leadership

#### LED 400: Introduction to Leadership

Examination of core issues in the practice of leadership. Identification of differing theories and styles of collaborative, integrative organizational leadership and comparison to authoritarian or management by edit within the organizational context.

#### LED 410: Leading in Diverse Groups & Teams

Examination of the application of leadership theory to groups that are diverse in gender, ethnicity, education, and functional expertise. The role of the leader in establishing effective collaboration among members; the decision making process and power will also be examined.

#### LED 420: Adaptive Leadership in Change

Analysis of constant and continuous change in modern organizational environments. This class will provide students with the skills needed to recognize the potential impacts of change on their organizations, and to lead their organizations through the change process effectively. Students will develop skills in assessing organizational culture and learn to create the learning organization of the future.

#### LED 430: Conflict & Negotiation for Leaders

Effective conflict resolution, bargaining and negotiation are addressed in this course as methods for improving the organizational effectiveness in the long term. A special focus will be placed upon creation of win-win solutions to real life organizational situations. Conflict will be examined as both a necessary and challenging workplace phenomena.

#### LED 440: Leadership Overview of Org. Functions

Introduction to strategies for leadership to enhance the integration of functions into the overall mission and vision of the organization. Assessing the relationships between organizational structure and the impact on the culture and norms of the organization will be analyzed.

#### LED 450: Advanced Group Dynamic Theory

(Prerequisites: LED 400 and LED 410)  
Advanced topics in understanding groups and team formation, hidden agenda items of team members and strategies to navigate difficult behavior or challenging groups. Experiential learning of group dynamics, examining multiple phenomena and the impact of leadership will be explored.

#### LED 460: Ethics and Decision Making in Leadership

Examination of the many components that influence decision-making by leaders, including cultural relativism, legal responsibilities, prescriptive approaches and universal principles. The potential impact of decisions on the organization and transparency in the decision making process, ethical frameworks and hypothetical situations will be reviewed.

#### LED 470: Classic Studies of Leadership

The historical context of classic leadership studies will be examined including emotional intelligence,

trait theories, personality studies and the emergence of leadership theory. Exploration into the research on leadership that has impacted the development of leadership studies and the understanding of power, authority and influence. This course will aid in preparing students for LED 480 and LED 490.

#### LED 480: Research for Leaders

(Prerequisites: LED 410 and LED 420)  
This course should be taken toward the completion of the BSOL course work, as it allows the student to develop strategies in identifying and interpreting quality research. The study of leadership involves both qualitative and quantitative research which informs effective leadership in an ever-changing and global business environment.

#### LED 490: Leadership Capstone Project

(Prerequisite: Completion of six of the preceding courses)  
The capstone course is designed to be the culminating work for the Bachelor's degree in Organizational Leadership. Under the guidance of the instructor, students will design a project to demonstrate their mastery of leadership theories, approaches and frameworks.  
Grading is H, S, or U only.

#### LED 601: Ethics and Theories of Leadership

Begin to develop a comprehension of the theories, frameworks and ethics of leadership practice. Evaluation of leadership theories, concepts and approaches. Integrate ethical decision making processes and assess the potential impact of leadership strategies on organizations including corporate social responsibility.

#### LED 602: Developing Groups and Teams

The formation and development of groups through effective leadership is the focus of this course. Team communication styles and roles within teams are examined. Learn experientially about groups and teams and the impact of diverse ethical perspectives by participating in group activities and observing leadership in small groups.

#### LED 603: Organizational Leadership

Advanced leadership theory, acquisition of power and influence, participative and transformational forms of leadership. Examine how to create the modern learning organization poised for adaptation in a global economy and environment of uncertainty, and will draw upon diverse perspectives and ethical considerations.

#### LED 604: Leading Change and Adaptation

Focus on organizational redesign, and the essential skills necessary for leaders to initiate corporate and organizational transformations. Resistance and acceptance of change initiatives, including the impact on organizational culture will be examined. Learn to initiate and implement change in organizations through problem-solving experiences and exercises.

#### LED 605: Negotiation and Conflict Resolution

Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Analyze conflicts as potential clues of system dynamics in organizational challenges.

#### LED 606: Information Management for Leaders

Focuses on strategic role of information technology in today's learning organizations. Emphasis is placed on the application of information technology strategies to strategic planning, client/customer analysis, rapid decision-making, and problem solving. Participate in a classroom/laboratory environ-

# Course Descriptions

ment to facilitate application of theory to real world situations.

## LED 608: Seminars in Leadership

This course prepares students to conduct research in their area of interest synthesizing knowledge and theory of leadership. Emerging theories and approaches to leadership will be explored around a student's individual interest resulting in a well written paper preparing the student to demonstrate mastery.

## LED 609: Capstone Project Course

(Prerequisite: MNS 601 and five leadership courses)

Students clarify research topics and identify scholarly sources from which data is gathered for the project. Students choose from a thesis, applied business research, comparative study or case study. The capstone project is the culmination of the student's learning and must be submitted in scholarly format to be completed. This course is 2 months in length. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

## LIT – Literature

### LIT 100: Introduction to Literature

(Prerequisites: ENG 100/101)

An overview of the main genres of literature, including fiction, poetry and drama. Examines literary language and different approaches to literary criticism designed to increase student confidence when responding to literature.

### LIT 300: Comparative Methodologies

(Prerequisite: LIT 100)

An introduction to the major issues and methodologies in the field of Comparative Literature, including difficulties with translation, issues of trans-nationalism, and post-colonial studies.

### LIT 310: Chinese Lit in Translation

(Prerequisites: LIT100)

This course is a survey of prominent modern authors from China in English translation. A selection of poems, short stories, novels, and plays will be considered. Attention will be given to social, intellectual, and political context out of which these works have arisen.

### LIT 311: British Literature I

(Prerequisite: LIT 100)

A survey of important British authors and literary trends from Chaucer through the middle of the 18th century.

### LIT 312: British Literature II

(Prerequisite: LIT 100)

A survey of important British authors and literary trends from the late 18th century through the modern era, with a focus on Romantic, Victorian and Modernist writers and texts. Some attention will also be paid to colonial and post-colonial writing in English.

### LIT 315: Arabic Lit in Translation

(Prerequisite: LIT 100)

A survey of prominent authors from the Arabic speaking world in English translation. A selection of poems, short stories, novels, and plays will be treated. Attention will be given to social, intellectual, and political context out of which these works have arisen.

### LIT 320: Contemporary Persian Literature in Translation

(Prerequisites: ENG 100/101)

This course is a survey of prominent authors from

the Persian language in English translation. A selection of poems, short stories, novels, and plays will be treated. Attention will be given to the social, intellectual, and political context out of which these works have arisen.

### LIT 321: American Literature I

(Prerequisite: LIT 100)

A survey of important American authors and literary trends through the late 19th century. Texts will be situated in relation to cultural, philosophical, social and historical contexts, e.g., Puritanism and its legacies, varieties of American Romanticism, debates over slavery and gender roles, formation of national identities.

### LIT 322: American Literature II

(Prerequisite: LIT 100)

A survey of important American authors and literary trends from the late 19th century through the present; their cultural, philosophical, social and historical contexts; and the responses of modernist writers, women, and authors of color to American literary heritage and social conditions.

### LIT 337: American Literature +

(Prerequisite: LIT 100)

An examination of literary heritage of the United States. Includes study of major works and movements in a variety of genres.

### LIT 338: Shakespeare

(Prerequisite: LIT 100)

An examination of major works of William Shakespeare.

### LIT 345: Mythology

(Prerequisite: LIT 100)

An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

### LIT 360: Literary Theory

(Prerequisite: LIT 100)

A survey of major classical and contemporary arguments about the nature of literature, literary expression, and literary experience.

### 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.

### LIT 362: Literature of the Middle Period

(Prerequisite: LIT 100)

This course focuses on world literature from 100 C.E. to 1450 C.E., excluding works written in English. All works will be read in English translation.

### LIT 363: The Early Modern World

(Prerequisite: LIT 100)

This course addresses literary works of two or more cultures from 1450-1650, excluding works written in English. All works will be read in English translation.

### LIT 430: Children's Literature

(Prerequisite: LIT 100)

Provides students with a foundation for teaching children to read and learn through reading. Students learn to identify the stages in reading development, select appropriate literary texts for diverse learners at each stage, analyze children's literary texts, and assess the literacy and language development of young learners.

### LIT 443: World of the Short Story

(Prerequisite: LIT 100)

A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

### LIT 446: Studies in Poetry

(Prerequisite: LIT 100)

Focused study of a particular theme, genre, period, or author.

### LIT 450: Studies in the Novel

(Prerequisite: LIT 100)

Focused study of a particular theme, genre, period, or author.

### LIT 456: Studies in Drama

(Prerequisite: LIT 100)

An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 20th century. Includes discussion of both Western and non-Western traditions.

### LIT 460: Gender and Literature

(Prerequisite: LIT 100)

A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

### LIT 461: 18th Century World Literature

(Prerequisite: LIT 100)

This course will examine literary works from Europe and Asia during 1650–1800 C.E. All works will be read in English translation.

### LIT 462: 19th Century World Literature

(Prerequisite: LIT 100)

An examination of various trends in nineteenth century literature, including Romanticism, Realism, Naturalism, and Symbolism.

### LIT 463: 20th Century World Literature

(Prerequisite: LIT 100)

This course will address 20th century literary works from diverse cultures and literary traditions. The assigned readings in this course will be outside the North American literary tradition.

### LIT 480: Literature of the Americas

(Prerequisite: LIT 100 and LIT 300)

This course will provide students with a hemispheric perspective to the study of the literatures of the Americas. The readings will come from a variety of prominent 20th century U.S. and Latin American literary texts. All works will be read in English translation.

### LIT 498: English Capstone Course

(Prerequisites: completion of 8 upper division LIT courses)

As the culmination of the English B.A. program, students apply skills in literary analysis, research and writing learned in the program to an original work of scholarship. Students also revisit and revise several papers written in previous program classes. This course is an eight-week Practicum. Grading is H, S, or U only.

### LIT 499: Comparative Lit Capstone

(Prerequisites: completion of all Major coursework)

Students will demonstrate their knowledge of the literature, theories, and methods they have learned in their core courses for the major by developing a portfolio of their work. Their portfolio will consist of revised course papers and new essays. Grading is H, S, or U only.

# Course Descriptions

## LSS – Lean Six Sigma

### LSS 601: Process Analysis Fundamentals

Provides fundamentals, tools and techniques for analyzing and optimizing engineering, manufacturing, and transactional processes. The course focuses on application of the Six Sigma methodology to improve process and product effectiveness. Provides technical expertise for defining improvement projects, developing improvement plans, and implementing continuous measurable improvement.

### LSS 602: Operational Analysis

*(Prerequisites: LSS 601)*

Focus on improving the efficiency and cost effectiveness of an enterprise. It explores the application of Lean Enterprise to continuous measurable improvement projects and focuses on holistic approach to ensure processes are effective and efficient in achieving organizational goals and objectives.

### LSS 603: Continuous Improvement Process

*(Prerequisites: LSS 601 and LSS 602)*

Focus on fundamentals of leading and managing continuous measurable improvement initiatives in business, industry and government. It covers leadership, continuous measurable improvement project leadership, continuous measurable improvement deployment strategies, and evaluation of projects; fundamentals of risks, benefits, roles and responsibilities, and technical methodologies.

### LSS 604: Advanced Process Analysis

*(Prerequisites: LSS 601, LSS 602, and LSS 603)*

Focus on advanced continuous measurable improvement strategies. Advanced topics in design of experiments including Taguchi Methods, Response Surface Methods, and Design for Lean Six Sigma. Exploration of a range of issues affecting continuous measurable improvement strategies, e.g. risk mitigation, change management, and business trends.

### LSS 605: Six Sigma Project Practicum

*(Prerequisites: LSS 601, LSS 602, LSS 603, and LSS 604)*

Application of Lean Six Sigma problem solving tools to solve an industrial problem. The student will complete an improvement project using knowledge gained in four prior courses. Upon satisfactory completion, a National University Lean Six Sigma Black Belt and/or Green Belt, as applicable will be offered.

## LTL – Language, Teaching, and Learning

### LTL 600: Found of Lang Teach & Learn

Foundations of education: history, philosophy, legal aspects, ethics, and sociology of education with an emphasis placed on the major cultures represented in the state of California. Examination of paradigms and perspectives to develop teaching and learning activities that deal effectively with the challenges and opportunities of diversity in the classroom.

### LTL 602: Linguistics & Lang Learn

Components of language and theories of first and second language acquisition, including vocabulary, spelling, fluency and the social functions of language. Comparison of the processes and outcomes of first and second language acquisition, including classroom implications.

### LTL 604A: Teach Methods: Elem Schs

Examination of specific second language instructional approaches (Natural, TPR, Bilingual) and methodologies (ESL, SDAIE) and use of instructional materials in elementary schools. Examination of the most

effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

### LTL 604B: Teach Methods: Sec Schs

Second language instructional approaches (Communicative, Content-Based, Situated Learning) and methodologies (ELD, SDAIE) and use of instructional materials in secondary and middle schools. Examination of the most effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

### LTL 606A: S-B Assessment: Elem Schs

Theories of assessment and specific approaches and techniques of standards-based assessment. Use of Materials including tests for Multiple Subject Teaching Credential (STAR and other). Examination of the most effective assessments in teaching practices for all students in elementary schools, especially English Language Learners, based on age-appropriate tools in accordance with the "No Child Left Behind" Act.

### LTL 606B: S-B Assessment: Sec Schs

Theories of assessment and specific approaches and techniques of standards-based assessment. Use of materials including tests for Single Subject Teaching Credential (CAHSEE, SHSP, PSAT and vocational assessment). Examination of the most effective assessments in teaching practices for all students in middle and high schools, especially English Language Learners, based on age-appropriate tools.

### LTL 608: Culturally Responsive Inst

Culturally responsive and inclusive instruction through historical, sociological and psychological perspectives. Assessment of means to develop successful family and community involvement. Application of multicultural and multilingual curricula and inclusive approaches to teaching.

### LTL 612S: Culture: Experiences in U.S.

Geographic, demographic, historical, sociopolitical, socio-cultural, cross-cultural, intercultural, and intra-cultural contexts of teaching. Culture as a dynamic, interrelated system. Review of processes to identify, analyze, and evaluate cultural themes, values, and ideas.

### LTL 614S: Bilingual Methods & Material

Foundations of bilingual education, bilingualism and bi-literacy. Implications of school, home and community collaboration as well as language and literacy instruction and assessment. Applications of language teaching styles, materials, assessment and the use of technology in bilingual education settings. Strategies and methodologies to teach Spanish language in the classroom and application of higher order thinking.

### LTL 616S: Language & Comm: Spanish

Literal comprehension, inferential, interpretive and critical analysis of the following forms of communication: written expression, spoken expression, and oral communication. Students will demonstrate proficiency in reading, writing, listening and speaking Spanish for a variety of purposes in authentic contexts.

### LTL 618S: Program Design & Advocacy

Philosophical, theoretical, and research bases for second language programs and bilingual education, including the theoretical foundations, practices, limitations, and effects of the subtractive and additive perspective of second language, bilingual and dual language education. Literacy learning, native and simultaneous literacy development in the context of

various approaches to program management, governance and school and community advocacy.

### LTL 620S: Contrastive Analysis: Sp & Eng

Linguistic and cultural structures and functions of Spanish and English. Contrastive analysis and comparison of the two languages. Evolution of Spanish and English, as well as language variations and levels of language.

### LTL 622S: Cultural Texts & Traditions

Literary and cultural history and traditions of Spain and Latin America. Examination of the historical, social, and political influences on Spanish and Latin American literary movements and cultures. Comparison of Spanish and Latin American cultural traditions, perspectives, products, and practices.

### LTL 624S: Lang Teach & Assess: Spanish

Foundations for critically examining and implementing effective practices, assessments, and resources for teaching listening, speaking, reading, and writing in Spanish. Authentic approaches to teaching culture integrating trends in history, politics, traditions, social relationships, and value systems.

### LTL 690: Applied Research

Knowledge, skills and dispositions required to locate, evaluate and generate research on language teaching and learning. Construction of an Applied Research Project that includes 1) the preparation of a written document ready for publication that reports findings from an applied research and 2) the preparation of a presentation that situates the research project's findings within the field of research on language teaching and learning and within the practices of professional educators.

## LUS – Luiseno

### LUS 100: Introductory Luiseno 1

(Co-requisite: LUS 100A)

An introduction to Luiseño for those with no previous experience. This course stresses the acquisition of basic vocabulary centering on artistic expression. Students will learn how to describe a work of art entirely in Luiseño. Instructional emphasis will then focus on pronunciation, orthography, and syllabification.

### LUS 100A Introductory Luiseno 1 Lab

(1.5 quarter units)

(Co-requisite: LUS 100)

Taken concurrently with LUS 100, LUS 100A is designed to strengthen the students' ability to comprehend spoken Luiseño, and to converse using basic vocabulary. Intense practice with the vocabulary of LUS 100 will be provided. The same grammatical points introduced in LUS 100 will be reinforced.

### LUS 101: Introductory Luiseno 2

*(Prerequisites: LUS 100/100A)*

(Co-requisite: LUS 101A)

Builds upon the Luiseño vocabulary and grammar of LUS 100 and 100A. The present tense and command forms of verbs will be explained. Noun 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: Introductory Luiseno 2 Lab

(1.5 quarter units)

*(Prerequisites: LUS 100/100A)*

(Co-requisite: LUS 101)

Taken concurrently with LUS 101, provides oral practice in the present tense and command forms of verbs in order to enhance the students' auditory

# Course Descriptions

comprehension, and to enable students to reproduce in spontaneous speech grammatically correct Luiseño phrases.

**LUS 200: Intermediate Luiseno 1**  
(Prerequisites: LUS 101/101A)  
(Co-requisite: LUS 200A)

Designed for students who have already completed LUS 100(A) and LUS101(A). The preterit, imperfect, past frequentive tenses of regular and irregular verbs, and the formation of questions will be explained. The first four oblique noun cases will be introduced and fully explained.

**LUS 200A Intermediate Luiseno 1 Lab**  
(1.5 quarter units)  
(Prerequisites: LUS 101/101A)  
(Co-requisite: LUS 200)

Taken concurrently with LUS 200, LUS 200A is designed to strengthen the students' ability to comprehend spoken Luiseño. Intense practice will be provided in auditory comprehension and oral proficiency in the use of the past tenses, in the formation of questions, and in the oblique cases of nouns.

**LUS 201: Intermediate Luiseno 2**  
(Prerequisites: LUS 200/LUS 200A)  
(Co-requisite: LUS 201A)

Designed for students who have completed LUS 100(A), LUS 101(A), and LUS 200(A). The future tenses, the volitional and potential modes of verbs, and the remaining noun cases, the instrumental and concomitant, and syntactical agreement between head nouns and adjectives will be explained.

**LUS 201A: Intermediate Luiseno 2 Lab**  
(1.5 quarter units)  
(Prerequisites: LUS 200/200A)  
(Co-requisite: LUS 201)

Taken concurrently LUS 201, LUS 201A provides oral practice in the future tenses, the volitional and potential modes of verbs, in syntactical agreement between head nouns and adjectives, and the remaining noun cases, the instrumental and concomitant.

**LUS 300: Advanced Luiseno 1**  
(Prerequisites: LUS 201/LUS 201A)  
(Co-requisite: LUS 300A)

Designed for students who have completed LUS 100(A), LUS 101(A), LUS 200(A), and LUS201(A). Students learn the irrealis, the formation of the comparative and superlative, the formation of adverbs from adjectives, reduplication in verbs, suffixation of motion morphemes, the causative, and the use of verbal participles.

**LUS 300A: Advanced Luiseno 1 Lab**  
(1.5 quarter units)  
(Prerequisites: LUS 201/LUS 201A)  
(Co-requisite: LUS 300)

Taken concurrently with LUS 300, LUS 300A provides oral practice in the irrealis, the formation of the comparative and superlative, the formation of adverbs from adjectives, reduplication in verbs, suffixation of motion morphemes, the causative, and the use of verbal participles.

**LUS 301: Advanced Luiseno 2**  
(Prerequisites: LUS 300/300A)  
(Co-requisite: LUS 301A)

Designed for students who have completed LUS 100 through 300(A). Students learn the vocabulary to communicate in an elementary school, relative clauses, the formation of transitive/intransitive verb pairs, the derivation of verbs, nouns and adjectives, the formulation of abstract and compound nouns, and reflexive verbs.

**LUS 301A: Advanced Luiseno 2 Lab**  
(1.5 quarter units)  
(Prerequisites: LUS 300 /300A)

(Co-requisite: LUS 301)

Taken concurrently with LUS 301, LUS 301A provides oral practice in communicating in an elementary school, in the use relative clauses, the formation of transitive/intransitive verb pairs, the derivation of verbs, nouns and adjectives, the formulation of abstract and compound nouns, and reflexive verbs.

## MAT – Master of Arts in Teaching

**MAT 640: Applications of Research**

The purpose of MAT640 is to provide classroom educators with practical knowledge and skills required to understand, design, and write about research that is relevant to their lives as professional educators. Must be taken as the last course in the MAT program.

**MAT 640C: Action Res for the Read Spec**

(Prerequisites: Successful completion of MAT 645, MAT 646, MAT 647A, and MAT 647B)

Fifth course of the Reading Specialization course sequence. Serves as an introductory educational research course designed to provide knowledge, skills, and dispositions required for candidates to understand, interpret, and evaluate research completed in MAT 647B. Candidates prepare an Action Research Report and utilize library and computer skills to locate research.

**MAT 641: Education and Social Pluralism**

Exploration of the principles of multiculturalism. Examination of ways to evaluate curricular content, adapt instruction, interact with parents and guardians, and create a classroom environment that accommodates the needs of learners in a culturally pluralistic society.

**MAT 642: Program Design**

This course examines the underlying principles that have shaped outcome based learning; content based standards, accountability and need for education reform. The course will emphasize evaluation of school programs, student assessment and program design using the California Coordinated Compliance Review guidelines.

**MAT 643: Models of Teaching**

This course explores how a variety of teaching models and learning theories are applied in instructional contexts. Specific application of some models and theories will be discussed in class and presented in student-designed curriculum projects.

**MAT 644: Foundations of Curriculum**

This course surveys the field of curriculum with specific emphasis on foundations, principles and issues for public educators in a linguistically and culturally diverse society. The course identifies various approaches to curriculum and the development, design, implementation and evaluation of curriculum. Application of curriculum approaches is provided through student-designed analyses of curriculum.

**MAT 645: Dev. Fluency in Reading**

Research-based analysis of English phonology, morphology and orthography, with attention to teaching students to become proficient readers through recognizing sound-print relationships. Incorporates current approaches to phonemic awareness, explicit phonics instruction, recognition of high-frequency words and spelling patterns for both English speakers and English language learners.

**MAT 646: Comprehension Strategies**

An investigation of meaning-making at both the local (discourse) and global (general knowledge) levels. Covers research-based models of discourse

processing and representation construction.

Introduces strategies to promote guided reading, independent reading and study skills in all content areas, using the concepts of connecting background experience and applying self-monitoring strategies.

**MAT 647A: Lang Arts Assess and Instruc I**

(Prerequisites: MAT 645, MAT 646)

Develops the ability to assess the strengths and needs of students in reading, writing, and oracy through multiple measures. Includes classroom-based formal and informal, group and individual assessment. Also emphasizes assessment-based instruction, particularly early intervention strategies using flexible grouping, small groups, and one-on-one tutoring.

**MAT 647B: Fld St: Lan Art Assess & In II**

(Prerequisites: MAT645, MAT646 and MAT647A)

This field-experience course is the fourth course of the Reading specialization course sequence. It serves to offer the candidate the opportunity to implement research-based theory, assessment, and instructional strategies with a diverse student population. Candidates must complete a field experience requiring assessment and instruction of students, including non-readers and English Language Learners. Candidates work with English Language Learners and struggling readers at early and intermediate levels in one-on-one, small group and whole class settings. The field experience component of this course is a supervised application of theoretical concepts in a practical setting.

**MAT 650: Teaching English Learners**

The course focuses on and applies current theories, research, and strategies in language structure and use, as well as in ESL teaching and learning. Factors such as social, political, cultural, legal, psychological, and pedagogical are addressed within the context of elementary, middle and secondary schools.

**MAT 651: 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 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: Motivational Leadership**

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: Seminar in Social Issues**

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 Seminar**

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.

**MAT 670: Theory Best Practice Teaching**

Covers theories and research on Best Practices in education. Best Practice research on effective schools

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emphasizes: classroom instructional practices, classroom management, school organization and planning, strategies for linguistically and culturally diverse students to access the core curriculum, instructional leadership, teaching environment, teaching strategies, peer assistance, peer review process and parent and community support.

**MAT 671: Applied Best Practice Strategies in Classroom Instruction**

Upon completion of this course, participants will possess the knowledge, skills and abilities identified in the California Standards for the Teaching Profession. The emphasis is on developing a repertoire of Best Practice Teaching Strategies that can be applied to classroom instruction and assessment of diverse learners.

**MAT 674: Differentiated Instruction**

Participants in this course learn how to increase student achievement by improving the match between the learner's unique characteristics and various curriculum components; how differentiation involves changes in the depth or breadth of student learning; and how differentiation is enhanced through the use of appropriate classroom management, pre-testing, flexible small groups, tiered assignments, target teaching, and the availability of appropriate resources.

**MAT 675: Integrating Multimedia**

Students in this course will learn how to integrate, differentiate, align and individualize instruction using technology and multimedia technologies.

**MCW – Creative Writing**

**MCW 600: Pedagogy of Creative Writing**

Examines the practical and theoretical models of teaching and learning creative writing with particular attention to the developments of the last twenty years. An introduction to and overview of contemporary theories, practices, texts, professional organizations and web sites will be the primary focus of this course.

**MCW 620: Writing Internship**

Provides students with an opportunity to gain first-hand experience in teaching, publishing, tutoring, editing, and other writing-related activities. Students design and implement an internship project, with special emphasis given to the acquisition and application of professional skills related to creative writing and English literature.

**MCW 630: Seminar in Fiction**

Students write and critique each other's work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genres' many forms and styles, strengthen their own writing, and broaden their understanding of literature and various modes of literary writing.

**MCW 630A: Advanced Workshop in Fiction**

*(Prerequisite: MCW 630)*

Intensive writing workshop in which students work closely with an established writer to further their development as creative writers and critical thinkers. Students will read classic and contemporary works of fiction, submit original manuscripts for peer and faculty review, and critique the manuscripts of peers.

**MCW 630B: Advanced Workshop in Fiction**

*(Prerequisite: MCW 630)*

Intensive writing workshop in which students work closely with an established writer to further their

development as creative writers and critical thinkers. Students will read classic and contemporary works of fiction, submit original manuscripts for peer and faculty review, and critique the manuscripts of peers.

**MCW 640A: Advanced Workshop in Poetry**

*(Prerequisite: MCW 645)*

Intensive workshop on the practice of poetry that includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other's writing in a workshop setting, and creating a portfolio of original poetry.

**MCW 640B: Advanced Workshop in Poetry**

*(Prerequisite: MCW 645)*

Intensive workshop on the practice of poetry that includes reading a selection of contemporary poems, doing exercises to generate original poems, critiquing each other's writing in a workshop setting, and creating a portfolio of original poetry.

**MCW 645: Seminar in Poetry**

Includes a study of the history and practice of poetry through an understanding of poetry forms. The focus is on defining poetry through close reading of a rich selection of both traditional and contemporary exemplars, and on the reading, analysis, and writing of poetry in a workshop-style format.

**MCW 650: Seminar in Creative Nonfiction**

Students write and critique each other's original work in a workshop-style format. Through presentation and critique of published and student-generated work, students will advance their understanding of the genre's many forms, including memoir, autobiography, nature writing, literary journalism, and the personal essay, while strengthening their own writing.

**MCW 650A: Adv Workshop in Lit Nonfiction**

*(Prerequisite: MCW 650)*

Intensive writing workshop that includes reading a selection of classic and contemporary literary nonfiction, with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critiquing the manuscripts of peers, and will submit revised work for peer and faculty review.

**MCW 650B: Adv Workshop in Lit Nonfiction**

*(Prerequisite: MCW 650)*

Intensive writing workshop that includes reading a selection of classic and contemporary literary nonfiction, with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critiquing the manuscripts of peers, and will submit revised work for peer and faculty review.

**MCW 660: Thesis I (Practicum)**

*(Prerequisite: all core, specialized study and elective courses)*

Students are required to work one-on-one with a faculty mentor in their particular field to develop their thesis proposal and an initial first draft of a full-length, publishable manuscript.

**MCW 670: Thesis II (Revision)**

*(Prerequisite: MCW 660)*

Capstone course, each student will submit a body of original work of publishable quality, appropriate length to the chosen genre, along with a preface in which the writer discusses her/his evolution as an artist and the evolution of the work.

**MCW 680A: Adv Workshop in Screenwriting**

*(Prerequisite: MCW 685)*

Intensive writing workshop designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Readings of

both classic and contemporary films reinforce students' knowledge of three-act structure and cinematic storytelling. Peer review and instructor feedback provide writers a mode of creative support.

**MCW 680B: Adv Workshop in Screenwriting**

*(Prerequisite: MCW 685 and MCW 680A)*

Intensive writing workshop designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Readings of both classic and contemporary films reinforce students' knowledge of three-act structure and cinematic storytelling. Peer review and instructor feedback provide writers a mode of creative support.

**MCW 685: Basics of Screenwriting**

Introduction to the craft of screenwriting, particularly in regards to the principles of narrative and storytelling, traditional three-act structure, character, and dialogue. Through intensive reading and writing exercises, along with workshop critiques, students produce a finished treatment and the beginning of a feature-length screenplay.

**MDC – Digital Cinema**

**MDC 650: Producing Digital Cinema**

This seminar covers producing and distributing independent digital cinema content. Students develop production plans including budget, schedule, synopsis and distribution strategy based on case studies, independent research into current and emerging exhibition media, including technical specifications, workflow management and legal considerations.

**MDC 651: Digital Cinematography**

*(Prerequisite: MDC 661)*

*(Co-requisite: MDC 651P)*

This workshop focuses on digital cinematography and the aesthetic aspects of cinematic practice. Students evaluate core concepts of cinematography: composition, lighting, camera movement, lens selection and the technical limitations and advantages of digital cinematography. Taken concurrently with MDC 651P "studio practicum," students apply cinematic techniques using digital still and video cameras.

**MDC 651P: Cinematography Practicum**

*(2.25 quarter units)*

*(Co-requisite: MDC 651)*

In this independent "studio practicum" taken concurrently with MDC 651, students apply cinematic techniques and theory using digital still and video cameras based on practical assignments developed by the instructor. Practical assignments will receive individual and peer critiques.

**MDC 652: Digital Video Editing**

*(Co-requisite: MDC 652P)*

This workshop covers the history, theory and practice of motion picture editing and post-production workflow. Students evaluate and apply editing techniques such as linkage, montage, rhythm, timing and continuity using digital video software to create short videos. Taken concurrently with MDC 652P "studio practicum."

**MDC 652P: Digital Editing Practicum (2.25 quarter units)**

*(Co-requisite: MDC 652)*

In this independent "studio practicum" taken concurrently with MDC 652, students apply professional editing theory and techniques using non-linear editing systems on practical assignments developed by the instructor. Practical assignments will receive individual and peer group critiques.



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## **MDC 653: Film Directing Process**

*(Prerequisite: MDC 651, MDC 660 and MDC 662)*

Focusing on the theory and practice of directing films, the course covers the director's responsibility for developing the vision and objectives of a production. Students analyze and breakdown scripts and evaluate aesthetic choices necessary for effective dramatic and visual storytelling.

## **MDC 660: Narrative Structure in Film**

This seminar examines the characteristics of cinematic storytelling found in popular genre and independent films, including the conventional three-act structure and variations on those structural elements.

## **MDC 661: Cinematic Design & Grammar**

This seminar covers the application of visual aesthetic theory in the design of contemporary cinema and visual communication. Topics include the physiological and psychological basis of visual design such as perception of light and color, and the use of compositional elements in the construction of meaningful media experiences.

## **MDC 662: Sound Design & Production**

*(Prerequisite: MDC 652)*

This seminar covers the role of sound in contemporary filmmaking, including the development of sound design as a part of contemporary cinema and essential aspects of field production audio recording, post-production workflow, studio mixing, audio effects, ADR, music and media asset management.

## **MDC 670: Producing Documentaries**

*(Prerequisites: MDC 650 and MDC 683)*

*(Co-requisite: MDC 670P)*

The workshop covers the planning, stylistic and logistical requirements unique to documentary production as well as the aesthetic and stylistic considerations of documentary subjects. Students prepare production plans for documentary film projects that would qualify for grants and funding.

## **MDC 670P: Documentary Practicum**

*(2.25 quarter units)*

*(Prerequisites: MDC 650 and MDC 683)*

*(Co-requisite: MDC 670)*

In this independent "studio practicum" taken concurrently with MDC 670, students develop a documentary funding package based on practical assignments developed by the instructor. Practical assignments will receive individual and peer group critiques.

## **MDC 680: Screenwriting I**

*(Co-requisite: MDC 680P)*

In this workshop students apply theory and practice of writing for feature film. The course is designed to enable students to complete an outline for a full-length feature screenplay and a first draft of a feature script based on their own original ideas. Taken concurrently with MDC 680P "studio practicum."

## **MDC 680P: Screenwriting I Practicum**

*(2.25 quarter units)*

*(Co-requisite: MDC 680)*

In this independent "studio practicum" taken concurrently with MDC 680, students develop a "first draft" of an original screenplay guided by practical assignments developed by the instructor. The original draft screenplay will receive a minimum of two individual critical reviews.

## **MDC 681: Screenwriting II**

*(Prerequisite: MDC 680)*

*(Co-requisite: MDC 681P)*

In this workshop, students complete a second draft revision and "final polish" of an original screenplay. The course is designed to enable students to advance their analytical skill and apply them to pro-

fessional and student-generated screenplays. Taken concurrently with MDC 681P "studio practicum."

## **MDC 681P: Screenwriting II Practicum (2.25 quarter units)**

*(Co-requisite: MDC 681)*

In this independent "studio practicum" taken concurrently with MDC 681, students develop a second "polished draft" of an original screenplay guided by critical feedback provided by the instructor. The original screenplay will receive a minimum of two individual critical reviews.

## **MDC 683: Directing & Production Mgmt**

*(Prerequisites: MDC 650, MDC 651, MDC 652, MDC 662, MDC 653)*

*(Co-requisites: MDC 683P, MDC 688)*

Working collaboratively as director, director of photography, assistant director or production manager, students develop and execute a production plan, from preproduction through production and post-production. Deliverables include script breakdowns, budget, schedule, crew, talent, location and shot lists, on-set procedures, and post-production workflow. Taken concurrently with MDC 683P, MDC 688 and MDC 689.

## **MDC 683P: Production Mgmt Practicum**

*(Co-requisite with MDC 683)*

In this "independent studio practicum" taken concurrently with MDC 683, students apply industry practices to develop a production plan and pre-production documentation needed to execute a professional production. Practical assignments developed by the instructor will receive individual and group critiques.

## **MDC 688: Digital Cinema Production**

*(Prerequisite: MDC 651 and MDC 653)*

*(Co-requisite: MDC 683)*

Students work collaboratively in a number of crew positions to shoot digital cinema projects using professional equipment onsite at a National University campus. Course includes production related master's workshops. (Must be taken concurrently with MDC 683. See the program catalog description for residency information. A studio lab fee applies.

## **MDC 689: Digital Cinema Post-Production**

*(Prerequisite: MDC 650 and MDC 652)*

*(Co-requisite: MDC 683)*

Students work collaboratively editing digital cinema projects shot during MDC 688 using professional editing and audio post-production systems at onsite facilities at a National University campus. (Must be taken concurrently with MDC 683, unless approved by lead faculty. See the program catalog description for residency information. (A studio lab fee applies.)

## **MDC 692: Thesis Project Proposal**

**( Prerequisites: all other MDC core and workshop courses)**

MFA candidates work independently with a thesis advisor to develop a formal proposal for a digital cinema short suitable for funding through grants or other sources. This is an eight-week course. Grading is H, S, or U only. For an unsatisfactory graded proposal, the course must be repeated.

## **MDC 693: Thesis Project Production (2.25 quarter units)**

*(Prerequisite: MDC 692)*

MFA Candidates work independently in consultation with the thesis advisor during the development, preproduction and production phases. Production deliverables include a production plan, final budget and schedule, production documentation and dailies. Course term lasts six months. Grading is H, S, or U only. Unsatisfactory graded course must be repeated.

## **MDC 694: Thesis Project Postproduction (2.25 quarter units)**

*(Prerequisite: MDC 693)*

MFA Candidates develop initial deliverables including asset management plan, post-production workflow and schedule and an editing script or outline. After approval of post deliverables, candidates have a maximum of 6 months to complete postproduction and apply for MDC 695. Grading is S or U only. The course must be repeated for an unsatisfactory project.

## **MDC 695: Thesis Qualification Review (2.25 quarter units)**

*(Prerequisite MDC 694)*

Committee review and critique of a completed thesis: the digital cinema short, written thesis, and digital portfolio. The candidate is allowed a maximum of three reviews to meet the qualification standards for the MFA. This is a two-month course. Grading is H, S, or U only. The course must be repeated for an unqualified project.

## **MGP – Video Game Production and Design**

### **MGP 650: Video Game Production and Design**

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 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 such as entertain, train, educate, or simulate. In this course students will solidify the core original game design they will produce their final project, 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



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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: MGP651)*

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 the 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 MGP691. 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. Grading is H, S, or U only.

## **MGT – Management**

### **MGT 309C: Principles of Management and Organization**

This course is a survey of the theories, techniques, and concepts of management in organizations and the role of the manager in a technologically-oriented society.

### **MGT 400: Ethics in Law, Business, and Management**

This course is an exploration of values and ethics in American business utilizing debate and written exercises. It also considers ethical issues arising in the global business environment.

### **MGT 422: Team Building and Management**

An overview of the issues of quality applied to human resources management, topics include the delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

### **MGT 430: Survey of Global Business**

*(Prerequisites: ECO 203 and ECO 204)*

A study of the accelerating internationalization of business, this course introduces upper-division undergraduates to international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

### **MGT 442: Strategic Business Management**

A study of the application of strategic management principles to the development, organization, financing, and operation of a business enterprise, this course integrates and applies skills and knowledge gained in other business courses, especially those in management, marketing, accounting, and finance. To enroll in MGT 442, students must first complete all "Preparation for the Degree" courses and at least four of the courses listed as upper-division BBA requirements.

### **MGT 451: Production and Operations Management I**

A survey of the fundamental concepts of production and operations management, the course covers the use of quantitative methods and computer applications for forecasting, resource allocation, decision theory, capacity planning, project management, inventory management, and quality assurance.

### **MGT 481: Foundations of Entrepreneurship**

A study of entrepreneurship with particular reference to creating and starting a new venture. Emphasis on historical development of entrepreneurship, risk taking and entrepreneurship, innovation and marketing the plan, financial plan, organizational plan, going public, and legal issues for the entrepreneur.

### **MGT 482: Small Business Management**

An in-depth study of small to mid-sized companies with a view to preparing students for leadership roles. Emphasis on building and managing companies from the start-up phase to their growth and efficient operation. Problem solving strategies of managerial, legal and ethical issues and dilemmas particularly relevant to small business.

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## **MGT 483: E-Business**

Creating, integrating and maintaining successful e-business through a business plan. Emphasis on origin and growth of e-business, security concerns of e-business, entrepreneurial aspects of business-to-business e-commerce, e-tailing and supply chain management. Students are encouraged to develop business plans through their own website.

## **MGT 484: Family Business Management**

Planning and operation of an established family business for maximization of profit. Emphasis on succession to next generation, evaluating then existing business plans, marketing strategies, conflict resolution, estate planning, legal and financial aspects.

## **MGT 490: Guided Study**

This course is individual study under direction of instructor. It requires prior approval of appropriate academic department.

## **MGT 601M: Principles of Management**

Examination of management theory and provide opportunities for application of these ideas in real-world situations. This examination focuses on the managerial functions of Assessing, Planning, Organizing, and Controlling. Both traditional and cutting-edge approaches are introduced and applied. Specific attention is paid throughout the course to the ethical implications of managerial action and inaction.

## **MGT 602: Strategic Decision-Making**

(A capstone course for MBA and MA in Management students. To enroll in MGT 602, MBA students must first complete at least 27 quarter units of the MBA program requirements, other than MGT 610C and MA in Management students must complete at least 22.5 quarter units of core requirements.)

An in-depth study of general management functions as organizations adapt to the global environment, this course emphasizes environmental characteristics that make strategic management critical to organizational success, including assessment of organizational strengths and weaknesses, identification of opportunities and threats, optimum response to unanticipated events, and strategic analysis in turbulent environments. It also analyzes the socio-cultural, political, economic, ethical, technological, and regulatory environments that have an impact on businesses in multicultural settings. The course places special focus on the impact of NAFTA and GATT upon the strategic management of business enterprises. Explores global business opportunities provided through new technologies for both small firms and large corporations.

## **MGT 603: Business Operations Management**

This course presents a customer-oriented view of operations within an organization. Guided by the organization's strategic plan, operations deliver the products and services to the customers. This course explores how this delivery is accomplished with efficiency and effectiveness. Components of the course include issues of quality, physical design, and systems management.

## **MGT 604: Business Project Management**

This course provides a foundation of theory and practice for achieving success using a project approach. Students explore a wide-variety of projects, project definition process, group dynamics in project teams, development of work plans, and measurement and evaluation of performance. Additional topics include project accountability, the dynamics of single project and multiple project environments, project management software, and unique people dynamics in projects.

## **MGT 605: Organizational Management and Leadership**

This course distinguishes the fundamental practices of sound management functions to the understanding of effective leadership. Organizations need both leadership and management understanding to function effectively in creating the learning organization. Students will learn to analyze and create plans for strategic management, and apply leadership concepts and approaches.

## **MGT 606: Service Management**

This course provides a survey of the different types of services provided by organizations. Topics include similarities and differences between production of services and production of products, the wide variety of services produced, proportion of organizations' offerings that are services, and accountability and quality of services.

## **MGT 607: Performance Management**

This course provides an introduction to the connection between individual performance and organizational achievement. Topics include aligning individual objectives with organizational objectives, motivation, performance appraisal, coaching, and rewarding successful performance.

## **MGT 608: Managerial Support Systems**

Survey of the principal information systems applications and how business decisions are facilitated by these applications, including information as a competitive resource. Also covered are supply chain management, enterprise resource planning, and knowledge management. Topics are approached from a systems standpoint, emphasizing effective managerial use of such systems

## **MGT 610C: Graduate Business Project**

*(Prerequisites: Specific prerequisites for each program are indicated below:*

*MBA students: completion of 31.5 quarter units in the MBA program*

*MA in Management students: completion of 27 quarter units of core requirement*

*MS in Corporate and International Finance students: Completion of FIN609A and 36 quarter units of core classes)*

A project where students work in teams or as individuals under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is H, S, or U only. MGT 610C is two months in length.

## **MGT 630: Global Business Environment**

An analysis of the economic, political, and cultural factors affecting the international business environment, this course provides an overview of international trade and investment theory, the global financial environment, global marketing, global production, offshoring, etc. It examines the role of the multinational corporation and strategic management in a global context.

## **MGT 635: The Organizational Consulting Process**

A survey of the history, values, assumptions, methods, and limitations of the organization consulting process, the course discusses both internal and external consulting as well as roles of managers as both consultants and administrators of the consulting process.

## **MGT 637: Comparative International Management**

This course studies the impact of country-specific cultural, economic and legal factors on the theory

and practice of managing multinational corporations. Case studies focusing on North American, Latin American, European and Asian settings are used to illustrate the feasibility of adapting and combining diverse national management styles in the operations of domestic and multinational corporations.

## **MGT 640: Operation Planning and Implementation**

This course presents the connection between the operations management of an organization and its productivity. Issues of 1) supply chain management, 2) production planning, processes, locations, and quality, 3) human resources, and 4) project management are explored from an operations management perspective. The course identifies the impact of the internet and intranets on operations management as well as the operations management issues resulting from the continued growth of e-commerce.

## **MGT 651: Managing Safety Issues and Regulations**

An analysis of current issues manifested by major legislation and the significant health and hygiene regulations faced by health safety managers, the course covers safety program models including workers compensation insurance, fire protection, product liability, and other casualty risks involved in safety and health programs.

## **MGT 680: Topics in International Business**

A graduate seminar covering new trends and areas of interest in international business with a focus on regional business environments. Examples of topics treated in this course are: doing business in emerging markets; BRICs, regional integration in Europe and Latin America; emergence of new global firms and industries; off-shoring; etc.

## **MGT 690: Guided Study**

This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

## **MKT – Marketing**

### **MKT 200: Basic Marketing**

Introduction to contemporary marketing and its application in the marketing implementation process. It places special focus on the use of the four P's (Price, Promotion, Product and Place) as well as market opportunities, product development, promotion planning, pricing decisions, and channels of distribution

### **MKT 210: Intro to Consumer Behavior**

*(Prerequisite: MKT 200)*

A study of the dynamics of human behavior and how it relates to the purchasing decision, this course provides a general view of the different factors that influence the consumer's decision-making including, personality, social groups, culture, values structure, perception and learning.

### **MKT 220: Intro to Personal Selling**

*(Prerequisite: MKT 200)*

Overview of the elements of success in sales, including researching products and competitors, handling objections, making sales through in-person interviews or over the phone, identify different types of customers and how to sell best to each type, and selling to corporations

### **MKT 230: Basic Advertising Concepts**

*(Prerequisite: MKT 200)*

Introduction to the principles of advertising where students learn how to select and use the various

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advertising media to meet specific marketing problems and opportunities. It encompasses an overview of radio, television, print media, outdoor advertising, and media budgets.

## **MKT 302A: Marketing Fundamentals**

This course is the introduction to contemporary marketing theory and its application in the marketing implementation process. It places special focus on identifying market opportunity, product development, promotion planning, pricing decisions, and channels of distribution.

## **MKT 420: Principles of Consumer Behavior**

*(Prerequisite: MKT 302A)*

A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer's decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

## **MKT 430: Introduction to Global Marketing**

*(Prerequisite: MKT 302A)*

An introduction to the fundamentals of trade, finance, and investment in the international context, the course discusses the international monetary framework and foreign exchange in detail. It reviews theory and history of international trade, including exporting and importing, regional economic integration, and international marketing.

## **MKT 434: Introduction to Market Research**

*(Prerequisite: MKT 302A)*

A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

## **MKT 440A: Sales Techniques and Methodology**

*(Prerequisite: MKT 302A)*

A survey of the essential principles of salesmanship and selling techniques, the course includes the approach to non-manipulative selling and benefit identification. Also covered is how to identify the right market segment, prospect, and plan for personal selling. It introduces direct selling and provides exercises that enhance the direct selling process.

## **MKT 441: Channel and Value Networks**

*(Prerequisite: MKT 302A)*

A study of all phases of management skills in the field of physical distribution with emphasis on customer service and international distribution strategies, the course covers distribution strategies for products and services. It pays specific attention to direct distribution (from manufacturing to retail), indirect distribution (agents, independent representatives, and VARs), and direct marketing (fulfillment centers).

## **MKT 442A: Introduction to Public Relations**

*(Prerequisite: MKT 302A)*

An exploration of the various methods for dealing with three of the most critical audiences for business information: investors, government agencies and the public.

## **MKT 443: Introduction to Advertising**

*(Prerequisite: MKT 302A)*

A survey of effective advertising techniques in multiple media (virtual, visual, radio, television) and advertising campaign allocation methods.

## **MKT 445: e-Marketing**

*(Prerequisite: MKT 302A)*

An introduction to the mass, niche, and direct methods of marketing using a virtual platform including database, Internet, and interactive marketing techniques.

## **MKT 446: Introduction to Services Marketing**

*(Prerequisite: MKT 302A)*

This course examines services marketing as distinct and separate from product marketing. Discussions focus on the theory and practice of designing and developing service marketing strategies for segmented populations. Emphasis is placed on positioning various types of services through added value and immediate response using technology to communicate effectively in a global market.

## **MKT 447: Marketing for Entrepreneurs**

*(Prerequisite: MKT 302A)*

A discussion of the strategies and ideas for building a business in the global economy for the entrepreneurial business owner taking a hands on approach to managing a company. This course focuses on innovation and creativity, global thinking, service support, and the importance of the internet in developing marketing strategy in both large and small companies.

## **MKT 448: Not-For-Profit Marketing**

*(Prerequisite: MKT 302A)*

A study of the marketing dynamics of Not-For-Profit organizations in which multiple groups, often with conflicting goals and needs, must be simultaneously satisfied for organizational success. A particular emphasis is placed on the identification and attraction of funding sources in the community.

## **MKT 480: Marketing Capstone**

*(Prerequisite: MKT 302A and completion of 31.5 quarter units of upper-division core requirements)*

A synthesis of the marketing knowledge gained in the undergraduate program as expressed through a professional research- or internship experience-based writing project overseen by a faculty member.

## **MKT 602: Marketing Management**

An in-depth examination of marketing environments and the impact marketing activities have on organizational operations in competitive, global, multicultural business settings, the course discusses both domestic and international frameworks of the fundamental marketing functions of product, pricing, distribution, and promotion. It explores and analyzes modern marketing problems and solutions from conceptual, legal, and ethical perspectives. It explains marketing information systems and the use of advanced technologies in marketing decision making.

## **MKT 620: Consumer Behavior**

*(Prerequisite: MKT 602)*

An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

## **MKT 631: Global Marketing**

*(Prerequisite: MKT 602)*

A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade

mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

## **MKT 633: Sales Management**

*(Prerequisite: MKT 602)*

This course is a survey of all facets of sales management, including estimating sales potential and forecasting sales, manning territories, selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Also covered are typical sales management problems and potential solutions.

## **MKT 634: Market Research**

*(Prerequisite: MKT 602)*

An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

## **MKT 635: Advertising Management and Marketing**

*(Prerequisite: MKT 602)*

An analysis of marketing communications from business, social, economic, and political perspectives, this course provides an in-depth discussion of advertising and promotion as key tools in marketing new and established products. It examines advertising planning and management, research, creative development, media selection, direct response, and advertising agencies. Emphasis is on new media technologies and the growing use of alternative media in communicating with selected publics.

## **MKT 660: Strategic Operational Marketing**

*(Prerequisites: MKT 602, MKT 620, MKT 631, MKT 634)*

Students clarify research topics and identify data sources in preparation for the development, implementation and evaluation of a Marketing Plan for a product or service. Students will gather data and present their research in both written and oral form to faculty and classmates.

## **MKT 670: Selected Topics in Marketing**

*(Prerequisite: MKT 602)*

This course that is developed on request from regional centers to serve specific regional educational and business needs. Potentially it covers topics such as telecommunications, computers, health care services, marketing communications, retail management, and/or industrial marketing.

## **MNS – Management Science**

### **MNS 205: Introduction to Quantitative Methods for Business**

*(Prerequisite: Placement Evaluation)*

An examination of advanced algebra techniques in the business setting, including linear systems, polynomials, exponential and logarithmic functions, as well as introduction to probability and statistics. The primary quantitative course required for MNS 407. (Students who have taken college algebra (MTH 215) within the last three years are exempt from this course.)

### **MNS 407: Management Science**

*(Prerequisite: MNS 205)*

A survey of the fundamentals of management science. Emphasizes the concepts and mathematical techniques most useful in business and finance.

# Course Descriptions

## **MNS 601: Statistics for Business**

An examination of the increasing complexity of business problem-solving confronting today's managers, this course covers the role statistics and forecasting play in the business decision-making process, as well as the principles and steps involved in planning and conducting business research. Within the context of this course, students propose to study a situation that exists within an organizational setting and identify a faculty research advisor with knowledge in the focus area.

## **MRA – Clinical Regulatory Affairs**

### **MRA 600: Introduction to Regulatory Affairs**

This course is designed to present an introduction to the regulations and documents necessary for FDA approval of a new medical device or pharmaceutical product. The student will be introduced to federal regulations (CFR), human subject regulations, clinical trials, and evidence based documents, clinical protocols, data management, clinical trial data, investigational review board, and submissions of drug and device approval documents. An introduction to clinical and manufacturing process and standard operating procedure documentation will also be included.

### **MRA 601: Clinical Documentation**

This course will focus on the laws and regulations, documentations, and process imposed by the Federal government, especially the Food and Drug Administration, related to pharmaceutical and medical device approval and the clinical trials associated with the approval process. Emphasis is placed on designing and implementing appropriate clinical trial protocol documents as well as all forms associated with the clinical trials used for evidence based documentation of the trial(s). Statistical justification will also be introduced for use as to methodology and analysis of the trial.

### **MRA 602: Human Subjects in Clinical Trials**

This course is designed to give the student the fundamental knowledge in the protection of human subjects in a clinical trial. The course will emphasize federal, state, and local regulations in protecting the health and welfare of human subjects in a clinical trial. Proper documentation, HIPAA regulations, IRBs, international codes of conduct, Declaration of Helsinki, Informed Consent, adverse events CFRs, and all other pertinent documents and codes will be covered.

### **MRA 603: Medical Device and Pharmaceutical Regulations**

This course will focus on the laws and regulations, documentations, and process imposed by the Federal government, especially the Food and Drug Administration, related to pharmaceutical and medical device approval. The course will provide students with detailed knowledge and practical application as it applies to appropriate documentation and process of approval for pharmaceutical and medical devices. The students will understand the nomenclature of the regulatory agencies; have a thorough knowledge of the code of Federal Regulations as it applies to medical devices and pharmaceutical products.

### **MRA 604: Coordinating and Monitoring Clinical Research**

This course is designed to give the student comprehensive knowledge in coordinating and monitoring clinical trials and clinical trials research. Emphasis is placed on understanding regulations, good clinical practice, an overview of research, standard operating procedure, data documentation, preparing and working with subjects, monitoring clinical trials, and

study closure.

### **MRA 605: Analytical Methods for Regulatory Affairs**

This course will give the student the fundamental knowledge of statistical concepts and analytical methods as applied to biomedical science and clinical trials. It will emphasize basic concepts of methodology and experimental design, quantitative analysis of data, and statistical significance. A case study approach will be used to cover the basic designs of clinical trials with emphasis on appropriate methodologies, endpoint variables, control groups, blinded studies, eligibility criteria, and placebo control. The course will cover statistical analysis including probabilities and variables. Students will be required to design and implement a full protocol for a fictitious drug or medical device elucidating the data for approval.

### **MRA 606: FDA Regulations and Submissions**

This course will give the student the fundamental knowledge of FDA regulations as they apply to medical devices and pharmaceutical products and the documentation needed for such approval. The code of Federal Regulations will be utilized with emphasis on CFR 21, FDA compliance, ICH guidelines for international harmonization and Good Clinical Practice (GCP), investigator study files, FDA audits, and Adverse Event reporting.

### **MRA 610A: Research Capstone Project in Regulatory Affairs**

A two-month course that meets on a once a week basis, this course is designed to have the student develop and implement a research document that integrates all facets of a clinical trial including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

### **MRA 610B: Regulatory Affairs Internship**

This course is designed to give the student a "hands on" real world experience working in a clinical trial environment. The student will acquire fundamental knowledge in evidence based clinical data, statistical analysis and documentation of clinical results. The student will be required to write a critical evaluation of the clinical trial, a complete analysis of methodology, clinical forms, FDA regulations and data management. Grading is by S or U only. Course is eligible for an In Progress (IP) grade.

## **MSM – Multiple Subject Matter**

### **MSM 301: Teaching Elementary Physical Education**

A content course covering fundamental movements and movement concepts, fitness and movement forms. Also addresses issues of childhood growth and development, motor learning, nutrition, basic principles of movement and strategies of injury prevention.

## **MTE – Master of Education in Teaching**

### **MTE 600: Demonstrating Effective Teaching and Learning I: Assessment and Portfolio**

This course serves as one of two placeholders for the BTSA experience, covering the first year of the experience. This course can only be taken when a school district does not offer the BTSA experience. Work in this course is geared to project-based/research.

### **MTE 601: Demonstrating Effective Teaching and Learning II: Assessment and Portfolio**

This course serves as the second of two placeholders for the BTSA experience, covering the second year of the experience. This course can only be taken when a school district does not offer the BTSA experience. Work in this course is geared to project-based/research.

## **MTH – Mathematics**

### **MTH 012A: Beginning Algebra I**

First of a two-course sequence covering methods of simplifying formulas and expressions, solving equations and inequalities, operating with exponents, and translating statements to symbols. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit.)

### **MTH 012B: Beginning Algebra II**

Course covers rational expressions, linear equations in two variables, algebraic and graphical solutions of systems of equations, scaling and variations, quadratic and rational equations with emphasis on applications. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit.)

### **MTH 204: Mathematics for Science**

*(Prerequisite: MTH 012A and MTH 012B or placement evaluation)*

A review of basic mathematics principles for business, probability and statistics, physical, natural, and social sciences for non-mathematics majors. This course provides the necessary skills to be successful in MTH 210, MTH 215, PHS 104 and PHS 104A, CHE 101 and CHE 101A, PHS 102, SOC 100 and SOC 260.

### **MTH 209A: Fundamentals of Mathematics I**

*(Prerequisites: Placement evaluation)*

A study of the real number system and its subsystems, ancient and modern numeration systems, problem solving and simple number theory. Includes teaching materials. This is a content course, not a methods course.

### **MTH 210: Probability and Statistics**

*(Prerequisites: Placement Evaluation)*

An introduction to probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing, sampling and analysis of variance. Assignments may utilize the MiniTab software, or text-accompanying course-ware STATDISK for DOS PCs. Computers are available at the University's computer lab. Calculator with statistical functions is required.

### **MTH 214: Modeling of the Environment**

*(Prerequisites: Placement evaluation)*

A course offering a thorough and useful beginning-level understanding of mathematical modeling. Examines diverse applications from the physical, biological, business, social and computer sciences. Discusses the limitations, as well as the capabilities, of models applied in understanding the real world and its inhabitants.

### **MTH 215: College Algebra (Accelerated Course)**

*(Prerequisite: Placement Evaluation)*

A continuation course in intermediate algebra. Examines higher degree polynomials, rational functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer usage is encouraged. This course satisfies

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computer science prerequisites. Graphing calculator is required.

## **MTH 216A: College Algebra I** (3 quarter units) (Prerequisite: Placement Evaluation)

The first part of a comprehensive two-month treatment of algebra and trigonometry preliminary to more specialized study in mathematics. The course is a continuation of intermediate algebra and covers higher degree polynomials, rational functions, transformations and the algebra of function, matrix algebra and basic arithmetic of complex numbers.

## **MTH 216B: College Algebra II** (3 quarter units) (Prerequisite: Placement Evaluation)

The second month of a comprehensive two-month treatment of algebra and trigonometry; this course is a continuation of MTH 216A. Topics include trigonometric functions, analytic trigonometry and application, parametric equations, matrix algebra, sequences and series; and applied problems. Graphing calculator is required.

## **MTH 220: Calculus I**

(Cross listed and equivalent to CSC208)  
(Prerequisite: MTH 215, or placement evaluation)

An introduction to limits and continuity. Examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems, and business applications. Students may not receive credit for both MTH220 and CSC208.

## **MTH 221: Calculus II**

(Prerequisite: MTH 220)  
A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal. Graphing calculator is required.

## **MTH 222: Calculus III**

(Prerequisite: MTH 221)  
A study of sequences, Taylor Polynomials, infinite series, and tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value Problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions.

## **MTH 223: Calculus IV** (Prerequisite: MTH 222)

A study of functions of several variables: extrema and Lagrange Multipliers, with application to today's optimization-problems in engineering, business, and ecology. Vector algebra and space geometry; Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon, iterated integrals and applications, the Jacobian transformation will be studied.

## **MTH 301: Fundamentals of Mathematics II** (Prerequisite: MTH 209A)

This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Methods are incorporated whenever possible. However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses.

## **MTH 304: Math Practicum and Portfolio** (Prerequisites: MTH 215 or MTH 216 A and B or Placement Evaluation)

\*Should be taken as early as possible in the student's program. Students observe and reflect on the actual work of public secondary school mathematics teachers (at least 28 hours in public middle or secondary

school mathematics classrooms and at least 3.5 hours of student activities and administrative meetings). Grading is by S or U only.

## **MTH 311: Topics from Geometry** (Prerequisites: MTH 215, MTH 216A/B or placement evaluation)

A survey of main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean Geometry, and rigorous proofs will be offered.

## **MTH 317: Mathematical Modeling** (Prerequisites: MTH 215 or MTH 216A/B and MTH 210)

An introductory to mathematical modeling, utilizing a variety of diverse applications from physical, biological, business, social, and computer sciences. Discuss the limitations, as well as the capabilities, of mathematics as applied to understanding of our world. Teaches problem identification, models of solutions and model implementation.

## **MTH 325: Discrete Mathematics**

(Cross listed and equivalent to CSC331)  
(Prerequisites: MTH 215 or MTH 216A/B or placement evaluation)

This course studies combinatory and graph theory as the theoretical foundation for today's advanced technology. It analyzes algorithms, logic, circuits, number bases, and proofs. Ample applications (graphs, counting problems, Turing Machines, codes) examine the ideas of Euler, Boole, Floyd, Warshall, Dijkstra, Church and Turing, Shannon, Bernoulli. Students may not receive credit for both MTH325 and CSC331.

## **MTH 410: Technology in Math Education**

(Prerequisite: MTH 215 or MTH 216A/B or MTH 301)  
An overview of the computer-based technology in the mathematics classroom. Evaluates graphing calculators, and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating concepts in the curriculum.

## **MTH 411: Number Theory**

(Prerequisite: MTH 215 or MTH 216A/B or MTH 209A or placement evaluation)

An examination of fundamental concepts of numbers, including divisibility, congruencies, the distribution of Primes, Pythagorean triples, the Euclidean Algorithm, the Fundamental Theorem of Arithmetic, Diophantine equations and Goldbach's conjecture. Emphasis active student involvement in posing and testing conjectures, formulating counter examples, logical arguments, and proofs.

## **MTH 412: History of Mathematics**

(Prerequisites: MTH 215, MTH 216A/B, or MTH 301)  
Examines currents in the development of mathematics and throughout ancient Egypt, Babylon, China, and the Middle East. It studies math's influence on society through the major events of Europe, contemporary developments, and some projections into the future, including the women and men who played key roles in evolution of mathematics.

## **MTH 416: Algebraic Structures** (Prerequisite: MTH 325 and MTH 435)

A look at groups, rings and fields, as well as applications of these systems. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Also examines error correcting codes and issues of cryptography. Graphing calculator may be required.

## **MTH 417: Foundations of Geometry** (Prerequisites: MTH 215 or MTH 216A/B and MTH 311)

A discussion of fundamental ideas and processes common to Euclidean and Non-Euclidean geometries: projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning, and formal and informal proof. Addresses uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures), and computer science (fractals, computer-aided design).

## **MTH 418: Statistical Analysis** (Prerequisites: MTH 210 and MTH 220)

An examination of statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling.

## **MTH 432: Advanced Calculus** (Prerequisite: MTH 223)

A look at sets, functions, and the real numbers. Topics include the Completeness axiom, cardinality, and Cantor's theorem, Limsup, and Liminf; the topology of  $R^1$  and  $R^2$ , open sets, limit points, compactness and the Heine-Borel theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral, and Lebesgue measure.

## **MTH 433: Differential Equations**

(Prerequisite: MTH 223 and MTH 435)  
Examines systems of linear equations and matrices, elementary vector-space concepts, and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form, and Gram-Schmidt process.

## **MTH 435: Linear Algebra**

(Prerequisites: MTH 325 and MTH 220)  
Examination of systems of linear equations and matrices, elementary vector-space concepts, and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form, and Gram-Schmidt process. Computer software will demonstrate computational techniques with larger matrices.

## **MTH 438: Applied Mathematical Modeling**

(Prerequisites: MTH 433, MTH 416, and MTH 418)  
A capstone course intended to culminate the core mathematics major studies and should be taken at or near the end of the program. Discusses principles and methods of constructing, analyzing, interpreting, evaluating, and refining mathematical models. Compares analytic and simulation, discrete and continuous, deterministic and stochastic models.

## **MTH 440: Numerical Analysis** (Prerequisite: MTH 223)

An introduction to numerical computation. Discusses errors in numerical computation, truncation and discretization, and machine storage restrictions as well as function approximation, roots of nonlinear equations, systems of linear equations, algebraic eigenvalue problems, polynomial interpolation, and cubic spline interpolations, quadratures, numerical differentiation, initial and boundary-value problems.

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## **MTH 441: Abstract Algebra**

(Prerequisite: MTH 416)

This course continues and advances the work done in MTH 416 Algebraic Structures, discussing selected fundamental algebraic structures. The main concepts of Sylow Theory of finite groups, finite permutation groups (Cayley's Theorem), Galois Theory, Lattices Theory, Coding Theory and Cryptography, Boolean Algebra and Switching Theory are studied.

## **MTH 442: Functions of Complex Variables**

(Prerequisite: MTH 223)

This course is a study of functions of complex variables and their applications to other mathematics branches, sciences, and engineering. The following topics will be examined: the complex plane, analytic functions, integration and Cauchy's Theorem, sequences and series, residue calculus, Fourier and Laplace transforms, and applications.

## **MTH 450A: Mathematics Project Course I**

(Prerequisites: Completion of Mathematics Core for B.S. in Mathematics and interview with Department Chair)

The project courses are not independent study. They are directed student team projects or internships in mathematics. Requires utilization of previously acquired skills and knowledge to complete the project. Students can select project topics from industry, government, business, education, or research. Grading is S or U only.

## **MTH 460: Problem Solving Strategies**

(Prerequisites: MTH 416 and MTH 417)

The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' understanding that mathematics is a science of identifying, solving problems and generalizing. The course includes the description of main approaches to solving standard and challenge math problems.

## **MTH 461: Methods of Teaching Math**

(Prerequisites MTH 311, MTH 325, MTH 412, MTH 460)

A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

## **MTH 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of a faculty member. Requires prior approval of appropriate academic department and school dean. Requests should be made well in advance.

## **MUL – Digital Entertainment and Interactive Arts**

### **MUL 200: Communication Tools**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

An overview of digital communication tools and techniques used in today's workplace, as well as an introduction to message design and the social and ethical responsibilities within the digital communication field. Through intensive practice, students learn how to write for various business, education and entertainment purposes, such as analytical, descriptive, procedural, summative and technical. They learn foundations of web design, web animation, copy editing and formatting techniques in conjunction with traditional and online research skills. Software instruction includes Macromedia Studio, MS Word, PowerPoint, Internet browsers, compression utilities, and FTP programs.

### **MUL 205: Principles of Graphic Design**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

A hands-on introduction to the principles and techniques of graphic design for print and digital media that covers print vs. digital production, resolution and size considerations, vector vs. raster formats, color theory and layout principles, typography, file formats, output, and management. Software instruction is in Adobe Photoshop.

### **MUL 245: Principles of Web Design**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

Introduces the terminology, history and evolution of web design and the use of hypertext. Provides an overview of effective web page design and efficient site architecture. Covers content development, navigation, and usability. Software instruction is in Dreamweaver.

### **MUL 255: Interactive Game Design**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

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 265: Digital Audio and Video**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

This course provides an introduction to the basic application skills and concepts of non-linear editing. Students learn the basic properties of audio, video and still assets, and practice importing, logging, and basic insert assembly editing. They also develop a sensitivity to the unique aesthetic and usability criteria of digital video in application environments. Software instruction is in Adobe Premiere, Sonic Foundry Sound Forge and Acid Pro.

### **MUL 275: 3-D Modeling for Video Games**

(Prerequisites: ENG 100/101 and COM 100/COM 103)

Provides a hands-on introduction to the basics of 3-D graphics in still and animated formats. Students produce basic 3D elements and apply aesthetic and usability criteria to their placement in digital and print media applications. Covers technological constraints of 3D applications; appropriate uses of still and motion 3D 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 300: Convergence Media**

(Prerequisites: MUL 200 level requirements or equivalents)

An integration of digital communication tools and techniques used in today's workplace. Through intensive project practice, students learn how to create multimedia products for various business, education, and entertainment purposes. Software instruction includes Macromedia and Adobe authoring tools, and creative applications.

### **MUL 305: Applied Graphic Design**

(Prerequisites: MUL 200 level requirements or equivalent)

Hands-on application of principles and techniques of graphic design for print and digital media. Covers advanced concepts in digital production; resolution and size considerations; vector vs. raster formats; color theory and layout principles, typography, file formats, output, and management. Software instruction is in Adobe Photoshop.

### **MUL 310: Introduction to Video Gaming**

(Prerequisites: ENG 100/101; COM 100 or COM 103)

An overview of video gaming and its applications: the current soft- and hardware tools used to build and deliver video games; the history and evolution of the field; and its social and ethical implications. Students learn the fundamentals of how a video game is created from its inception to release and become familiar with the roles of programmers, designers, artists, and writers in developing the product. Includes an overview of the basics of mathematics and physics used in video game development, as well as the computer languages appropriate for the various game genres: action, role-playing, adventure, simulation, etc.

### **MUL 315: Video Game Design**

(Prerequisites: MUL 200 level requirements or equivalents)

An in-depth review of video game development, with emphasis on game design theory and practice. Students learn fundamental principles and strategies of game design to transform a story or game vision into a virtual environment prototype that integrates player activity, interface, and graphics. They become familiar with basic algorithms that control interactivity and representation, and learn about the various tools available to designers, such as prototyping software and game engines. Software instruction is in Anark and Genesis3D.

### **MUL 318: Video Game Production**

(Prerequisite: All general core courses)

A survey course in the fundamental principles and strategies of video game production. Students assume the role of producer, as they learn game assembly, project management and tracking. The course introduces the challenges posed by the ever-changing technologies used to make and deliver video games, and students become familiar with the many different game engines available to developers. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

### **MUL 318A: Video Game Production Lab**

(Prerequisite: MUL 315)

This laboratory course provides students with an opportunity to use tools and methods of video game production. While not intended to be an extensive and comprehensive course on the game production process, the lab introduces the student to the basic tools while providing hands-on experience on how they are used to produce the final product. This will include teaching the student the fundamental parts of a video game engine and providing examples of how the professional community makes modifications to these engines to achieve specific objectives. The student will also use tracking software during game production. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

### **MUL 325: Psychology of Video Gaming**

(Prerequisite: All general core courses and PSY 100)

An overview of the psychological aspects of game playing, with particular emphasis on video gaming. The course presents the historical foundations of research into human play activity, as well as current research into video gaming and its impact on individuals and society. Students learn about the interaction between people and video games in terms of individual sensory response, personality, and social behavior. Covers human-computer interaction issues specific to video gaming, such as cognitive processing, reaction time, idiosyncratic navigation, and non-traditional interface design. Topics include motivation, addiction, fantasy escapism, conflict, aggression, reward, player prestige, and alienation.

### **MUL 332: Electronic Design and Layout**

(Prerequisites: ENG 100/101 and COM 100)

An introduction to layout design for print and Web publishing that covers typography, layout theory,

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prepress production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction is in Adobe Illustrator.

## **MUL 335: Digital Design for Print**

*(Prerequisites: ENG 100/101 and COM 100/COM 103)*

This course covers the stages of publishing in print media from the inception of a project through 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 336: 2-D Graphic Imaging**

*(Prerequisites: MUL 200, MUL 205, MUL245, MUL255, MUL 265, MUL 275)*

An intermediate course in computer-aided photographic manipulation and the merging of vector and raster graphic files used in web authoring and print design. Students produce images in a variety of digital formats, applying aesthetic and composition design principles. Covers technological limitations of Internet graphics. Software instruction is in Adobe Photoshop and Illustrator.

## **MUL 345: Applied Web Design**

*(Prerequisites: MUL 200 level requirements or equivalents)*

This course provides hands-on application of principles and techniques of web design for digital media. Provides an in-depth study of effective web page design and efficient site architecture. Covers projects in content development, navigation, and usability. Software instruction is in DreamWeaver.

## **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 365: Applied Digital Audio and Video**

*(Prerequisite: MUL 265 or equivalent)*

In this course, students develop hands-on experience in advanced nonlinear editing. Students assess the aesthetic impact of editing decisions and demonstrate proficiency with timing, continuity, music cuing, transitions, and the use of text elements. They also become familiar with the pivotal role of sound, including the art of layering sound, voice and music elements to foster a rich multimedia experience. Software instruction is in Adobe Premiere, Sonic Foundry Sound Forge and Acid Pro.

## **MUL 370: Digital Interactivity**

*(Prerequisites: MUL 200, MUL 205, MUL 245, MUL 255, MUL 265, MUL 275)*

Provides a hands-on introduction to the basics of Web interactivity and its potential for e-business, entertainment and education. Students apply aesthetic and usability criteria to visual, textual and aural components integrated into interactive presentations, games and instructional media. Covers technological constraints of Web delivery, interactive design and composition and media integration techniques. Software instruction is in Macromedia

Director.

## **MUL 375: Applied 3-D Modeling and Rendering**

*(Prerequisites: MUL 200 level requirements or equivalents)*

Provides a hands-on application of 3-D graphics in still and animated formats. Students produce basic 3D elements and apply aesthetic and usability criteria to their projects in digital, animated sequence, video, and print media applications. Students compare technological constraints of 3D applications, appropriate uses of still and motion 3D 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 381: Video Game Art**

*(Prerequisites: all general core courses)*

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.

## **MUL 385: Video Game Animation**

*(Prerequisites: all general core courses)*

Provides a hands-on introduction to the basics of 3-D and character animation for video game development. Students produce basic 3D environments and animation, as well as animated characters for use in video games and simulations. They apply aesthetic and usability criteria specific to video games. The course covers technological constraints of 3D and character animation; appropriate uses of animated 3D characters and elements to enhance game message delivery and interactivity; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

## **MUL 401: Advanced Video Game Design**

*(Prerequisites: all general core courses)*

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 410: Authoring Corporate Training I**

*(Prerequisites: ENG 100/101 and COM 100)*

Provides an introduction to instructional design for corporate training through e-learning and multimedia. Students evaluate digital training packages according to instructional design theory and learn multimedia authoring skills to apply to instructional modules they produce. Covers learning theories, authoring tools, multimedia development and usability criteria applied to instructional media. Software instruction is in Macromedia Authorware.

## **MUL 411: Video Game Production Project**

*(Prerequisites: all general core courses; MUL 325; MUL 318, MUL401)*

Students apply advanced theory and practice to create a professional video game design and 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 to a client.

## **MUL 420: Multimedia Arts Portfolio Project**

*(Prerequisites: all general core courses; completed concentration courses)*

In this two-month capstone course, students assemble a portfolio of their best work from previous Multimedia Arts courses and edit and/or improve those pieces. Suitable to show a prospective employer, the portfolio will include digital presentations—graphics, websites and animations—and printed samples, as well as multimedia documentation, such as creative briefs, proposals, flow charts, executive summaries and descriptive critiques. Grading is S or U only.

## **MUL 430: Advanced 2-D Imaging**

*(Prerequisite: all general core courses)*

An advanced course in computer-aided graphic manipulations as used in Web authoring. Students produce images in Web-standard formats, applying aesthetic and composition design principles. Covers strategies to overcome technological limitations of intent graphics; software add-ons and extensions to aid graphic design; and digital design project management theory and practice to produce graphics efficiently. Software instruction is in Adobe Photoshop and Illustrator.

## **MUL 431: Advanced Page Layout/Production**

*(Prerequisites: all general core courses; MUL 336; MUL 430)*

A hands-on course on advanced techniques of web graphics production. The course presents the current software tools and techniques for the creation and production of web graphics intended to create identity, atmosphere, and navigation on websites. Students will be exposed to advanced techniques of web graphics, including working with layers, slicing, hotspots, rollovers, using graphics as framing devices on websites and the use of graphics for content. Students will use current industry software to master the skills of print production, including Photoshop, ImageReady and Dreamweaver.

## **MUL 432: Print / Web Production**

*(Prerequisites: all general core courses; MUL 336; MUL 430; MUL 431)*

This is a hands-on course in print production. The course presents the current software tools and techniques for print production of a wide variety of projects and materials. Students will be exposed to the concepts and techniques of print production, including digital pre-press, color management, and the steps required to prepare printed pieces for final output. Students will use current industry software to master the skills of print production, including learning the Adobe Acrobat PDF workflow for digital pre-press and the latest digital production tools.

## **MUL 440: Multimedia Design for the Web**

*(Prerequisite: all general core courses)*

Intermediate Web page authoring and site design. Students compile graphics, animation and text to produce sites that demonstrate e-business, entertainment and distance education uses of the Internet. Students apply aesthetic and usability criteria to websites developed according to industry practice. Software instruction is in Macromedia Dreamweaver. Certified Internet Webmaster (CIW) curriculum included.

## **MUL 445: Management of Web Projects**

*(Prerequisites: MUL 200 level requirements or equivalents)*

Advanced course in managing the development of Web-based products. Students use project management tools as they produce websites for e-business, entertainment and distance education. Covers product life cycle planning, risk analysis and client-oriented rapid development. Software instruction is in MS Project, Excel and Word.

## **MUL 450: Advanced Web Presentation**

*(Prerequisites: all general core courses; MUL 440)*

Provides hands-on training in advanced Web pre-



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sensation techniques. Students learn media integration techniques for quick-loading websites that use streaming vector animation and sound. Covers conceptual approaches to building interactivity into Web presentations; advanced usability testing for user satisfaction; and digital asset management theory and practice. Software instruction is in Macromedia Flash.

## **MUL 460: Advanced Digital Audio and Video**

*(Prerequisite: MUL 365)*

Advanced digital audio and video production techniques. Students write scripts, create storyboards and program a/v clips for business, entertainment and educational purposes. Covers advanced Web casting techniques and strategies to overcome technological limitations of Web video and sound. Software instruction is in Sonic Foundry Sound Forge, Adobe Premiere and Terran Media Cleaner.

## **MUL 461: Motion Graphics**

*(Prerequisite: all general core courses)*

A hands-on course on motion graphics for broadcast, video, and film; the course presents the current software tools used to build and deliver motion graphics. Students will apply concepts and techniques of compositing layers of computer-generated imagery and live action video, special effects, camera movements and cinematic points of view, as well as the design of tilting and motion imagery. The course surveys works of professional animators, directors, and producers to demonstrate industry-standard techniques.

## **MUL 462: Digital Audio Creation**

*(Prerequisite: all general core courses)*

An advanced course in computer-aided digital audio creation used in CD, DVD, video, and Web authoring. Students learn basic music theory and composition practices applied to digital audio production, utilizing professional software tools used in the field, as well as hardware applications such as MIDI controllers. Covers file management and compression for specific delivery mediums. Software instruction is in Adobe Audition, Acid Pro, and Pro Tools.

## **MUL 463: Digital Video Production Project**

*(Prerequisite: all general core courses; MUL 460; MUL 461; MUL 462)*

Students apply advanced theory and practice to create a professional video production. They develop a concept into a script and manage all phases of production, such as field lighting, videography, sound recording, editing, and producing to DVD and tape. Software instruction is Premiere Pro, Acid Pro, Pro Tools, and Audition.

## **MUL 470: Interactive Multimedia**

*(Prerequisite: all general core courses)*

Provides hands-on training in the production of interactive products for e-business, entertainment and education. Students conduct needs assessments for a variety of potential interactive presentations, games and instructional media and apply project management skills to a product they produce. Covers strategies to overcome the technological constraints of Web and CD-ROM delivery; interactive design theory and practice; needs assessment procedures; and methods of project management. Software instruction is in Macromedia Studio and MS Project.

## **MUL 471: Advanced Digital Interactivity Project**

*(Prerequisite: all general core courses)*

Provides advanced training in the production of interactive products using computer-based authoring tools for e-business, entertainment, and education. Students conduct extensive reviews of interactive presentations, games, and instructional media and apply lessons learned to programming interac-

tive models in real-time virtual environments. Covers advanced techniques to overcome the technological constraints of web and CD-ROM delivery; interactive design theory and practice; and methods of project management. Software instruction in Macromedia Studio and MS Project.

## **MUL 480: Character Animation**

*(Prerequisites: all general core courses)*

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 490: Guided Study**

*(Prerequisite: Faculty Determined) (1.5 – 4.5 quarter units)*

Courses require individual study under direction of instructor. Furthermore, course requires proper approval from the appropriate academic department.

## **MUL 495: Internship**

## **MUS – Music**

### **MUS 100: Fundamentals of Music**

An examination of the basic structure of Western music, musical styles, form, different periods and their chief representatives and the dynamics of musical expression and appreciation. Introduces students to elements of music theory common to many cultures.

### **MUS 326: Survey of American Music History**

A survey of the evolution of American music from the Colonial period to the present. Styles of music include early American dances, hymns and psalters, African-American music, including spirituals, blues and jazz, music from other immigrant groups, and popular and art music traditions through the present day.

### **MUS 327: World Music +**

*(Prerequisites: ENG 100/101)*

An exploration of musical traditions and techniques in a variety of cultures, including Japan, India, Native America, South America, and Africa. Broadens students' cultural understanding of music.

## **NBC – National Board Certified**

### **NBC 639: Leadership Portfolio**

This course is designed to provide classroom educators the knowledge and skills required to understand and evaluate research relevant to their roles as professional educators. Teachers will develop a professional portfolio that incorporates knowledge,

understanding, and evaluation of research providing evidence of meeting NBPTS certificate standards by performance-based assessments.

### **NBC 680: Quality Teaching and Learning**

This course will provide students with an overview that leads to clear interpretations and understanding of the various components and interconnections that shape and influence the quality of teaching, student learning, professional development and leadership in our schools and communities.

### **NBC 681: Membership in Learning Community**

This course will guide students in the review of research and articles that focus on the definitions, features and significance of learning communities in schools, classrooms, and associations.

### **NBC 682: Videotape Analysis**

This course will provide students with extended time and opportunities to explore and comment on accomplished teaching practices related to the NBCT standards in their fields of expertise.

### **NBC 683: Student Work and Assessments**

This course will provide students with opportunities to review research and commentary that guide and shape decisions and judgments we make when determining the levels of progress students are making toward achieving academic goals, and to identify elements of our practice that contribute to successful learning outcomes.

## **NSG – Nursing**

### **NSG 200: Foundations of Nursing Practice**

*(Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A); in California*

Using the nursing process, this course focuses on meeting basic human needs through planning and implementing nursing. This course covers beginning knowledge and skills required for nursing care of patients with commonly occurring health problems. Basic concepts of therapeutic communication are discussed. Concurrent enrollment in NSG 200A is required.

### **NSG 200A: Foundations Clinical Lab**

*(Prerequisite: "C" or better in NSG 211T and "S" in NSG 211A) in California*

Using nursing language, students devise basic plans of care for patients. Practical application of beginning knowledge and skills required for nursing care of patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Concurrent enrollment in NSG 200 is required unless. Clinical Lab is graded Satisfactory/Unsatisfactory.

### **NSG 204: Nursing Foundations and Health Assessment**

*(Prerequisite: "C" or better in NSG 304) in Nevada only*

Using the nursing process framework, this course focuses on meeting basic human needs through planning and implementing nursing, therapeutic communication techniques and interviewing skills. The student will learn a holistic approach to health assessment as the basis for nursing intervention and practice. Concurrent enrollment in 204A is required unless approved by the Department Chair.

### **NSG 204A: Nursing Foundations and Health Assessment Lab**

*(Prerequisite: "C" or better in NSG 304) in Nevada only*

This course allows application of theoretical material learned in NSG 204. Using the language of nursing, students devise basic plans of care for patients. Through simulation and patient interaction, use of



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therapeutic communication will be analyzed. Clinical Lab is graded Satisfactory/ Unsatisfactory. Concurrent enrollment in 204 is required.

**NSG 205: Medical-Surgical Nursing I**  
(Prerequisites: "C" or better in NSG 200 and "S" in NSG 200A; in California)  
(Prerequisites: "C" or better in NSG204 and "S" in NSG204A; in Nevada)

The course focuses on concepts relating to care of the adult in the acute care setting with commonly occurring medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing and coordinating nursing care. Concurrent enrollment in NSG 205A is required.

**NSG 205A: Medical-Surgical I Clinical**  
(Prerequisites: "C" or better in NSG 200 and "S" in NSG 200A BSN Students)  
(Prerequisites: "C" or better in NSG204 and "S" in NSG204A for Nevada ASN students)

Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring medical-surgical problems is demonstrated in both Lab and clinical settings. Using the language of nursing, students will devise and implement care plans and teaching plans. Concurrent enrollment in NSG 205 is required unless approved by the Department Chair. Clinical Lab is graded Satisfactory/Unsatisfactory.

**NSG 211T: Health Assessment**  
(3.0 quarter units)  
(Prerequisites: "C" or better in NSG 403); California only

This course covers holistic health assessment as the basis for nursing intervention and practice, interviewing skills, health history, physical examination, cultural variations and lab and diagnostic procedures. Concurrent enrollment in NSG 211A is required.

**NSG 211A: Health Assessment Clinical**  
(1.5 quarter units)  
(Prerequisites: "C" or better in NSG 403); California only

This course covers practical application of holistic health assessment as the basis for nursing intervention and practice, interviewing skills, health history, physical examination, cultural variations and lab and diagnostic procedures. Concurrent enrollment in NSG 211T is required. Clinical Lab is graded Satisfactory/Unsatisfactory.

**NSG 304: Pharmacology in Nursing**  
(Prerequisites: "C" or better in NSG 211T and "S" in NSG 211A; in California; this is the first NSG for Nevada students)

This course will present an overview of pharmacokinetics and pharmacodynamics of drugs, as well as drug classifications. Current issues in drug legislation, design, manufacturing and marketing will be explored. Emphasis will be placed on the role of the professional nurse in medication administration, including both expected and unexpected effects of drugs on patients.

**NSG 310: Professional Nursing Values**  
(Initial course for RN-BSN and LVN-BSN students)  
This course provides an introduction to fundamental values as a foundation for professional nursing practice. It provides an understanding of key components necessary for demonstration of professional value-based behaviors. The concept of caring will be examined through the values of altruism, autonomy, human dignity, integrity and social justice.

**NSG 314: Child-bearing Family Nursing**  
(Prerequisites: "C" or better in NSG 320 and "S" in

NSG 320A)  
This course focuses on the health care needs of parents and newborns during the childbearing experience. Introducing the concept of the family as a unit, emphasis is placed on the variations in health care due to behavioral, life cycle, physiological, cultural, and environmental factors. Concurrent enrollment in NSG 314A is required.

**NSG 314A: Child-bearing Family Clinical**  
(Prerequisites: "C" or better in NSG 320 and "S" in NSG 320A)

This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using the language of nursing, students will care for the family as a unit, considering behavioral, life cycle, physiological, cultural and environmental factors. Concurrent enrollment in NSG 314 is required. Clinical Lab is graded Satisfactory/Unsatisfactory.

**NSG 315: Pediatric Nursing**  
(Prerequisites: "C" or better in NSG 314 and "S" in NSG 314A)

Continuing examination of the family as a unit, this course focuses on the health care needs of families with children. Emphasis is placed on the variations in health care due to behavioral, life cycle, genetic, cultural, and environmental factors. Concurrent enrollment in NSG 315A is required.

**NSG 315A: Pediatric Nursing Clinical**  
(Prerequisites: "C" or better in NSG 314 and "S" in NSG 314A)

This course covers practical application of knowledge and skills required in nursing care for families with children. Using the language of nursing, students will care for the family with children as a unit, considering behavioral, life cycle, genetic, cultural and environmental factors. Concurrent enrollment in NSG 315 is required. Clinical Lab is graded Satisfactory/ Unsatisfactory.

**NSG 320: Medical-Surgical Nursing II**  
(Prerequisites: "C" or better in NSG 205 and "S" in NSG 205A or see specific degree)

This course focuses on concepts relating to care of the adult in the acute care setting with medical-surgical problems. In addition, urgent and critical nursing care responses to symptomatology are addressed. Emphasis is on refining use of the nursing process to provide nursing care for individuals with specific health care needs/problems. Concurrent enrollment in NSG 320A is required.

**NSG 320A: Medical-Surgical II Clinical**  
(Prerequisites: "C" or better in NSG 205 and "S" in NSG 205A or see specific degree)

Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring acute/critical medical-surgical problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 320 is required. Clinical Lab is graded Satisfactory/Unsatisfactory.

**NSG 322: Intro to Biomedical Stats**  
(Taken as prerequisite)  
An introduction to statistical procedures commonly used in the analysis of nursing research data; this course teaches the utilization of computers and statistical software in the analysis of data.

**NSG 325: Psychosocial Nursing**  
(Prerequisites: "C" or better in NSG 315 and "S" in NSG 315A or see specific degree)

This course demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from the

biopsychosocial sciences and humanities to promote mental health and provide care to elderly people and people with mental disorders. Concurrent enrollment in NSG 325A is required.

**NSG 325A: Psychosocial Nursing Clinical**  
(Prerequisites: "C" or better in NSG 315 and "S" in NSG 315A)

Practical application of knowledge and skills required for nursing care of older adult and mentally ill patients with commonly occurring problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 325 is required. Clinical Lab is graded Satisfactory/ Unsatisfactory.

**NSG 340: Nursing Leadership/Management**  
(Prerequisite: "C" or better in NSG 410)

The primary purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena. Concurrent enrollment in NSG 340A is required.

**NSG 340A: Leadership/Management Clinical**  
(1.5 quarter units)  
(Prerequisites: "C" or better in NSG410)

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. Concurrent enrollment in NSG 340 is required. Clinical Lab is graded Satisfactory/Unsatisfactory.

**NSG 341: Leadership and Management in Nursing**  
(3.0 quarter units)  
(Prerequisite: "C" or better in NSG325 "S" in NSG 325A); Nevada only

The primary purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena.

**NSG 342: RN-BSN Nursing Management**  
(Prerequisite: "C" or better in NSG 410); California only

The purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena.

**NSG 403: Nursing Theories and Models**  
This course facilitates the practice of professional nursing by providing students with an opportunity to experiment with the application of various nursing theories and conceptual models in order to evaluate their impact on nursing practice.

**NSG 404: Pharmacology for Nurses**  
This course will synthesize pharmacological concepts including an overview of the history of drugs along with current issues. Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions for prototype drugs for multiple body systems will be discussed. Major emphasis will be placed on nursing management practices as well as the nurse's role in pharmacological research.

**NSG 410: Community: Population Focus**  
(Prerequisite: NSG 411)

A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

**NSG 411: Community Health Frameworks**  
(Prerequisite: NSG 412)

A study of providing nursing care to families in the community using community health nursing concepts. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

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## **NSG 412: Community Healthcare Delivery**

*(Prerequisites: "C" or better in NSG325 "S" in NSG 325A)*

A study of community health nursing concepts as they apply to the health of groups and the community at large. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

## **NSG 422: Nursing Research**

*(Prerequisite: "C" or better in NSG304)*

This course introduces students to quantitative and qualitative research in nursing by reviewing, evaluating and critiquing current research studies which use a variety of designs. Throughout the course, an emphasis will be placed on the philosophical underpinnings of the quantitative and qualitative research paradigms as well as the use of research in nursing practice.

## **NSG 440: Issues in Professional Nursing**

*(Prerequisites: completion of all other required nursing courses)*

A capstone course that explores the historical roots and current catalysts of complex issues of nursing education, practice and scholarship. Also analyzes multiple interpretations of selected issues and strategies for resolving issues.

## **ODV – Organizational Development**

### **ODV 410: Organizational Development, Career Systems, and Training and Development**

A survey of organizational development, career systems, and training and development practices. The course explores and defines the origin and interrelationship of the three areas under the auspice of Human Resource Development. The exploration examines these areas as they relate to helping practitioners achieve organizational goals and increase effectiveness. Students learn about both theory and practice as it relates to their ability to assist individuals while seeking greater consonance between individual, group, and organizational change and growth.

### **ODV 420: Introduction to Organizational Behavior**

An introduction to the impact that individuals, groups, and structure have on behavior within organizations for the purpose of applying such knowledge toward improving an organizations effectiveness. The course will focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity and processes. A central theme will be the development of "people" skills to help all employees- staff, front-line supervision, and management- improve their effectiveness.

### **ODV 600: Theory and Practice of Organizational Development**

The course overviews how, why, and when to integrate the behavioral sciences with human resource management principles to increase individual and organizational effectiveness. Students will analyze, evaluate, and design relevant theories as they relate to practical application in the workplace.

### **ODV 601: Integrating Performance Management, Technology, and Organizational Communication**

This course examines and assesses how technology can best be integrated into and utilized in the workplace to maximize human performance. Implications for information management and organizational communication are investigated and classified. A key aspect is how the two components are impacted by organizational communication. It examines current trends in enterprise-wide technology solutions,

specifically as they relate to HRM and OD, implementation of technology, productivity as it relates to use and misuse, and how it facilitates change in human performance and organizational growth.

### **ODV 606: Seminar in Training and Development**

Employee development is the responsibility of the line manager, the human resources professional, and the employee. This course provides essential managerial-level comprehension of training theory and its practical applications in the business and management environment. Students learn the functions and duties of training: trainer/developer, the identification and assessment of training needs, program design and development, selection of delivery methods and means of instruction, the implementation of training programs, and evaluation. The course integrates training and development, organizational development and career development, critical components of Human Resource Development.

### **ODV 608: Research Seminar in Current Issues/Trends in Applied Organizational Development**

This course is focused on a selected combination of published empirical research and current issues in organizational development interventions and strategies. Articles for discussion will be drawn from journals and popular press in several fields, including economics, the behavioral sciences, management science, business administration, and elsewhere as they relate to the practice of organizational development interventions and techniques. Faculty will guide students through written review of research and current practices, and seminar discussions in order to assist the HRM and OD Professional in their service as a change agent to company management.

### **ODV 610: Advanced Studies in Organizational Behavior in a Diverse Society**

An in-depth review of current organizational behavior issues in the areas of workforce planning and performance management is covered as it relates to employee diversity. Using case studies, the course provides an integrated perspective of theory and practical aspects of interpersonal and group communication, organizational structures and system, and employee performance in the diverse workplace.

## **PAC – Patient Advocacy**

### **PAC 600: Seminar in Patient Advocacy**

Analyze developments in U.S. healthcare, specifically the growth of medical professions and institutions and current practice and ideology in healthcare. Investigate disease definitions, treatments, and how disease outbreaks expose societal beliefs, biases, and political divisions. Research how advocacy organizations are reshaping medicine towards patient-centered care.

### **PAC 670: Patient Advocacy in Action**

*(Prerequisites: PAC 600)*

Develop assessment and planning skills to problem-solve and utilize information and research for patient advocacy. Participate in field visits and develop an advocacy project designed to advance understanding of health-related needs in a community or population of interest. Analyze how allied health professionals collaborate to improve health care. Two-month course.

## **PAD – Public Administration**

### **PAD 100: Public Policy & Adm Basics**

A survey course of the crucial elements of the con-

temporary field of public administration. It includes vocabulary, critical concepts, history and development of the field, major theories and theorists and principal sub-fields of public administration. It presents the student to program resources; develop critical thinking, reasoning skills, and permit students to investigate this field.

### **PAD 115: Leadership Skills in Public Sector**

This course examines the theories of administrative leadership and the strategic application of leadership skills in an urban-government environment. In addition students will review current approaches to organizational excellence and its applicability to urban-government leadership.

### **PAD 205: Research Methods in Public Adm**

The purpose of this course is to acquaint students with major research and analytical techniques used in public policy and administration. The course is intended to both promote an understanding of the theories and approaches to public administration research and to assist the student to acquire a working knowledge of the skills involved in research analysis.

### **PAD 400: Introduction to Public Administration**

A general survey course of the theory and practice of public administration, its legal and constitutional foundation and the role of the public administrator in public policy. The context of the discussions are based on the current issues facing administrators.

### **PAD 401: Public Policy Development**

This course discusses the public policy issues facing communities and the role of the public administrator in implementing policy. Examines the role of community action groups in developing and influencing policies. Evaluates the impact of policy decisions on communities and the ethical issues surrounding decisions.

### **PAD 402: Public Administration and Urban Environments**

This course explores the role urban environments play in the nation. Discusses the issues unique to cities and large metropolitan areas and the role of governments and public agencies in addressing the issues. Discusses the ethical issues facing public administrators in dealing with urban and rural environments.

### **PAD 403: Government and Community Relations**

This course is an exploration of how to communicate with citizens in a positive and helpful fashion. Discusses how to interact with community groups and the press and how to promote public understanding of, and support for, government activities.

### **PAD 404: Public Administration and the Nonprofit Sector**

The course discusses the theories and roles of nonprofits in public administration. It explores the relationships between nonprofits and the public sector; and sources of revenue. Discusses the public policies towards the nonprofit sector and the ethical issues surrounding the sector.

### **PAD 405: Senior Research Project**

Supervised senior project undertaken by students of public administration when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a public administration faculty member chosen by the student from previous courses taken within the program. Students select a viable topic in public administration to research and then meet with their chair once a week for two months. Upon completion, students present their project to chair, other faculty and peers in an open forum. Accelerated study is not permitted with this

# Course Descriptions

course. PAD405 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of “IP” with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake the course. No grade of “I” can be given for this course. Grading is by H, S, or U only.

## **PAD 620: Foundations of Public Administration**

A general survey course covering the role of the public sector manager in American society today. Studies current issues and leading concepts in the field of non-profit management.

## **PAD 622: Seminar in Urban Affairs**

An examination of influences affecting decisions in the urban political arena. Covers segments of the community that impact the decision-making process (i.e., employee groups, labor influences, community groups, media and other special interests). Examines the relationship between intergovernmental agencies.

## **PAD 626: Public Personnel Policy**

An examination of the important aspects of personnel management in government, including civil service procedures, affirmative action, employee motivation and organizational development.

## **PAD 627: Quantitative Methods in Public Administration**

A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration. (This course cannot be substituted where MNS 601 is required.)

## **PAD 631: Urban Planning and Redevelopment**

An examination of historical development of urban planning practices and concepts, general plans and their elements in the urban community. Also discusses the use of technology in planning. Students must complete a minimum of five Public Administration courses prior to taking this course.

## **PAD 632: Financial Management and Grant Administration**

An exploration of current governmental fiscal management techniques and issues. Examines various types of financial and technical assistance to quasi-governmental and non-profit management organizations.

## **PAD 640: Public Finance**

An overview of the fundamental microeconomic analysis of policy issues in public finance, emphasizing taxation. Major topics include public good and externalities, tax incidence and equity and fiscal federalism.

## **PAD 641: Local Government Budgeting**

A comprehensive, straightforward look at local government budgeting. Topics deal with include the advantages and disadvantages of various approaches to revenue projection, the collection and review of departmental proposals, the development of capital budgeting policy and other budgeting tasks. Also considered are budget implementation, accounting and financial reporting. A variety of methods for maintaining budgetary balance, preventing overspending and dealing with contingencies are presented and discussed.

## **PAD 642: Seminar in Public-Private Financing**

An examination of financing partnerships between private businesses and public agencies such as school districts, college and university institutions

and city and state governments. The course focuses on the design and construction of needed public facilities and the sponsoring of commercial redevelopment projects. Case studies provide detailed coverage of the complex process involve in taking a real estate project from conceptualization through construction.

## **PAD 643: Contract Negotiation in the Public Sector**

An analysis of bargaining and negotiation principles and practices in the public sector. The course focuses on the financial issues of contract negotiations and labor relations. Case studies, simulation exercises, research projects and group discussions complement the presentation of theory and practical experience in developing effective negotiation skills.

## **PAD 644: MPA Project**

*(Prerequisites: Completion of six MPA core courses)*

A project where students work in teams or individually under the guidance of an assigned faculty advisor. Students clarify research topics and identify data sources in preparation for the project. Students then gather data and present their research in both written and oral form to faculty and classmates. Grading is H, S, or U only. PAD 644 is two months in length.

## **PED – School Psychology**

### **PED 504: School Psychology Orientation**

(1.5 quarter units)

An exploration of the field of School Psychology and its suitability as a personal career choice. Emphasis is on an understanding of the multiple roles of school psychologists that includes counseling, coordination and collaboration. Field experiences, using interviews and observations, will give students insight into their future vocations. Emphasis is placed on oral and written communication, and observational skills. Practicum experience is required. Grading is S or U only. All sessions must be attended or the course must be repeated.

### **PED 637: School Psychology Research**

*(Prerequisite: ILD 625)*

This course is designed to provide the knowledge and skills required to generate and evaluate research relevant to various areas of professional education. The work of the educator will be emphasized throughout the course as students produce a major research and writing project. Students prepare a research proposal in their area of practice, obtain Institutional review Board (IRB) approval, conduct the study and prepare an oral and written report. Course include relevant aspects of professional writing while remaining focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for two months one day a week and at the end of that time a grade of “IP” will be posted then the maximum length of time is 10 additional months. Note: Grading is H, S, or U only. Class size is 10.

### **PED 652: Child Psychopharmacology**

*(Prerequisite: PED 666)*

A study of the effects, patterns of use and delivery of psychopharmacological products. Evaluates and lists the primary medications in use today; critiques pertinent research in psychiatric intervention as it relates to psychotherapy; analyzes selected issues in resolving possible conflict in treatment goals. Students learn to recognize signs and symptoms that might be amenable to medication. Many disorders are discussed.

### **PED 665: Test and Measurements**

*(Prerequisite: PED 504)*

Covers concepts of validity, reliability, norms, item analysis, and standardization; selection, administration, and interpretation of published psychological and educational tests; development of measurable goals by decision makers for various evaluation purpose, and the development and /or selection of tests, and collection of data.

### **PED 666: Human Neuropsychology**

*(Prerequisite: PED 504)*

Explores the theories and analysis of brain function, structure, and brain behavior relationships.

### **PED 667: Advanced Child Psychopathology**

Examines the developmental, biological, psychosocial, and cultural variables in the etiology of behavioral disorders. Students will become familiar with characteristics, classification and diagnosis of behavioral disorders that are encountered in school settings.

### **PED 670: Advanced Social Psychology**

Focuses on how individuals are affected by, in turn affect social processes. Topics include social cognition; social influences on beliefs, attitudes, and identity; conformity and persuasion; culture and gender; small group influences and processes; prejudice, aggression and conflict; interpersonal attraction and love. Application of relevant theory and research to educational concern and settings is made.

### **PED 671: Cognitive Assessment**

*(Prerequisites: PED 504, PED 665 and PED 680)*

Intensive practice in administration, interpretation and communication of results of assessment for mental ability. Emphasis is placed on the many aspects of interviewing, behavioral observation, interpretation, and integrating results into case studies.

### **PED 672: Psycho-Academic Assessment**

*(Prerequisite: PED 671)*

Introduces students to the administration, interpretation, and communication of psycho-educational tests. Emphasis is placed on assessing the visual, auditory, language and sensory disorders. Focus is on achievement and process measures, as well as the development of curriculum-based assessment. Focus will be placed on interviewing and behavioral observation.

### **PED 673: Emotional/Behavioral Assessment**

*(Prerequisite: PED 672)*

The third course in a sequence of five assessment courses. In this course behavioral assessment is contrasted with traditional academic and trait-oriented assessment and is designed to introduce and then strengthen student knowledge and understanding of Applied Behavior Analysis. Practical uses of behavioral assessment in applied context with children and adults are emphasized. This course is not an ABA Certificate course.

### **PED 674: Special Populations Assessment**

*(Prerequisite: PED 673)*

Emphasizes eligibility for special education that includes assessment of preschool children, diagnosis of disabling conditions, recommendations for remedial techniques and IEP development. The course is also designed to provide an introduction to the assessment of low incidence populations. Exceptionalities explored include Visually Impaired, Deaf and Hard-of-Hearing, Autistic Spectrum Disorders, Physically Impaired, Traumatic Brain Injured and Dual Sensory Impaired.

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## **PED 675: Alternative Assessment**

*(Prerequisite: PED 674)*

This is an advanced course that focuses on selection, educational implications, use of alternative assessment techniques, eligibility for special education, diagnosis of disabling conditions, recommendations for remedial techniques and IEP development. Students will discuss the role of primary language and socio-cultural variables on cognitive/educational development, the implications of psycho-educational assessment on least restrictive placement and integrating assessment materials for the purpose of writing psychological test reports.

## **PED 676: Intro Applied Behavior Analysis**

Applied Behavior Analysis is a scientific based method of understanding human behavior and using that understanding to change socially significant behaviors. The field is based on over 50 years of scientific research on respondent and operant conditioning and its application to everyday situations. This course provides an overview of the major components – philosophical as well as applied – of Applied Behavior Analysis. Major topics include

behavioral assessment, single-subject research design, basic principles of behavior shaping and reduction, how to achieve behavioral generalization and maintenance, aspects of stimulus control and its relation to the three term contingency model, discrete trial training, and aversive control. This course is not an ABA Certificate course.

## **PED 677: Curriculum Interventions**

(1.5 quarter units)

The focus of this class is to introduce school psychology students to a conceptual framework for assessing and evaluating a wide range of academic concerns within a problem solving approach using non-traditional academic assessment techniques commonly referred to as Curriculum-Based Measurement/Assessment. Students will learn the conceptual and theoretical framework underlying CBM and CBA, be taught to administer and interpret CBM/CBA assessment methods, and learn how the data serve problem solving and Response to Intervention (RTI) model models

## **PED 678: Practicum in School Psychology**

(3 quarter units)

*(Prerequisites: PED 671, PED 672, PED 673, PED 674, and PED 675)*

The purpose of the school-based practicum is to provide students with an orientation to school and community professional as well as to clarify the role of the school psychologist. The student will have the opportunity to observe school psychologists conduct psycho-educational assessments, develop behavioral interventions, participate in child study team meetings, and provide feedback to parents. Students are expected to gain experience working with children in a multitude of settings, including preschool, elementary, middle and senior high school as well as special education centers. Students are placed in a school setting and attend a university-based seminar. Grading is S or U only.

## **PED 680: Roles, Issues and Ethics**

Introduction to professional, ethical, legal, theoretical, and practical aspects of School Psychology. Students will examine the roles and responsibilities of school psychologists, professional organizations, and associations. Historical and social context along with emerging professional issues and directions are included. National Standards and ethical guidelines for practice are examined.

## **PED 683: Program Evaluation**

Provides an overview of current empirically-based

programs addressing student needs such as reading difficulties, school safety, anger management and self-mutilative behavior reduction. Includes evaluation of site or district wellness and academic interventions.

## **PED 685: Internship Seminar**

(3 quarter units)

*(Prerequisites: A record of a passing score on the CBEST and approval of internship site Placement Specialist. Students must have completed all program prerequisites, completion of PED coursework, 450 hours of practicum and have permission of the faculty advisor)*

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

## **PED 687: School Psych Internship I**

## **PED 688: School Psych Internship II**

## **PED 689: School Psych Internship III**

## **PED 690: School Psych Internship IV**

*(Prerequisites: students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor)*

Students are placed in a school setting and expected to perform a variety of school psychology related activities for a minimum of 1200 hours. Grading is by S or U only.

## **PED 694: Thesis**

*(Prerequisites: ILD 625 and an undergraduate or graduate statistics course. Students must have written permission of lead faculty to enroll in the course)*

This course is a supervised experience culminating in the completion of a thesis. The student prepares a research proposal, obtains Institutional Review Board (IRB) approval, conducts the study and prepares the written thesis. This class is scheduled for 2 months, meets once a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months.

Grading is H, S, or U only.

## **PGM – Professional Golf Management**

### **PGM 100: History of Sport**

A survey of the history of sport with a focus upon the influence of culture, philosophy, and gender. The evolution of a sport or sporting activity will be explored.

### **PGM 101: Philosophy of Coaching**

A survey of basic coaching philosophies in sports. The concepts of motivation, planning, player development, and training will be explored. Historical examples will be used to highlight the importance and development of coaching techniques.

### **PGM 102: Facility Operations**

A survey of the principles of facility planning and operations. Analysis and discussion of the steps involved in the creation of a policies and procedure manual. The use of ethical business planning in the creation of a facility mission and the techniques and methods to develop financial forecasts and budgets will be discussed. Effective business practices and their differences in private, semi-private, and municipal facilities will be explored.

### **PGM 103: Acct and Business Practices**

A survey of basic accounting theory and the application of accounting principles, including the recording of business transactions and preparation of

financial statements within the golf industry. Analysis and interpretation of financial data will be used to assist users in decision-making. Case studies involving financial situations presently facing golf club management will be presented.

### **PGM 104: Tournament Operations**

An exploration into the operational development of tournaments and the rules of golf, planning and operations of tournaments, including budget, purpose, staff, facility, function, format, players, tickets, marketing, golf course preparation, prizes, media coverage, evaluation, and other logistical concerns. The history of the rules of golf and their application in tournaments and regulation play will be introduced and applied.

### **PGM 200: Personnel Dev & Human Relation**

Overview of human resources management and organizational development activities including employment, interviewing, career systems, compensation, benefits, training, organizational change, performance evaluation, discipline and employee assistance, labor relations, affirmative action and equal employment opportunity considerations, and health and safety.

### **PGM 201: Hospitality & Resort Mgmt**

Planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. This course will discuss resort management in the golf industry and how to address situations in day to day business.

### **PGM 202: Sustainable Golf & Turf Mgmt**

A survey of basic science behind turf management and the application of sustainable technologies in golf facility management.

### **PGM 203: Instruction & Player Dev II**

An advanced look at the techniques employed by instructors to develop advanced players. This course will focus on mechanics, learning style, habits, fitness, and motivation utilized by the world's best teachers and players.

### **PGM 204: Sports Marketing & Promotion**

Principles of sports marketing and the application of these principles to sports related organizations. The primary focus is on planning, with additional emphasis on promotions management.

### **PGM 210: Modern Swing Concepts**

Survey on major concepts of the golf swing. Topics will range from exploring the philosophy of teaching, on course management, how fitness relates to the golf swing, and the use of technology to improve teaching.

### **PGM 213: Merchandising & Invent Mgmt**

A survey of basic accounting, marketing, and inventory management theory. The course includes an analysis of an open-to-buy plan, the value of inventory management systems, successful marketing and pricing strategies, and the importance of merchandising benchmarks to evaluate financial performance.

### **PGM 214: Supervising & Delegating**

A survey of basic managerial and leadership theory, with an emphasis on training for managers and development of leadership skills to help provide a teamwork philosophy in the workplace.

### **PGM 215: Facilities Ops & Green Apps**

A seminar course in the organizational challenges and opportunities of facility operations and environmentally sensitive practices. An examination of

business practices, personnel and human resources issues, organizational behavior, technology, and current research and practices in ecological golf course management.

### **PGM 216: Mental Prep & Short Game**

An overview of basic concepts from sports psychology as they apply to the game of golf and the implementation of these concepts in all aspects of the game. An extensive exploration of the short game, including drills, mechanics, and the importance of mental preparation.

### **PGM 220: Adv Sem. Instr. Player Develop**

An advanced seminar into the instruction and development of intermediate and advanced players. Player development theory: the application of player development principles in teaching, and the mental aspects of the game of golf will be discussed.

### **PGM 444: Instruction/Player Develop.**

(Prerequisites: ENG 100/101 and PSY 100)

Survey of major concepts on coaching, instruction, and player development. Topics will range from exploring the philosophy of teaching, on course management, how fitness relates to the golf performance, applied sport psychology, and the use of technology to improve teaching and performance.

### **PGM 445: Player Development II Seminar**

(Prerequisites: ENG 100/101 and PSY 100)

An advanced seminar into the development of instruction and player development. Focus of the course is on the application of instruction and player development principles, including the integration of applied sport psychology principles.

### **PGM 447: Prof. Golf Management Seminar**

(Prerequisites: ENG 100/101 and PSY 100)

A seminar in the principles of facility planning, operations, and management. Analysis and discussion of basic accounting theory and the application of accounting principles. The use of ethical business planning in the creation of a facility mission and the techniques and methods to develop financial forecasts and budgets will be discussed. Effective business practices and their differences in private, semi-private, and municipal facilities will be explored.

### **PGM 448: Senior Project in PGM**

(Prerequisites: ENG 100/101, PSY 100 and 10 core classes)

A two-month course in applied sport psychology and professional golf management. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of applied sport psychology and professional golf management.

## PHL – Philosophy

### **PHL 100: Introduction to Philosophy**

(Prerequisites: ENG 100/101)

A study of the various ways in which outstanding thinkers have approached fundamental philosophical issues, such as knowledge, reality, the self, religion, and values. Skills are developed for thinking and arguing philosophically, and for setting ideological debates in cultural, literary, and historical contexts.

### **PHL 238: Real-World Critical Thinking**

(Prerequisites: ENG 100/101)

An introduction to rational and critical thinking skills essential for evaluating logical or fallacious arguments, and for recognizing verbal trickery or linguistic distortion. Typical real-world situations are emphasized and illustrated in the contexts of

marketing, politics, advertising, and business, by applying deductive and inductive reasoning methods.

### **PHL 320: Comparative Religion +**

(Prerequisites: ENG 100/101)

Major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam, are surveyed in their literary and historical contexts. The sociology of religion is extensively addressed, and parallels in myths, rituals, conversion, and rites of passage are compared. Recent and contemporary religious trends are also addressed.

### **PHL 326: Chinese Thought**

(Prerequisites: English 100/101)

History of Chinese thought and religion from 5th B.C until 10th century A.D., with an emphasis on the continuing relevance of these traditions in China today. The course will focus on the following schools of thought and related religions: Confucianism, Moism, Daoism, Legalism, Buddhism

### **PHL 332: Religion of Islam**

(Prerequisites: ENG100/101)

This course will deal with religion of Islam and its cultural influence in Central and South Asia, Africa, and the Near East. The course will examine the roots of Islam since Mohammed and its practices, literature, social and political movements of Islam later on. The issue of gender, treatment of other religions, and current Islam will be of special emphasis.

### **PHL 336: Philosophy of Science**

(Prerequisites: ENG 100/101)

A survey of major theories of science. Considers the nature of scientific knowledge, the roots of science in our everyday cognition and behavior, the relation of theory to experimentation, the social implications of science, the relation of physical to social science and the relation of science to technology.

### **PHL 337: Ethics**

(Prerequisites: ENG 100/101)

An examination of value theories from historical, cultural, and ideological perspectives. Personal, professional, and societal moral dilemmas are illustrated and analyzed within the contemporary context of real-world challenges to ethical problem-solving. Responsibility, accountability, presuppositions, and consequences are all debated on a case-study basis.

### **PHL 339: Study of a Major Philosopher**

(Prerequisites: ENG 100/101)

In-depth analysis of the writings and ideology of a major figure in the history of philosophical thought. Particular aspects of that figure's contribution to philosophy, or relationships with other philosophers or schools of thought, are to be determined by the instructor in the context of the specific thinker chosen.

### **PHL 375: Environmental Ethics**

(Prerequisite: ENG 100/101)

An exploration of ethical theories cited and applied to contemporary environmental issues, such as animal rights and experimentation, habitat loss, species extinction, pollution, industrialization, and population control. Western cultural and ecological assumptions are examined through the lenses of humanitarian, eco-centric, and utilitarian perspectives.

## PHS - Physics

### **PHS 102: Survey of Physical Science**

An introduction to the basic principles and general

concepts of the physical sciences. Develops selected topics from chemistry and physics. A general education course for non-technical majors.

### **PHS 104: Introductory Physics**

(Prerequisite: 2 years of high school algebra and MTH 204 or 215 or 216A/B)

Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, heat, fluid mechanics, electricity, magnetism, light (optics) and modern physics. This course PHS 172, or their equivalents, have been completed.

### **PHS 104A: Introductory Physics Lab**

(1.5 quarter units)

(Prerequisite: PHS 104 or PHS 171)

Non-calculus based general physics course for earth and life science majors. Laboratory experiments/exercises, including data analysis on topics, including but not limited to: electricity, magnetism, light (optics) and nuclear physics.

### **PHS 130A: Physics Lab for Engineers**

(1.5 quarter units)

Non-calculus based general physics lab course for Master of Science in Environmental Engineering online program. The course includes interactive illustrations, explorations, and problems in major parts of General Physics: Kinematics, Dynamics, Electric current and Optics.

### **PHS 171: General Physics 1**

(Prerequisite: MTH 215, or MTH 216A & 216B)

Non-calculus based general physics. Study of one-dimensional and two-dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation, fluid statics. Intended for science majors.

### **PHS 172: General Physics 2**

(Prerequisite: PHS 171)

Non-calculus based general physics. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, electricity and magnetism, electromagnetic waves, optics, special relativity atomic physics, radioactivity and nuclear physics. Intended for science majors.

## PLA – Paralegal Studies

### **PLA 301: Legal Theory and Ethics**

Note: This is a mandatory first course for all new students in all programs.

Introduction to the nature of the law and the legal system and an overview of areas of legal practice. Focus on legal problem solving, case analysis, fact pattern analysis, selected topical surveys of law, and legal ethics and professional responsibility for the legal assistant.

### **PLA 302: Computers and the Law**

This course will teach computer technology as a tool to assist the legal professional in the practice of law. The class utilizes lecture, group discussion, and hands-on computer usage. Using the latest software for time and billing, case management, docketing control, and litigation support, students will tackle legal projects with assignments in the computer lab. Students will learn how to effectively evaluate vendor products as well as design and manage a litigation database project. Also covered are telecommunications and computer-assisted research, such as Lexis, Westlaw, and CD-ROM databases. Ethical considerations, such as software piracy, misuse of software and databases, security, and the protection of client data are reviewed.

# Course Descriptions

## **PLA 303: Law Office Administration**

A study of the organization and functioning of the law firm. Topics include behavioral aspects; financial planning and management; problem-solving techniques and promoting change; personnel administration, including job descriptions, hiring practices, orientation and training techniques; and salary administration and productivity measurement.

## **PLA 305: Property**

The law relating to the various types of real-property interests and estates, methods of transferring title, recording statutes and title searches, the nature and scope of easements, leasehold interests, the rights and obligations of landlords and tenants, the law of adverse possession, and covenants regarding title.

## **PLA 306: Torts**

A survey of the fundamental principles of the law of intentional torts (e.g., battery, assault, false imprisonment, intentional infliction of emotional distress); negligence (standard of care, breach of duty, causation, damages); strict liability; as well as the torts of nuisance, defamation, invasion of privacy torts; and the defenses to each of these torts. Also, concepts of products liability and vicarious liability will be addressed.

## **PLA 308: Contracts**

A study of basic contract principles, including formation, validity, defenses to formation, rights of third parties, performance, breach, remedies, and damages. Case analysis and application of principles are emphasized. Selected code sections from Article 2 of the Uniform Commercial Code and the Restatement Second of Contracts are also covered.

## **PLA 309: Directed Research and Writing A**

In this course, students will develop legal research skills by completing focused exercises in the use of case reporters, digests, annotated codes, Shepard's, A.L.R., legal encyclopedias, periodicals, and treatises. Students are also exposed to the latest methods of computerized research. Furthermore, students will practice writing skills by drafting various types of documents. In addition, students will learn case analysis by practicing the art of reading court opinions. They will also learn legal citation. Special emphasis is placed on English grammar, punctuation, writing mechanics, spelling, and composition.

## **PLA 310: Directed Research and Writing B**

This is an advanced course in legal research and writing. Students develop and practice research strategies by integrating manual and computer-assisted legal research. Students review research in printed sources (reporters, digests, annotated codes, Shepard's, A.L.R., legal encyclopedias, periodicals, and treatises). Further, students are challenged to complete research projects with a view to practice book research, to incorporate computer research, and to develop strategies in approaching legal research problems. Students communicate the results of their research in the form of memoranda.

## **PLA 311: Internship**

A course designed to provide students with on-the-job experience. Students are placed in private law firms, government agencies, and corporate law departments. Placements are available in a wide area of legal specializations. Ninety hours of fieldwork and 15 hours of class sessions are required. Students who are unable to enroll in the credit course may apply for consideration as a non-credit intern. The School will assist those students with finding internship positions, but class sessions and supervision of the commitment are not provided.

## **PLA 314: Workers' Compensation**

A study of the basic principles of California Workers' Compensation law, including eligibility, compensation coverage, medical treatment, compensation payments, permanent disability, death benefits, settlement, vocational rehabilitation, benefits, procedural matters, and the preparation of documents and forms from both the applicant and defense positions.

## **PLA 315: Bankruptcy Law and Procedure**

A study of the substantive law of bankruptcy and its application, including voluntary and involuntary liquidations, discharge of debts, exemptions, creditors' claims, bankruptcy courts, officers and trustees, reorganizations, Chapter 13 plans, and alternate insolvency proceedings. Emphasis is on the preparation of documents and forms.

## **PLA 316: Entertainment Law**

A course designed to familiarize students with the legal aspects of the entertainment industry, emphasizing the role of the legal assistant in preparing and monitoring legal documents. Material covered includes documents used in the acquisition of music rights, agreements used during the production of a motion picture, analysis of distribution and exhibition contracts, financing agreements, and complete review of the "old" and "new" copyright laws.

## **PLA 317: Immigration Practice**

This course introduces students to the law regarding citizenship, naturalization, and immigrant and non-immigrant categories. The course also examines the grounds for removal prior and subsequent to entry, as well as relief from removal. After acquiring a foundation in the substantive law, students complete assignments designed to give them practical exposure to immigration forms and documents.

## **PLA 318: Remedies and Judgments**

This course is designed to familiarize the legal assistant with the substantive and procedural aspects of remedies and enforcement of judgments. The first part of the course comprises a study of legal and equitable remedies, including damage, restitutionary, coercive, and declaratory remedies. The second part includes an examination of prejudgment (provisional) remedies (attachment, claim and delivery, and receiverships), and procedures for the enforcement of judgments (writ of execution, wage garnishment, specific exemptions, and other enforcement tools).

## **PLA 324: English for Professionals**

This course is designed to teach legal professionals to write well. It is an advanced course in Standard American English and composition. Students work through focused exercises in grammar, punctuation, and writing mechanics. They complete assignments designed to build vocabulary and teach correct usage. Students write-crafting sentences, developing paragraphs, and drafting entire discourses. This is an upper-division general-education course. It is a required core course for all paralegal students enrolled in any of the three programs.

## **PLA 335: Employment Law**

This course is designed to provide the student with an introduction and understanding of the laws concerning the employment relationship including what constitutes an employee, at-will employment, termination of employees, employee rights, wage and hour regulations and employee privacy issues. This course will also provide the student with an introduction to employment discrimination laws and regulations concerning sexual harassment, race discrimination, disability discrimination and age discrimination.

## **PLA 404: Wills, Trusts, and Estate Planning**

A study of the laws concerning intestate succession, wills, and trusts (with an emphasis on California law), the principles of federal estate and gift taxation, and the relationship of succession and taxes. Students learn how to draft wills, trusts, codicils, and trust amendments and how to do death tax projections.

## **PLA 407: Family Law I**

The law of family relations, including the law of marriage, annulment, dissolution, judicial separation, spousal and child support, legitimacy of children, custody, adoption, the classification of separate and community property, and problems arising from the dissolution of the marital community.

## **PLA 413: Juvenile Law and Procedure**

A study of procedural law and substantive law relating to the special status of minors in our society. The emphasis of this course is juvenile jurisdiction in three areas: Incurability, Dependency, and Delinquency. Students learn the unique aspects of representation of juveniles, including interviewing, preparation of disposition reports, and development of files of alternative treatment programs. A term project and field trips to court and various juvenile facilities develop the skills needed for a legal assistant to work in this field.

## **PLA 421: Family Law II**

This course covers advanced issues of family law including marital settlement agreements, domestic violence, enforcement techniques, tax issues, prenuptial agreements, paternity law, the Uniform Child Custody Jurisdiction Act and the Uniform Interstate Family Support Act. Emphasis will be placed on familiarization with California Judicial Council Forms, pleading preparation, research, and internet tools.

## **PLA 425: Litigation I**

This course focuses on civil procedure in both state and federal courts. Topics covered include jurisdiction, venue, parties, third parties, pleadings and motions, and analysis of civil-litigation strategies. The role of the paralegal in discovery is stressed and the course includes discussion of various forms of discovery, including depositions, interrogatories, and demands to produce documents. Students will discuss privileges, including the attorney-client privilege and the attorney-work-product privilege. Trial-setting and related matters are also discussed.

## **PLA 426: Litigation II**

*(Prerequisite: PLA 425)*

This course focuses on the trial process in civil litigation, with a special emphasis on the law of evidence. The course includes a brief review of the civil-procedure process leading up to trial. Students will examine the role of the paralegal at trial, analyze the use of testimony by expert witnesses, and discuss the practical problems associated with the use of documentary evidence at trial. Settlement and negotiation strategies, trial briefs, motions in limine, and other related documents will be covered. The course also includes a brief overview of the law of judgments and the process of appeals.

## **PLA 427: Probate and Estate Planning I**

*(Recommended: PLA 404)*

This course covers the following: basic property concepts (the basic differences of community, quasi-community, and separate property; recognition of probate assets and non-probate assets; the differences between joint tenancy and tenancy-in-common; trust assets; fringe benefits; insurance proceeds); non-probate procedures (clearing title to joint tenancy, the various summary administration proce-

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dures, and spousal property petitions); and probate procedures (initiating administration; jurisdiction and venue; intestate succession; preparation of petition and other documents; review of will, notice requirements, Independent Administration of Estates Act, ancillary probate; and the necessity of maintaining a calendar or tickler system).

## **PLA 428: Probate and Estate Planning II**

This course covers the following material: Asset accumulation, management, and creditors' claims, location and marshaling of assets of the estate; preparation of inventories; function of probate referee; review of procedures for payment of debts and creditors' claims; study of management of estate assets; sales of real businesses; and family allowance. This course also covers miscellaneous court proceedings and termination of proceedings: will contests, contract to make a will, quiet title actions, buy-sell agreements, options, redemptions, and partition. Preparation of a court accounting and petition for final distribution, discharge of representation, and statutory fees.

In addition, the course will review special petitions: Petition under Probate Code Sec. 9860, petition for instructions, petition to determine distribution rights, nunc pro tunc orders, settlements, preliminary distributions, and report of status of administration of estate.

## **PLA 429: Corporations I**

This course covers formation and structure of corporations, analysis and preparation of initial and amended articles of incorporation, satisfaction-of-filing requirements, drafting of by-laws, minutes of first meetings, initial stock-issuance documents, and waivers and notices of meetings; and documents relating to internal management of corporation affairs, analysis of employment agreements, stock options, buy and sell agreements, stock restriction agreements, resolutions authorizing cash and stock dividends and stock splits, and preparation of resolutions and certificates relating to liquidations and dissolutions.

## **PLA 430: Corporations II**

*(Prerequisite: PLA 429)*

This course covers regulation of sale of securities (analysis of the requirement of the forms and supporting materials for the registration of securities for California, preparation of California exemption forms, and an overview of the federal securities laws); and acquisition and merger agreements (analysis of different types of acquisitions and mergers, statutory requirements of such transactions, and the customary range of provisions that appear in such agreements).

## **PLA 431: Real Estate I**

**(Recommended Prerequisite: PLA 305)**

The course covers ownership of real-estate leasing (extensive analysis and preparation of residential, commercial, and industrial leases); purchase and sale of real estate (analysis and study of common documents relating to the purchase and sale of real estate, including standard broker listing agreements, deposit receipts, offers to purchase, escrow instructions, deeds, title insurance, and surveys); financing and secured transactions (study of types and provisions of security devices, including deeds of trust and land-sale contracts; review of various methods of financing, including all-inclusive deeds of trust; analysis of various provisions of security devices, including due-on-sale, subordination, reconveyance, and prepayment; and the remedies available to holders of securities devices).

## **PLA 432: Real Estate II**

*(Prerequisite: PLA 431)*

This course covers condominiums, planned-unit developments and cooperatives (analysis of the basic law relating to these forms of ownership, the basic constituent documents and regulations by the Department of Real Estate); land-development regulation (study of zoning laws, Subdivided Lands Act and Subdivision Map Act, and the several forms relating to these regulatory schemes); and miscellaneous topics, such as mechanics' liens, the impact of the bankruptcy laws on lenders, landlord remedies, and toxic hazardous waste considerations.

## **PLA 433: Criminal Law I**

This course introduces students to criminal law.

Topics covered include the criminal law system and the paralegal; components of a crime; elements of crimes; inchoate crimes; defenses; intake; and drafting the complaint.

## **PLA 434: Criminal Law II**

This course covers criminal procedure. Topics covered include search and seizure; confessions and pretrial identification procedures; pretrial: from the initial appearance to seeking extradition; pretrial: grand jury to pretrial conference; trial: rights, procedure, tasks; sentencing; punishment; and review.

## **PMB – Project Management**

### **PMB 400: Project Management Essentials**

*(Prerequisite: MGT 451)*

Introduction to the concept of project management, covering the essential elements of planning a project, initiating the project, implementing the project, and the termination of the project, while emphasizing the importance of team building and leadership, as well as incorporating cost, scheduling and budgetary principles according to contractual terms.

### **PMB 410: Project Planning and Control**

*(Prerequisites: MGT 451, PMB 400)*

Examination of the elements of project planning and control by studying each element in depth. Addresses topics such as work breakdown structure, budgets, costs, resource planning and allocation, project monitoring and reporting, and project and process control methods, as well as the termination and audit of a project.

### **PMB 420: Program Management**

*(Prerequisites: MGT 451, PMB 400)*

Study the management of a portfolio of projects leading to organizational change, creation of a model that compares the program with other segments in an organization using benchmarks, and develops a plan that builds an infrastructure of critical chains for parallel projects.

### **PMB 430: Project Acting Fundamentals**

*(Prerequisites: MGT 451, PMB 400)*

Explanation of the application of cost accounting concepts to a project according to its contractual parameters. It develops alternative cost methods and outlines an approach to track and measure the progress of any project according to its contractual or planned milestones and measurement of value.

### **PMB 440: Contract Management**

*(Prerequisites: MGT 451, PMB 400)*

Overview of the management of contracts made with customers, vendors, or partners. Contract management includes negotiating the terms and conditions in contracts and ensuring compliance, as well as documenting and agreeing to changes that may arise during its implementation or execution.

## **PME – Advanced Project Management**

### **PME 601: Advanced Project Management**

*(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)*

Introduction to the in-depth theory and practice involved in the design and management of projects. It guides students through Concept, Study, Design, and Implementation. The latest developments in the field such as intricate framework of organizational behavior and structure, global project management, project management maturity model will be covered.

### **PME 602: Skills Management**

*(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)*

Focus on modern concepts and practical guidelines for leading people effectively and confidently towards challenging project and organizational objectives. The concepts behind dealing with diverse project teams, issues of delegation, empowerment, accountability, control, commitment, organizational linkages, alliances and intricacies of matrix management will be studied.

### **PME 603: Product Management**

*(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)*

Coverage of three major tasks facing today's product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service.

### **PME 604: Project Financing Management**

*(Prerequisites: ENM 600, ENM 601, ENM 602, and ENM 603)*

Discussion of essential concepts in finance related to project management such as accounting statements and their interpretation, forecasting, risk and return, time value of money, project budgeting, and project finance management such as working capital, cash flow management, account receivables and inventory and global finance management.

## **POL – Political Science**

### **POL 100: Introduction to Politics**

*(Prerequisites: ENG 100/101)*

A broad overview of the field of political science including main issues and central questions studied 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 201: American Politics**

*(Prerequisites: ENG 100/101)*

A critical introduction to the structure of American government. Topics include classical and modern democratic theories, constitutionalism and federalism; the political process, including the mass media, voting behavior and political parties and interest groups; the institutions of government; the courts, civil liberties and civil rights; and public policy. (Includes study of the Constitution)

### **POL 320: Politics of Social Movements**

*(Prerequisites: ENG 100/101)*

Introduction to social movements and political action, covering several theoretical perspectives on how to understand and analyze social movements in recent global history, from their origins to their demise; a global survey of the processes of social and political awareness, mobilization and develop-



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ment of such movements.

## **POL 330: Political Theory**

*(Prerequisites: ENG 100/101)*

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: English 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: ENG100/101)*

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 415: Petroleum and the Persian Gulf**

*(Prerequisites: English 100/101)*

This course is an introduction to modern day issues in the Persian Gulf. Among the variety of issues presented and discussed, particular attention will be given to social, intellectual, and political contexts from which these works have originated.

## **POL 418: Modern Economy & Govt of China**

*(Prerequisites: ENG 100/101)*

A survey of major political and economic events in China. The role of the Chinese Communist Party and the recent ideological shift from Marxism-Leninism towards Nationalism as its core ideology will be examined, as will the continuing domestic and international affects of ongoing Economic Reform and Opening Up policies.

## **POL 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **POL 499: Capstone Seminar in Politics**

*(Prerequisites: English 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 involving critical literature review. Grading is H, S, or U only.

## **POL 539: Dynamics of World Politics**

An examination of international relations and politics, the factors underlying international crises from different theoretical perspectives and the future of the global community. Explores the historical and intellectual antecedents of contemporary world events.

## **POL 540: The American Political System**

A look into the origins and development of the American political system with special emphasis on aspects of democratic theory and practice, political parties, interest groups, public opinion and political ideology and political economy. Students are encouraged to pursue topics of particular interest.

## **PRS – Persian**

### **PRS 100: Beginning Persian I**

(Co-requisite: PRS 100A)

This is the beginning course in Persian. Elementary skills in the standard communication modes of speaking, reading and listening to Persian are introduced. The course includes an introduction to the Persian alphabet and numerals and usage of basic vocabulary.

### **PRS 100A: Beginning Persian I Laboratory (1.5 quarter units)**

(Co-requisite PRS 100A)

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 FAS 100, Beginning Persian I.

### **PRS 101: Beginning Persian II**

*(Prerequisites: PRS 100, PRS 100A)*

(Co-requisite: PRS 101A)

This course is a sequel to the beginning course in Persian. The course includes an introduction to the basic parts of a Persian sentence and the basic written Persian phrases for oral and reading comprehension.

### **PRS 101A: Beginning Persian II: Laboratory**

(1.5 quarter units)

(Co-requisites PRS101)

*(Prerequisites: PRS100/100A)*

This laboratory course involves students in the use of common Persian terms orally in situational context. The student will be involved in oral interpretation of the basic spoken Persian phrases. Elementary skills in the standard communication modes of speaking, reading, writing and listening to Persian are emphasized.

### **PRS 200: Intermediate Persian I**

*(Prerequisites: PRS 101/101A)*

(Co-requisite: PRS 200A)

This course enhances the student's proficiency in spoken and written Persian. This course emphasizes the difference between formal and colloquial Persian. Emphasis is given to both spoken and written Persian. Grammar and vocabulary are expanded.

### **PRS 200A: Intermediate Persian I, Laboratory**

(1.5 quarter units)

(Co-requisite: PRS 200)

*(Prerequisites: PRS 101/101A)*

In this laboratory course emphasis is given to both formal and informal Persian. This course enhances the student's proficiency in standard and spoken Persian. Grammar and vocabulary are expanded.

### **PRS 201: Intermediate Persian II**

*(Prerequisites PRS 200, PRS 200A)*

(Co-requisite: PRS 201A)

This course gives emphasis to both formal and informal Persian. Rules of grammar and vocabulary are applied in writing simple Persian sentences when describing presented materials.

### **PRS 201A: Intermediate Persian II: Laboratory**

(1.5 quarter units)

*(Prerequisites: PRS 200, PRS 200A)*

(Co-requisite: PRS 201)

This laboratory course allows the learner to apply in verbal form the rules of grammar in both formal and colloquial spoken Persian.

### **PRS 300: Advanced Persian I**

*(Prerequisites: PRS 201,201A)*

(Co-requisite: PRS 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 Persian to English and vice-versa. Basic syntactic patterns and vocabulary will be consolidated.

### **PRS 300A: Advanced Persian I: Laboratory**

(1.5 quarter units)

*(Prerequisites: PRS 201/201A)*

(Co-requisite: PRS 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 Persian to English and vice-versa. Basic syntactic patterns and vocabulary will be consolidated.

### **PRS 301: Advanced Persian II**

*(Prerequisites: PRS 300/300A)*

(Co-requisite: PRS301A)

This course continues to develop student skills in idiomatic and conversational forms of speech, proficiency in moderately complex written structures. The course makes use of Persian in film and radio where the student prepares written reports based on the presented materials.

### **PRS 301A: Advanced Persian II: Laboratory**

(1.5 quarter units)

*(Prerequisites: PRS 300/300A)*

(Co-requisite: PRS 301)

This laboratory course continues to develop student skills in idiomatic and conversational forms of speech, and proficiency. The course makes use of Persian in film and radio where the student prepares written reports delivered orally based on the presented materials.

### **PRS 350: Fundamentals of Persian Translation**

*(Prerequisites: PRS 301/301A)*

This course aims to introduce students to basic translation skills and to consolidate their knowledge of Persian through providing them with sufficient training in translating "nominal" and "verbal" Persian sentences into English using a variety of text-types that include high frequency vocabulary and expressions.

### **PRS 400: Advanced Persian Conversation**

*(Prerequisites: PRS 301/301A)*

This course develops students' skills in conversational and idiomatic forms of speech. It is based on



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contemporary literary usage conducted entirely in Persian. The course is a combination of lecture, discussion, exercises, and communicative language activities based on written text. Basic syntactic patterns and vocabulary will be consolidated.

## PSY – Psychology

### PSY 100: Introduction to Psychology

A survey of the field of psychology as it relates to an understanding of human behavior.

### PSY 300: Social Psychology of Sport

(Prerequisites: ENG 100/101 and PSY 100)

The relationship between psychology, social relationships, and sport. The concepts of group dynamics, motivation, social support, coaching relationships, and the wider social context's relationship to the individual and the sport will be explored. The course will utilize both theoretical and research findings to suggest practical applications in sports performance.

### PSY 301: Child Development

(Prerequisites: ENG 100/101)

Familiarizes students with the foundational theories of human development, current research directions in developmental psychology, major developmental perspectives and research approaches in developmental psychology and issues surrounding diversity, emphasizing an ecosystemic model of thinking about and understanding children and their development. In addition to the previous topics, the following areas will be discussed: the history of childhood; developmental theories and appropriate practices in education; play as a medium for learning and development; and the field of discipline particularly as it relates to development, behaviors and considering temperament in children.

### PSY 340A: Effective Counseling Techniques I

(Prerequisites: ENG 100/101 and PSY 100)

An introduction to basic counseling techniques, such as nonjudgmental listening, reflection, feedback, goal setting and basic solution skills. Examines concepts of transference and counter transference and emphasizes therapist attributes such as empathy, congruence, acceptance, genuineness and respect. Includes theory and practice within scope of the course. Grading is S or U only.

### PSY 340B: Effective Counseling Techniques II

(Prerequisite: PSY 340A)

An examination of intermediate counseling techniques, including imagery, role-playing, confrontation, and crisis management. Focus is on application of techniques applied to clinical, non-clinical and culturally diverse populations. Students will gain practical experience through in-class demonstrations and role plays. Grading is S or U only.

### PSY 426: History of Psychology

(Prerequisites: ENG 100/101 and PSY 100)

Contemporary psychology derives from two main sources: (1) the rise of the scientific method and worldview in Western Europe during the modern era and (2) perennial issues in philosophy throughout its entire history in the West. This course reviews influences from both sources on the development of psychology, especially in America.

### PSY 427: Biological Psychology

(Prerequisites: ENG 100/101 and PSY 100)

A study of the role of biological structures and processes in normal and pathological psychological functioning. Topics include attention, memory, mood, emotions, inhibitory and impulse control, sexuality, intellectual development, thought disorder

and social behavior.

### PSY 428: Developmental Psychology

(Prerequisites: ENG 100/101 and PSY 100)

An examination of the developing personality, including personal identity, cognition, language, social skills, relational capacities, gender and role learning and socialization for the entire life span.

### PSY 429: Introduction to Personality Theory

(Prerequisites: ENG 100/101 and PSY 100)

The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

### PSY 430: Introduction to Psychopathology

(Prerequisites: ENG 100/101 and PSY 100)

The study of social-cultural views of normalcy/deviance and theoretical and clinical views of healthy/pathological psychological functioning. Examines classification and research in psychopathology within psychology and psychiatry.

### PSY 431: Theories and Techniques of Psychological Testing

(Prerequisites: ENG 100/101 and PSY 100)

An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.

### PSY 432: Social Psychology

(Prerequisites: ENG 100/101 and PSY 100)

A study of the responsiveness of individuals to various sources and forms of social influence. Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

### PSY 433: Cognitive Psychology

(Prerequisites: ENG 100/101 and PSY 100)

The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

### PSY 434: Psychological Research: Philosophy, Methods, Ethics

(Prerequisites: PSY 435)

A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

### PSY 435: Analysis of Data in Psychological Research

(Prerequisites: ENG 100/101, PSY 100 and MTH 210)

A study of how conclusions are made on the basis of submitting research data to statistical tests. The general area is called inferential or inductive statistics. Covers methods for analyzing parametric and non-

parametric data, single-group and multiple-group sources of data and data derived from one source of information and multiple sources of information.

### PSY 436: Computer Applications in Psychology

(Prerequisites: ILR 260 and PSY 435)

A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

### PSY 437: Theories of Psychotherapy

(Prerequisites: ENG 100/101 and PSY 100)

A presentation of clinical theories of treatment that correspond to theories of psychopathology, personality and development already encountered in courses under such titles. Topics include specific treatment approaches, the nature of the therapeutic relationship and how it effects change and therapeutic interventions.

### PSY 438: Introduction to Group Counseling

(Prerequisites: PSY 340A and PSY 340B)

A basic examination of the dimensions of group process, dynamics, and practice is the emphasis in this course. Focus is on effective strategies and procedures for facilitating group process practiced by clinicians in the counseling as well as practitioners in human services, criminal justice, behavioral analysis business and education. Opportunities to practice effective strategies with children, adolescents, adults and the elderly will be part of classroom experiences.

### PSY 439: Counseling Diverse Populations

(Prerequisites: PSY 340A, PSY 340B and PSY 438)

An introduction to diversity and multicultural perspectives in psychology, and their impact on counseling practices. Focus will be on dimensions of culture, ethnicity, life style, religion, gender, identity development models and the effects of privilege and oppression on individuals and groups. Basic multicultural counseling competencies will be presented, with opportunities for student self-examination and practice of strategies and techniques.

### PSY 440: Sport Psychology for Coaches

(Prerequisites: ENG 100/101 and PSY 100)

Significant developments in the history of coaching and sports psychology. Contemporary research on successful coaching will be discussed and applied to athletic performance.

### PSY 441: Global Psychology

(Prerequisite: PSY 100)

Covers the history, current status and future direction of psychology theory and practice in the context of globalization. A critique of the Western bias of the field of psychology and of the harmful effects of its application to non-European originated populations within the United States and around the world.

### PSY 442: Seminar in Applied Psychology

(Prerequisites: ENG 100/101 and PSY 100)

An advanced course in the application of psychological theories and research to sports and exercise behaviors. The seminar will focus upon skills in assessment, interviewing, case formulation, and interventions with athletes.

### PSY 443: Culture and Sports Psychology

(Prerequisites: ENG 100/101 and PSY 100)

Importance of culture on the development of sports, performance, and sport psychology. Research and case studies will be used to study the importance of integrating a multicultural perspective when working with athletes.

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## **PSY 444: Wellness and Peak Performance**

(Prerequisites: ENG 100/101 and PSY 100)

Examination of the application of psychological theories and research to athletic performance. Topics include fitness, physiology, weight management, stress management, personality, self-esteem, and motivation.

## **PSY 445: Applied Sport Psychology**

(Prerequisites: ENG 100/101 and PSY 100)

Examination of the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.

## **PSY 446: Positive Psychology**

(Prerequisites: ENG 100/101 and PSY 100)

Historical development of positive psychology and its applications to the practice of wellness, health, and peak performance. Topics include self-esteem, relationship building, happiness, and mindfulness.

## **PSY 448: History of Sport & Psychology**

(Prerequisites: ENG 100/101 and PSY 100)

Interrelated historical development of psychology, applied psychology, and sport psychology. Topics include the role of the scientific method and applied methods in research and practice, the role of culture in sport and sport psychology, the history of sports, and current trends in sport and applied psychology.

## **PSY 449: Group Dynamics in Sport**

(Prerequisites: ENG 100/101 and PSY 100)

Group dynamics in team sports and coaching relationships. Topics include the use of self in groups, leadership styles in the team setting, features of a successful group or team environment, and the role of motivation in team sports.

## **PSY 460: Introduction to Addictive Disorders**

(Prerequisites: ENG 100/101 and PSY 100)

An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

## **PSY 480: Senior Project**

(Two-month, 4.5-unit course)

(Prerequisite: Completion of all other core courses)

Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students meet in seminar format to present work in progress for discussion.

## **PSY 485 Sport Psychology Sr. Project (two-month course)**

(Prerequisites: ENG 100/101, PSY 100 and at least 10 courses completed in Major)

A two-month course in applied sport and peak performance psychology. An applied exploration of how the mind influences performance in sports, business, health, and wellness. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of applied sport psychology.

## **PSY 491: Guided Study for Honors Students**

(Two-month, 4.5 quarter units)

(Prerequisites: Completion of core courses with a GPA of 3.75 or higher, and the approval of the Department)

In this capstone course students will design a research project under the direction and supervision of a faculty member. The research project will include data gathering, data analysis and interpretation of data and will be written in APA style and format. Grading is H, S, or U only.

## **PSY 623A: Clinical Assessment I**

**PSY 623B: Clinical Assessment II**

(Prerequisite: PSY 623A)

Explores the realm of mental illness from the perspectives of etiology, diagnosis, classification and treatment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment. These two courses introduce students to central features of psychotherapy and assessment, with a particular focus on adult psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship; assessment, including DSM diagnoses and case formulation; treatment planning which links case formulation, theory, and clinical research outcomes to the methods and goals of psychotherapy; and the therapist's role in promoting communication, insight, and behavior change within the therapeutic setting.

## **PSY 624: Assessment Techniques for MFT**

Acquaints students with the various information-gathering techniques used in clinical practice for the purposes of diagnosis and treatment planning. Emphasizes building conceptual and practical bridges between initial presenting symptoms, diagnosis and treatment planning.

## **PSY 626: Human Sexuality in Psychotherapy**

An exploration of human anatomy, physiology, sexual response cycle and the current theories and techniques used to treat sexual dysfunction. Provides students an opportunity to develop skills with these techniques and confront personal biases. Covers issues such as lifestyle, gender choice, gender roles, stereotyping, religion, contraception, HIV, AIDS and physical challenges.

## **PSY 627: Legal and Ethical Issues for MFT**

An examination of the professional laws and ethics pertaining to the practice psychotherapy and the content of these legal and ethical codes, the meaning of these tenets and the underlying principles involved.

## **PSY 628: Group Therapy**

A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

## **PSY 629A: Adult Development**

An opportunity to examine major topics in adult development and aging as they relate to the practice of psychotherapy. Includes developmental challenges and tasks unique to adult life, theories which assist in understanding the adult experience, issues related to work and career and the impact aging has on individuals and society.

## **PSY 631A: Counseling Practicum I**

A focus on integrating and applying the full range of theoretical models used in individual, couples and family psychotherapy. Students gain practical experience with both process and content issues through in-class role playing and demonstrations and receive both instructor and peer feedback. Grading is S or U only.

## **PSY 631B: Counseling Practicum II**

(Prerequisite: PSY 631A)

A two-part field practicum in which students work as MFT trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 200 hours

of psychotherapy experience that includes 150 hours of face-to-face work with clients during a six-month period. Regular course work continues during this period. The academic seminar meets two hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. onsite psychotherapy and supervision hours can be used as partial fulfillment of MFT licensing hours. Grading is H, S, or U only. This six-month seminar may meet in the late afternoon outside of regular class hours.

## **PSY 631C: Practicum for MFT Trainees II**

(4 quarter units)

A field practicum where students work as MFT trainees at an approved practicum site, under the supervision of a licensed therapist who meets the Nevada State Board of Examiners for MFT and AAMFT requirements for clinical supervisors. Students must also participate in an academic seminar at the University. They must complete 100 hours of psychotherapy experience, which includes 75 hours of face-to-face work with clients over a minimum of three months. The academic seminar meets for 12 two-hour sessions and runs concurrently with the field work. Seminar work focuses on professional and training issues, including case conceptualization and oral, written, and /or videotaped presentations and integration of relevant research. Grading is on a satisfactory/unsatisfactory basis. This three-month seminar may meet in the late afternoon outside of regular class hours.

## **PSY 631D: Practicum for MFT Trainees III**

(4 quarter units)

A field practicum where students work as MFT trainees at an approved practicum site, under the supervision of a licensed therapist who meets the Nevada State Board of Examiners for MFT and AAMFT requirements for clinical supervisors. Students must also participate in an academic seminar at the University. They must complete 100 hours of psychotherapy experience, which includes 75 hours of face-to-face work with clients over a minimum of three months. The academic seminar meets for 12 two-hour sessions and runs concurrently with the field work. Seminar work focuses on professional and training issues, including case conceptualization and oral, written, and /or videotaped presentations and integration of relevant research. Grading is on a satisfactory/unsatisfactory basis. This three-month seminar may meet in the late afternoon outside of regular class hours

## **PSY 632A: Family Therapy**

Part one of a two part sequence. Part one of the sequence is designed to provide a comprehensive look at the theories, strategies, techniques, problems and critical issues involved in working with families. This course will provide an historical overview and a focus on theoretical approaches to the treatment of families. Teaching strategies for this course will include lectures, demonstrations, discussions, videotapes and role plays. Course is eligible for an In Progress (IP) grade.

## **PSY 632B: Couples Therapy**

(Prerequisite: PSY 632A)

Part two of a two part sequence. Part two of the sequence is designed to provide a comprehensive look at the theories, strategies, techniques, problems and critical issues involved in working with couples. This course will provide a historical overview of the major perspectives in the treatment of couples, a survey of recent research on marriage and marital therapy, and a focus on major approaches to the treatment of both married and unmarried couples. Teaching strategies for this course will include lec-

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tures, demonstrations, discussions, videotapes and role plays. Course is eligible for an In Progress (IP) grade.

## **PSY 635: Developmental Contexts in Psychotherapy: Childhood and Adolescence**

A seminar focusing on the application of developmental theories and research to the clinical practice of assessment, diagnosis and treatment of children and adolescents. Considers all areas of the developmental process will be considered in addition to issues surrounding diversity, gender and other relevant contexts. Addresses differences between normal developmental transitions, adjustment reactions to life events and/or trauma and deviations in development.

## **PSY 636: Child/ Adolescent Counseling**

An examination of theories, techniques and empirical findings essential to the treatment of children and adolescents. Emphasizes the developmental, cultural and family parameters necessary to conduct successful treatment. Students gain experience with a variety of diagnostic and treatment techniques tailored to the particular age and developmental levels of children and adolescents through in-class experiential activities.

## **PSY 637: Culture in Counseling**

An exploration the role of culture in psychotherapy. Emphasizes the development of a culture-centered approach to psychotherapy by integrating multicultural awareness, knowledge and skills into assessment, diagnosis and treatment.

## **PSY 642: Relational Violence**

An examination of child abuse, battering partners and abuse of the elderly as issues rooted in relationships of one form or another. This course covers classical, modern and post-modern identification, assessment and treatment of relational violence as well as preventive intervention. Addresses relevant cultural and gender issues.

## **PSY 653: Research Critiques**

An overview of how to read and critically analyze psychological research. Discusses both modern and post-modern paradigms. Techniques of behavioral writing will also be discussed including process-notes, treatment goals and objectives, and other forms of clinical writing.

## **PSY 655: Psychopharmacology**

An examination of the biological basis of major psychoactive drugs used in the treatment of psychological and behavioral disorders. Special consideration is given to the integration of drugs and psychological therapies, the identification of drug interactions, and empirical evidence regarding the effectiveness of psychotropic drug therapies.

## **PSY 690: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **SCD – Social Transformation and Community Development**

### **SCD 600: Global Development**

This course explores the synchronic and diachronic context for understanding human social processes in colonialization, globalization, and the current world order. Colonial and post-colonial issues such as inequality, resource competition, ethnic and national conflict, migration, and the transition from traditional subsistence-based communities to market-driven

consumerism are illustrated.

### **SCD 610: Human Environments**

Social transformation and community development occurs within an ecological context. Development requires a holistic approach to the community, including natural resources, population dynamics, nutrition, disease, and quality of life. Social influences may include migration, urbanization, and technology. This course explores the relationships among natural environments, adaptive responses, and human societies.

### **SCD 620: Applied Field Research**

Working with a field supervisor from an NGO, government, or corporation students conduct a social transformation or community development action research project. Students complete an agreement regarding project goals, schedule, and project evaluation methods. Project outcomes will provide material for final project in SCD 699 undergoing evaluation and feedback in an integrative seminar.

### **SCD 630: Culture and Change**

Methods for assessing cultural competency and compare their own cultural values with those of various national and ethnic groups. Simulations will be used to illustrate the influence of stakeholder values in community development projects. Discussions focus on appropriateness and compatibility of “outside” development models and approaches to traditional communities.

### **SCD 640: Social Change Models**

Economic, political, environmental, and social change theories and models will be compared and evaluated for their appropriateness and adaptive potential in specific development situations. Cases from regional, national, corporate, and community development will be analyzed. The influence of power, resource allocation, and international development organizations will be discussed.

### **SCD 650: Communicating Innovations**

Social and technical innovation diffusion strategies analyzed with illustrations from international community development. Methods for involving stakeholders in innovation diffusion, discussed. Issues such as communication networks, adoption dynamics, resistance, and innovation processes are used to analyze relevant community development cases. Scenario planning methods are used to create options for future community actions.

### **SCD 660: International Consulting**

Course covers relationships between NGOs, businesses, government and civil society agencies within the contexts of globalization and social aspirations in developing societies. Accountability, advocacy, management, and leadership in consultative processes will be covered. Common reasons for failure of development efforts in poor countries and emerging new skills and “best practices” are addressed.

### **SCD 670: Power and Resources**

Importance of power in community development will be discussed. Cases of resource allocation and stakeholder competition will be analyzed. Students will learn methods for identifying potential conflicts and strategies for reconciling competing individuals, groups, and organizations in development projects. Understanding expectations of stakeholders in community development will be a focus.

### **SCD 680: Planning and Evaluation**

Methods and processes for planning and managing development projects are discussed. Students develop a project plan, including effective use of resources, staff, schedules, development goals. Relationships with funding sources and strategies

for creating self-sufficiency in the community are analyzed. Students apply models and processes for evaluating social transformation and community development.

### **SCD 690: Strategies for Consulting**

Focus on perspectives and skills for advising and providing assistance. Models for change consulting, including appropriate ways to provide assistance in change and development initiatives. Simulations of community development situations are used to analyze change and development issues and problems. Needs assessment, resistance to change, conflict, and effective communication.

### **SCD 699: Integrative Seminar\***

(Prerequisites: SCD 600, 620, 640, 680, 690 and one graduate level elective.)

Capstone course for the degree. Applied research projects and papers from SCD 620 for constructive discussion and feedback. Content of previous courses integrated in a seminar format. Appropriate topics and issues related to social transformation and community development analyzed. Students discuss how they will apply knowledge and skills learned in the program in their future professional experiences. Grading is H, S, or U only. Students who do not complete the applied research project within the two-month period may, at the instructor's discretion, receive a grade of “I” (Incomplete). The maximum time frame for completion is six months after the official end date.

*\*This is a two-month course and it is recommended (though not mandatory) that students take this at the end of their program.*

## **SCI – Science**

### **SCI 300: Geography**

Integration of human cultural and physical geography, and the connections among the physical, biological and human realms. Examination of the relationships between the surface features of the earth, climate, ecosystems and human cultures (e.g., politics, languages, economics). Includes students' interactions with the world in which they live.

### **SCI 303: GIS: Geographic Info Systems**

Interdisciplinary features in Geographic Information Systems. Aspects include geography, cartography, and computer science for scientific, business, and environmental applications. This will include teaching the student how to input spatial data into the computer, organize the data and perform basic spatial operations.

### **SCI 400: History of Science**

(Prerequisite: One 4.5 quarter unit science course from the natural sciences)

A study of the history of science throughout all human cultures. Emphasizes the mutual interaction between science and society, especially in modern times.

### **SCI 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **SCR – Screenwriting**

### **SCR 650: Script Reading and Coverage**

Focuses on screenplay analysis as an essential tool of the film and television industry. The core components of screenplays are explored including the three act structure, characterization, dialog, tone, theme

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and voice. Students learn to write “coverage” including synopses and producer-appropriate commentary.

## **SCR 665: Television Writing**

(Prerequisite: MDC 680)

An introduction to the conventions of both dramatic and sit-com writing for television, including variations in the medium which sharpens analytical skills in discerning how film and television constructs are both similar and different.

## **SCR 670: Dev-Prod Writing**

(Prerequisite: MDC 681)

(Co-requisite: SCR 670P)

Various stages of script development including pitching projects, how creative executives work with writers to meet the needs of various studios and/or production entities, and what happens once a project is “greenlit” and the screenplay enters the production writing phase are explored.

## **SCR 670P: Dev-Prod Writing Practicum**

(2.25 quarter units)

(Onsite 2 weeks in LA)

(Prerequisite: MDC 681)

(Co-requisite with SCR 670)

The Practicum component of Development-Production Writing, held during the program’s low-residency sequence, enables students to understand the process of writing and pitching material on the professional level. Includes workshops with screenwriters, directors, producers and others from the film and television industry.

## **SCR 675: The Business of Screenwriting**

(Onsite 2 weeks in LA)

(Prerequisite: MDC 681)

Explores how development executives, producers, marketing strategists, agents and managers, studios, guilds, academies and other entities integral to the film and television business operate and move projects forward. Includes workshops with professionals from the film and television industry.

## **SCR 682: Adv Screenwriting Workshop**

(Prerequisite: MDC 681)

(Co-requisite: SCR 602P)

Building on core screenwriting courses, focus is on creating a screenplay that employs more sophisticated structural and character elements such as ensemble storytelling, stories requiring research and/or non-traditional story elements. Exploration of student’s creative potential in further developing original work is fully supported.

## **SCR 682P: Adv Screenwriting Practicum**

(2.25 quarter units)

(Prerequisite: MDC 681)

(Co-requisite with SCR 682)

The Practicum component of Advanced Screenwriting provides students with one-on-one time with the professor to evaluate and fully process the completed screenplay.

## **SCR 683: Adaptation Workshop**

(Prerequisite: SCR 682)

(Co-requisite: SCR 683P)

Building on core screenwriting courses, focus is on adapting a screenplay from previously published or produced material. Sources include novels or short stories, documentaries, magazine articles, etc. Exploration of student’s creative potential in further developing their advanced writing skills is fully supported. Taken as a co-requisite with SCR 683P “studio practicum.”

## **SCR 683P: Adaptation Practicum**

(2.25 quarter units)

(Prerequisite: SCR 682)

(Co-requisite with SCR 683)

The Practicum component of the Adaptation

Workshop provides students with one-on-one time with the professor to evaluate and fully process the completed screenplay.

## **SCR 690: Screenwriting Thesis**

(Prerequisite: all other program courses)

Thesis candidates have up to one year to develop a thesis portfolio that includes two full-length, polished original or adapted screenplays under the guidance of a faculty mentor. Grading is S, U only. Course is eligible for an “In Progress” (IP) grade if required. Course may be repeated once.

## **SCR 691: Thesis Qualification & Review**

(2.25 quarter units)

(Prerequisite: SCR 690)

Candidate submits a thesis portfolio of two polished screenplays, an aesthetic statement and a marketing plan. “In Progress” (IP) grade eligible if required. Course may be repeated once. Thesis review committee determines if thesis meets the qualifications for the Master of Fine Arts. Grading is H, S, or U only.

## **SEM – Sustainability Management**

### **SEM 601: Introduction to Sustainability**

This course introduces the concept and practice of sustainability. An interdisciplinary approach is used by combining environmental, economic, and social dimensions of sustainable development by looking into relevant local, regional, and global environmental issues. In addition the impact of population and migration, climate change, energy, and threats to ecosystems are explored.

### **SEM 602: Enterprise Excellence**

(Prerequisite: CSC 220 or equivalent)

This course covers statistical tools needed to measure business improvement related to sustainability. Specifically, this course provides a step-by-step guide to develop and institute metrics and associated measurement tools for sustainability improvement. This course covers all aspects of enterprise excellence including statistical techniques, process improvement analysis and management systems for business, industry, academic, government and military organizations.

### **SEM 603: Sustainable Innovation**

This course presents the concepts of sustainable innovation through culture, innovation network and leadership. Specifically, innovation leadership, ‘front end’ and ‘back end’ innovation leaders, aligning leadership styles with strategy and the chain of leadership concept are addressed. This course focuses on innovation drivers and their implications in stimulating and managing innovation in the workplace.

### **SEM 604: Life Cycle & Risk Assessment**

This course provides an in-depth, hands-on, project-based capacity to understand and conduct life cycle assessments. It also provides a practical and hands on introduction to risk assessment and how they are being applied in industry, government, and civil society to advance sustainable development. In addition, environmental management systems such as ISO 9000 / 14001 will be discussed.

### **SEM 605: Energy Management**

This course provides a comprehensive coverage of sustainable energy management in order to increase energy efficiency, and decrease the release of energy-related pollutants into the environment. In addition, this course examines energy use and emphasizes energy fundamentals, conventional and renewable

energy, and energy conservation.

### **SEM 606: Environmental Management**

This course examines environmental problems from a local, national, and international perspective. Federal legislation on air, water, and toxic substances, are reviewed. The fundamentals of pollution sources, pathways of transport, measurement methods, mechanisms of toxicity, health effects, and effects on the ecosystem are presented. Specific strategies to implement environmental management practices are presented.

### **SEM 607: Watershed Management**

The course reviews the practical applications of watershed planning as a tool to manage land, water and ecosystem resources. In addition, public policies and practices of watershed planning will be explored. In this course, multidisciplinary approach involving the fields of geography, environmental science, geology, public policy, and land planning, will be employed.

### **SEM 608: Sustainable Buildings**

This course approaches sustainable development for buildings by examining how building components and systems affect human performance and well being. The course includes case studies of historic and contemporary structures. The course presents rating systems for high performance buildings developed by the US Green Building Council and international organizations. Field trips are arranged to tour buildings.

### **SEM 609: Sustainable Supply Chain**

Sustainable product design and manufacturing requires environmentally conscious products, processes, and services. Supply chain management is key to interpreting, enacting, and optimizing sustainability initiatives. This course deals with the sustainability forces acting on the organization, potential effects of these forces, implied supply chain trade-offs, and formulating high-level response strategies.

### **SEM 610A: Capstone Project Course**

(Prerequisites: SEM 601 through 609)

This project course focuses on the application of sustainability methods learned through this program. Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify sources from which data is gathered in preparation for the project. During this part of this course, the students define the problem/hypothesis, and gather data from literature searches and/or client organization, if applicable. The duration of this course is one month. Grading is by H, S, or U only. This course is “IP” (In Progress) Grade eligible.

### **SEM 610B: Capstone Project Course**

(Prerequisite: SEM 610A)

This continuation project course focuses on research analysis of the problem. Students gather and analyze data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration of this course is two months. Grading is by H, S, or U only. This course is “IP” (In Progress) Grade eligible.

## **SEN – Software Engineering**

### **SEN 601 Software Eng Fundamentals**

A survey of principles of modern software engineering; requirements analysis, development and maintenance of a software product and its supporting documents, software lifecycle and various models of

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development. Course also introduces students to tools and processes needed to develop a software product, system or application, in a systematic manner.

## SEN 602 Software Architecture Principles

*Prerequisite:* SEN 601 or approval of lead faculty

Software architecture and its components and relationships, functionality, specifications, properties, interfaces and data models are examined during this course. Topics discussed include net-centric computing, cloud computing, distributed processes, open-source programs and service-oriented architecture.

## SEN 632 Software Architecture Appl.

An in-depth study of software architecture. Defines and discusses object-oriented design, modeling and programming at an advanced level using UML. An advanced study of a standard implementation of a distributed, object-oriented middleware technology (e.g., J2EE, Microsoft.NET, etc.). Students design and implement an architecture using modern technologies such as J2EE, .NET.

## SEN 662 Engineering Software Quality

Emphasizes quality engineering approaches for software project management, planning, estimating, design, development and distribution. Analysis of Capability Maturity Models, ISO 9001 and IEEE 12207 Standards is also emphasized. Based on their operational concepts document, students develop a well-defined Software Quality Assurance plan.

## SEN 635: Software Testing

An overview of software testing strategies and software metrics. Develops topics on structured walk-through, unit, white and black box, integration, system, acceptance and regression testing. Formalizes process for requirements verification and software functional verification and validation. Introduces, examines and surveys advanced concepts of software engineering metrics and models from an application perspective.

## SMG – Sports Management

### SMG 430: Introduction to Sports Management

The foundation and orientation course for the Sports Management Concentration this course is a survey of the principles of management applied to the administration of sports enterprises: planning, controlling, organizing, staffing and directing of the various activities necessary for effective functioning. Examples of such activities include: golf course management, tennis club management, fitness center management, tournament management, etc.

### SMG 432: Principles of Leisure Services Management

This course examines the organization and administration of the leisure service field, ranging from not-for-profit entities such as parks and libraries to businesses such as hotels, restaurants, amusement parks and country clubs. Students analyze operating problems and propose solutions to enhance their knowledge and outlook on leisure facilities and operational management.

### SMG 433: Sports Financial Management

An examination of the basic financial and accounting problems facing the operation of a sports enterprise, the course concentrates on the unique characteristics of sports organizations and programs, and provides the student with the skills necessary to effectively manage values, resources, and revenue streams. Students will develop skill in financial analysis and an appreciation of the financial decision-making process in the administration of sports

enterprises.

### SMG 434: Principles and Problems of Coaching

The study of vital sociopsychological aspects of coaching, the primary focus of this course is on individual sports – golf, tennis, fitness, but also includes team sports – football, soccer, basketball, etc. Includes philosophy of coaching, sports administration, psychology of sport, physiology, and ethics. Emphasis is given to the technical, tactical, physical, and psychological components of players and coach-player relationships.

### SMG 435: Legal Aspects of Sports Administration

This course covers federal, state and organizational regulations impacting the sports industry. Focus is placed on contract law, tort liability, agency law, labor law, copyright, license and intellectual property law as applied to sports. The legal relationship of athletes as individuals and as members of a team to sports industry management will be discussed. General legal aspects of E.E.O., affirmative action and diversity in the workforce effecting employees of the sports enterprise will also be covered.

### SMG 436: Sports Marketing and Promotions

This course introduces students to the principles of sports marketing and the application of these principles to sports related organizations. The primary focus is on planning, with additional emphasis on promotions management.

## SOC – Sociology

### SOC 100: Principles of Sociology +

*(Prerequisites: ENG 100/101)*

Critical introduction to basic sociology concepts. Examination of major theoretical perspectives and research methods. Topics include: economic stratification, race, gender, family, deviance, complex organizations.

### SOC 260: Cultural Anthropology

*(Prerequisites: ENG 100/101)*

An introduction to the principles and processes of anthropology and culture. This course offers a mix of theoretical approaches that include evolutionism, historical particularism, diffusionism, functionalism and French structuralism, as well as methods of fieldwork and ethnography. Students explore the impact of culture on human behavior, the interrelationships among different parts of a culture and the adaptive quality of cultural systems.

### SOC 310: Cultural Workplace Dynamics

*(Prerequisites: ENG 100/101)*

This course defines the relationship of the workplace to the community and examines the historical development and relevance of social and economic matters crucial to a healthy perspective for employers and employees.

### SOC 325: Popular Culture

*(Prerequisites: ENG 100/101)*

Introduces students to the concept and origins of popular culture and to social theories used by academics to analyze its impact on self and culture in modern consumer societies. Topics include mass media, TV, the internet, video games, sports, leisure, fashion, celebrity, shopping, advertising, and youth culture.

### SOC 327: Arab Culture

*(Prerequisites: ENG 100/101)*

This course will introduce the students to the major aspects of Arab culture, civilization, and history from pre-Islamic times to the present. Social composition of the Arab world and the issue of national

identity will be stressed. The transformation of Arabic society will be considered in this course.

### SOC 328: Intercultural Thinking and Creativity

*(Prerequisites: ENG 100/101)*

An expansive overview of world consciousness, drawing upon the significant, creative contributions of men and women from varied cultures and different fields of learning. Emphasizes the approach of comparative synthesis. Studies the world's outstanding creative thinkers and the interconnectedness of their works.

### SOC 331: Sociology of Health and Illness

*(Prerequisites: SOC 100 and ENG 100/101)*

Employs "the sociological imagination" to explore issues of health, illness and medical practice. It examines the social contexts of physical and mental health, illness and medical care and gives prominence to the debates and contrasting perspectives which characterize the field of medical sociology. Exploring the social, environmental, and occupational factors in health and disease, the development of health professions and the health care workforce, doctor patient relationships, the structure and processes of health care organizations, health care and social change, it is designed for students interested in the organization and analysis of health care in the U.S.

### SOC 336: American Film and Society +

*(Prerequisites: ENG 100/101)*

A critical examination of the complex relationship between film and society. Emphasizes the importance of locating the meaning of film texts within social and historical perspectives. Explores the relationship between film and technology, the impact of narrative and the institution of Hollywood upon the sociological imagination.

### SOC 338: Chinese Film and Television

*(Prerequisites: ENG 100/101)*

This course will briefly introduce students to the history of film in China prior to 1949, with a focus on the Shanghai scene, while the bulk of the course will concentrate on the development of film in the People's Republic of China since that time. Attention also to will be given to influences of pre-1949 film and Hong Kong and Taiwan film and TV on the development of post-1976 cinematography and television in China, detailing the move away from political propaganda-based film and TV and the increasing importance of market-driven (both domestic and international) entertainment values.

### SOC 344: Marriage, Sex and the Family

*(Prerequisites: ENG 100/101)*

Examines the institutions of marriage and family structures and their historical development. Topics include kinship, changing gender roles, changing family forms, divorce, domestic violence, economic structure.

### SOC 352: Modern Chinese Culture

*(Prerequisites: English 100/101)*

This course will introduce the students to the major aspects of modern Chinese culture since 1949. The changing social composition and the development of a modern popular culture since 1976 will be closely examined, as will the transformation of Chinese society from Maoist conformity to the cultural pluralism of today, as well as the new social problems these changes have brought.

### SOC 365: Classical Social Theory

*(Prerequisites: SOC 100 and ILR 260)*

This course examines the foundational theories that have engaged major social theorists. It analyzes the cultural, social, economic, political, intellectual, and biographical contexts within which they developed;

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and it appraises the extent to which they continue to inform sociological research and thinking.

## **SOC 375: Contemporary Social Theory**

(Prerequisites: SOC 100 and ENG 100/101)

Examines the major social theories that have engaged social theorists from the mid-twentieth century onward. The course also investigates the historical, sociological, intellectual, and biographical contexts within which contemporary social theories have developed and the extent to which they inform current sociological research and thinking.

## **SOC 385: Methods of Social Inquiry**

(Prerequisite: SOC 100, ENG 100/101)

Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

## **SOC 423: Iranian Cinema**

(Prerequisite: ENG 100/101)

This course is an introduction to contemporary Iranian cinema. A variety of films from different genres will be presented and discussed. Attention will be given to the social, intellectual, and political contexts from which these works have originated.

## **SOC 430: Culture, Technology & Society**

(Prerequisites: ENG 100/101)

Examines the social, cultural and historical development of technology from the Industrial Revolution to today, and its consequences.

## **SOC 443: Sociology of Deviance**

(Prerequisites: SOC 100 and ENG 100/101)

Employs a critical sociological approach to deviance and social control in contemporary society. The topics to be considered include: the origins and functions of deviance in society; the institutional production and categorization of deviance; the impact of deviance on personal and social identity; deviant careers; and deviance and social change. We will consider several major theoretical perspectives on deviance within sociology, we will make use of current data on crime and current research in sociological and criminological journals and web sites, and we will examine portrayals of deviance and social control in literature, film and popular culture.

## **SOC 445: Contemporary Social Problems**

(Prerequisites: ENG 100/101)

Using the functionalist, conflict and interactionist perspectives, this course explains how human conditions come to be perceived as social problems, and how to evaluate their proposed solutions.

## **SOC 449: Sociology of Law**

(Prerequisites: SOC 100 and ENG 100/101)

Explores the social, political, and economic foundations of law, punishment and criminality, formal systems of social control and their legitimacy in law. Emphasis will be on explanations of social order, appropriate and inappropriate behaviors, the uses and history of law. Criminal justice system components, and political analyses.

## **SOC 455: Organizational Sociology**

(Prerequisites: SOC 100 and ENG 100/101)

A course about organizations and their behavior. The study of social structure is central to sociology and the study of formal organizations is central to understanding society. This course foregrounds the key issues in the sociology of organizations. The course focuses on the major theoretical approaches and debates in organizational sociology.

## **SOC 460: The Individual and Society**

(Prerequisites: SOC 100 and ENG 100/101)

About social interaction: the behavior and cognitive processes that occur in groups. Students consider the individual as social actor and the development of self image or identity and the socialization process. Students analyze group interactions including conformity, productivity, and leadership. The course examines links between the individual and society.

## **SOC 490: Guided Study**

(1.5-4.5 quarter units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **SOC 499: Sociology Senior Project**

(Prerequisites: SOC 100 and ENG 240 or equivalent)

Must be taken at the end of the program after completion of all requirements for the major and completion of six or more electives. Students produce an original sociological paper or project exemplified by extensive research, critical thought and intellectual engagement. Grading is H, S, or U only.

## **SOC 500: Cultural Pluralism in the USA +**

(Prerequisite: ENG 100/101)

Examines the origins of cultural pluralism in the USA and the valuing of diversity as a socio-cultural imperative. Explores voluntary and involuntary immigration, internal colonization, the implications of demographics, and the history of discrimination in the USA, based on race, ethnicity, religion, and gender.

## **SOC 540: Power and Social Change**

(Prerequisites: ENG 100/101)

A critical examination of theories of power, including the relationship of power to culture, social class, the economic order, government, ideology, poverty, race, sex and other topics. Studies community, national and international power structures and institutional leaderships.

## **SOC 604: Culture and Socialization**

(Prerequisites: ENG 100/101)

An in-depth examination of the concepts of culture and socialization, this course analyzes the socialization process as the key means through which culture is reproduced. Through a critical engagement with competing theories of socialization, students undertake advanced research projects, oral presentations and written assignments. Lecture and discussion topics include issues of ethnic identity and cultural diversity, socio-economic, gender and racial stratification, media representations, dress, language and religion and schooling and the reproduction of inequality. Issues are explored from a cross-cultural perspective.

## **SPN – Spanish**

### **SPN 100: Beginning Spanish I**

Introduction to Spanish and to the culture of its speakers. Facilitation of the application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

### **SPN 101: Beginning Spanish II**

(Prerequisites: SPN 100)

Sequel to beginning Spanish I. Further application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations

through assignments corresponding to each unit.

### **SPN 200: Intermediate Spanish I**

(Prerequisites: SPN 101)

Intermediate Spanish and the culture of its speakers. Facilitation of the application of the language in both oral and written manners in a more advanced form. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

### **SPN 201: Intermediate Spanish II**

(Prerequisites: SPN 200)

Sequel to the Intermediate Spanish I course. Continued practice in the oral-aural skills, with increasing importance placed on acquiring Spanish grammatical skills, while extending and enhancing vocabulary and insight into the Spanish-speaking world through a study of its culture.

### **SPN 300: Advanced Spanish I**

(Prerequisites: SPN 201)

(Co-requisite: SPN 300A)

Integration of speaking, listening, reading, and writing within a cultural context by immersion in the target language. Designed to give further insight into the Spanish-speaking world through a study of its culture, society, history, and politics.

### **SPN 300A: Advanced Spanish I Lab (1.5 quarter units)**

(Prerequisites: SPN 201)

(Co-requisite: SPN 300)

Advanced online laboratory that interacts in a speaking and listening mode to a programmed sequence of language units. This course continues to develop student language and cultural awareness skills. These are parallel to the corresponding materials covered in SPN 300, Advanced Spanish I.

### **SPN 301: Advanced Spanish II**

(Prerequisites: SPN 300/300A)

(Co-requisite: SPN 301A)

A sequel to Advanced Spanish I. It continues to develop student skills in idiomatic and conversational forms of speech, and proficiency in moderately complex written structures. Studies and grammar review supplemented with readings, media and computer based materials.

### **SPN 301A: Advanced Spanish II Lab**

(1.5 quarter units)

(Prerequisites: SPN 300/300A)

(Co-requisite: SPN 301)

A sequel to the Advanced online laboratory that interacts in a speaking and listening mode to a programmed sequence of language units. Course continues to develop student language and cultural awareness skills. These are parallel to the corresponding materials covered in SPN 301, Advanced Spanish II.

### **SPN 310: Literary Readings in Spanish**

(Prerequisites: LIT 100, SPN 301/301A or equivalent competency)

Introduction to a variety of prominent 20th century Latin American literary texts in their original language. Readings will come from a variety of Spanish-speaking countries and historical movements. Discussions, collaborations, and writing assignments will be in English.

### **SPN 330: Intro Lat Am Cultures**

(Prerequisites: SPN 301/301A)

The Spanish-speaking world is a rich tapestry of cultures and histories. The aim is to overview this heterogeneous reality through a survey of some of its significant cultural, historical, social, and political

# Course Descriptions

themes. Introduction to strategies of cultural analysis. Discussions, collaborations, and writing assignments will be in Spanish.

## **SPN 340A: Spanish for the Work Place**

This course provides English-speaking students the necessary tools for communication with Spanish speakers in the work place.

## **SPN 341: Cross-cultural Communication**

An examination of the basic cultural differences generally encountered in the workplace. Especial emphasis is given to cross-cultural communication in the work place.

## **SPN 350: Film and Culture**

*(Prerequisites: SPN 301/301A)*

Films and documentaries from and about the Spanish-speaking world serve as the basis for lectures, discussions, and class projects. Diverse topics will be explored along with a range of cultural and social issues. This course also introduces strategies of cultural analysis. Discussions, collaborations, and writing assignments will be in Spanish.

## **SPN 420: Literature and Culture I**

*(Prerequisites: SPN 310, 330)*

Introduction to cultural productions from the Pre-Columbian period to the mid-19th century in Spanish. Readings will come from a variety of regions and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

## **SPN 430: Literature and Culture II**

*(Prerequisite: SPN 420)*

Introduction to Latin American literature and culture during the late 19th and 20th century with a focus on key aspects (analysis of genre, form, structure, language, history, society, politics, gender, sexuality, etc.) necessary to the understanding of Latin American culture. Discussions, collaborations, and writing assignments will be in Spanish.

## **SPN 450: Identity and Multiculturalism**

*(Prerequisites: SPN 310/330)*

Introduction to prominent Latin American and Hispanic cultural productions that deal with identity and multicultural issues. Most of the readings will deal with Hispanic/Latino authors. Readings will come from a variety of countries and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

## **SPN 490: Guided Study in Spanish**

*(1.5-4.5 quarter units)*

*(Prerequisite: SPN 420/430)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## **SPN 499: Spanish Capstone**

*(Prerequisite: SPN 430)*

In this two-month seminar students will demonstrate the knowledge they have learned in their core courses. Students will develop a portfolio consisting of their revised papers and new essays to create a final project. There will be a final capstone paper for this course.

## **SSE – Safety and Security Engineering**

### **SSE 602: Evaluation of Safety Programs**

Comprehensive coverage of occupational safety and health field concepts including new hazards in the workplace; proliferation of health and safety legisla-

tion; interest in ethics and corporate responsibility; work place safety; and product safety. Introduces concepts through case study analysis and provides examples in developing a modern safety program.

### **SSE 603: Fundamentals of Security**

Introduction to security principles and loss prevention including risk assessment, physical security, personnel security and information security areas. Focuses on security concepts and management in a post-9/11 world including expanded coverage of terrorism and homeland security. Describes threats and prevention strategies to more than 20 specific security applications with examples.

### **SSE 604: Security - Planning and Design**

*(Prerequisite: SSE 603)*

Provides a comprehensive coverage of security planning in both new and existing facilities. Covers concepts such as Security Design Concepts, Building Hardening, Security Technology, Biochemical and Radiological Protection, Security and Emergency Operations.

### **SSE 605: Chemical Plant Process Safety**

*(Prerequisite: SSE 602)*

Provides an overview of safety evaluation of a chemical and mechanical engineering plants. Introduction to concepts such as process hazards checklists, hazards surveys, hazards and operability studies and risk assessment techniques using probability theory, event trees, and fault trees.

### **SSE 606: Managing Information Security**

Introduces computer security issue in traditional centralized systems to distributed networks and the Internet. Covers cryptography; program and operating system security; administration; legal, privacy, and ethical issues. Lays out the security vulnerabilities and threats, and follows countermeasures to address them.

### **SSE 607: Fire and Explosion Engineering**

Introduction to fire science; fire prevention, containment and extinguishment; methods of assessment of fire risks; hydrocarbon fires and explosions; methods of estimating explosion overpressures; dynamic response of structures to sudden overpressures; explosion detection, control and mitigation techniques; active and passive fire protection systems; escape routes; legal requirements.

### **SSE 608: Explosives and Bio Materials**

*(Prerequisite: SSE 603)*

Introduction to classification and detection of explosives, tagging of explosives, the detection of hidden explosives in airfreight, luggage, vehicles, and on suspects. Also covers biological threat materials and their assessment and control.

### **SSE 609: Planning for Terrorism**

Introduction to comprehensive and integrated principles behind chemical, biological, radiological, and cyber-terrorism and explosives and the appropriate response procedures for each of these terrorism and tactical violence incidents. Provides step wise methods to develop terrorism plans.

### **SSE 610A: Capstone Course**

(Completion of all SSE courses in the core requirements)

Focus on the application of safety and security engineering methods and processes learned through this program. Working in teams or as individuals under the guidance of their assigned faculty advisor, students select a research topic, and gather data. The duration of this course is one month.

### **SSE 610B: Second Capstone Course**

*(Prerequisite: SSE 610A)*

Continuation of SSE 610A project course. Specific focus is on the analysis of data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. The duration is two months.

### **SSE 611: Emergency Management**

Details the Federal Emergency Management Agency (FEMA) (U.S.), the Federal Response Plan (FRP), and the roles, responsibilities, and interrelationship between FEMA and state and local emergency management systems. Covers the changes in emergency management since the events of September 11, 2001.

### **SSE 612: Disaster Preparedness Process**

Training on disaster response and management in the face of natural and manmade catastrophe. Covers risks identification, Governmental regulations, structural preparedness, coordinating with local assets, preplanning for a disaster, effective communications, selecting the right people and training for success.

## **SYE – Systems Engineering**

### **SYE 600: Introduction to Systems Design**

Detailed overview of the nature of systems and the systems engineering design process of human-made systems. The main emphasis is on the four phases of systems design: conceptual design, preliminary design, detail design, and evaluation and testing. Life cycle engineering and requirements analysis are introduced.

### **SYE 601: Systems Analysis & Design Eval**

*(Prerequisite: SYE 600)*

An in depth study of system analysis and design evaluation. The emphasis is on using various modeling tools to predict system performance and evaluate various system alternatives under multiple design criteria and conditions of risk and uncertainty. Use of calculus and MS Excel are required.

### **SYE 602: Advanced System Design**

*(Prerequisite: SYE 601)*

Advanced system design concepts and details the methodologies of design for operational feasibility: system reliability, maintainability, usability (human factors), supportability (serviceability), producibility and disposability, and affordability (life-cycle costing). The course also provides an introduction to systems engineering management, including planning, organization, and program control and evaluation.

### **SYE 603: System Dynamics**

*(Prerequisite: SYE 602)*

Analysis of complex systems, system behavior, and system of systems. Includes the concept of intended and unintended consequences, systems thinking, modeling dynamic systems and decision making, system instability and oscillation, and testing of system models. System dynamic programming software is provided with the text.

## **TED – Teacher Education**

### **TED 300: Fundamentals of Education**

*(Prerequisite: TED 320 or TED 305)*

Examines the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspective.



# Course Descriptions

## **TED 305: Teaching as a Profession**

First course in California Teacher Credentialing program, candidates introduced to California Standards of the Teaching Profession (CSTP), Teaching Performance Expectations (TPEs) and California Teaching Performance Assessment (TPA) process. Candidates explore role of teachers within schools, community, society, and in world; and an understanding of the commitment, rewards and responsibilities of a teaching career, as well as the process and procedures for creating a Professional Electronic Portfolio. Includes 15 hours of field experience. Course will be offered over a 2 month format and must be completed prior to enrollment in other TED courses

## **TED 310: Development and Learning**

*(Prerequisite: TED 305 or TED 320)*

Focuses on the cognitive, social, and emotional development of children from both theoretical and practical perspective. This course includes an introduction to learning theory and practice and its relationship to student achievement and motivation.

## **TED 320: Introduction to Teaching (1.5 quarter units)**

Introduces teacher candidates to teaching as a profession. Included in this course is the process and procedures for creating an ePortfolio. Course is offered over a 2 month period to be completed prior to enrollment in other TED courses.

## **TED 330A: Reading and Lang. Arts Methods**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods and materials for teaching reading in an integrated elementary classroom. Teacher candidates will learn strategies for managing classroom instructional activities to enhance student achievement. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

## **TED 330B: Reading and Language Arts**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods, and materials for teaching reading in a secondary classroom. Teacher candidates will learn strategies for managing classroom instructional activities to enhance student achievement. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

## **TED 340: Content Area Reading Methods**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods, and materials for teaching reading across the curriculum. Teacher candidates will learn instructional strategies for integrating reading in the content area. Teacher 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**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Strategies for implementing and assessing student achievement will be introduced.

## **TED 355: Hist/Social Science Methods**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods, and materials for teaching history-social science in the elementary classroom. Strategies for implementing and assessing student achievement will be introduced. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

## **TED 380: Arts/PE/Health Methods**

*(Prerequisite: TED 305 or TED 320)*

Includes content, methods, and materials for teaching visual and performing arts, physical education, and health in the elementary classroom.

## **TED 410: Survey of Multicultural Lit.**

*(Prerequisite: TED 305 or TED 320)*

Provides K-12 teacher candidates with knowledge of the wide-range of genres of multicultural literature. Teacher candidates will learn instructional methodologies and strategies for selecting appropriate literature that reflects the interests and reading abilities for diverse student populations.

## **TED 420: Diversity In Schooling**

*(Prerequisite: TED 305 or TED 320)*

Provides teacher candidates with background knowledge on how to ensure parity of treatment of students who differ in race, class, exceptionality, ethnicity, culture, gender, and religion. Teacher candidates must complete five hours observing and assisting within diverse classrooms in a public school classroom as directed by the instructor.

## **TED 430: Special Needs Students**

*(Prerequisite: TED 305 or TED 320)*

Provides instructional strategies and methodologies for adapting content, assessment and pedagogy that ensures every student with exceptional learning needs is taught under optimal conditions for learning.

## **TED 440: Leadership And Assessment**

*(Prerequisite: TED 305 or TED 320)*

Provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning.

## **TED 450: Methods of Teaching English**

*(Prerequisite: TED 305 or TED 320)*

Prepares prospective English language arts teachers to be accomplished teachers in present day diverse middle or secondary school classrooms. Fundamental language skills including reading, writing, listening, speaking, viewing and visually representing will be studied. Prospective teachers will display knowledge and mastery of these skills and demonstrate how to imbue these concepts across the English language arts curriculum through rigorous and varied teaching methods. Opportunities will be provided to explore and analyze resources and to demonstrate and celebrate a commitment and responsibility to developing teaching skills.

## **TED 455: Methods of Teaching Science**

*(Prerequisite: TED 305 or TED 320)*

Prepare prospective science teachers to be accomplished teachers in present day diverse middle or secondary school classrooms by creating a vision for successful science teaching. Candidates will deliver pedagogical content knowledge through appropriate instructional materials and by creating context for meaningful learning methods, strategies, and best practices.

## **TED 461: Mathematics Teaching Methods**

*(Prerequisite: TED 305 or TED 320)*

A critical inquiry into present day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary schools. Fundamental concepts of mathematics and effective approaches to their teaching will be dis-

ussed.

## **TED 465A: Student Teaching I**

*(Prerequisites: Completion of all upper division course requirements, including all TED coursework)*

Elementary and secondary teacher candidates, who have met the university student teaching requirements, will be assigned for student teaching in an accredited school where they will implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is H, S, or U only.

## **TED 465B: Student Teaching II**

*(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)*

Teacher candidates, who have successfully completed Student Teaching I, will enter their second phase of supervised fieldwork where they will continue to implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is H, S, or U only.

## **TED 465C: Student Teaching III**

*(Prerequisites: Completion of all upper division course requirements, including all TED coursework)*

Teacher candidates who have successfully completed Student Teaching II will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession for student teaching that includes assessing their readiness for assuming responsibility for daily classroom instruction. Grading is H, S, or U only.

## **TED 465D: Student Teaching IV**

*(Prerequisites: Completion of all upper-division course requirements, including all TED coursework)*

Teacher candidates, who have successfully completed Student Teaching III, will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession including assessing their readiness for daily classroom instruction. Grading is H, S, or U only.

## **TED 470: Student Teach/E-Portfolio (3 quarter units)**

*(Prerequisites: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D)*

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 (on-site) delivery mode. The online Threaded Discussion Topics and Assignments can be adapted for small or large group discussions within a face-to-face (on-site) 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). Grading is S or U only.

## **TED 601: Teaching and Credentialing**

(1.5 quarter units)

Designed as the first course in the multiple and single subjects California Teacher Credentialing program. Candidates are introduced to the California Standards of the Teaching Profession (CSTP), the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (TPA).



# Course Descriptions

(This course must be taken within the first three courses.)

## **TED 605: The Diverse Classroom**

Complexity of today's classroom through cultural diversity, student development, curriculum planning, including curriculum development, design, implementation and evaluation.

## **TED 610: Best Internship Practices**

*(Prerequisite: Admission to the Intern Program)*

Designed to orient Interns to the program. Schedules will be developed for observation and assessment of instruction. Creating and maintaining effective environments for student learning will be the major curricular focus. Interns will be assessing their own classroom environments and creating more effective possibilities. Emergency or survival pedagogical skills will be covered as Interns bring to class concerns from their developing learning environments.

## **TED 611: Educational Psychology**

Examination of how educational psychology is applied to learning and teaching. Learning theories, instructional approaches, learning environments and student assessment are studied.

## **TED 615: The Foundations of Education**

This course is the first course in the Teacher Preparation Program. The role and nature of schooling is explored through a range of philosophical, historical, legal and political perspectives within the context of the United States and Californian society and schooling.

## **TED 616A: C&I I:History & Social Science**

Elementary education curriculum development and teaching History and the Social Sciences using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

## **TED 616B: C&I II: Math & Science**

Elementary education curriculum development and teaching Mathematics and Science using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

## **TED 616C: C&I III:V & P Arts Health & PE**

Elementary education curriculum development and teaching the Visual & Performing Arts and Health and Physical Education using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

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

*(Prerequisites: TED 615, BTE students only: BTE 612)*

Designed for multiple-subject candidates, course focuses on current theories and research in language structure and use, language learning, L1 & L2 development; social, cultural, political, legal, psychological, pedagogic and methodological factors; and application of strategies and techniques of L2 learning across content areas in diverse classrooms.

## **TED 621B: Reading/Lang. Arts Methods**

*(Prerequisites: TED 615 and TED 621A)*

Multiple Subject Candidates with research-based methods and strategies for designing and implementing a balanced and comprehensive program of instruction in reading, writing and related language arts aligned to the state adopted Content Standards and Reading/Language Arts Framework for California Public Schools. Prepares candidates for TPAs and RICA.

## **TED 622A: Curriculum and Instruction I**

*(Prerequisite: TED 615 and TED 621A)*

Multiple subject curriculum development and teaching History, Social Science, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

## **TED 622B: K-6 Math and Science**

*(Prerequisites: TED 615 and TED 621A)*

Multiple subject curriculum development and teaching math and science using State of California content standards. Content-specific teaching practices, lesson design and assessment of student learning are emphasized to provide access to the curriculum for all students.

## **TED 623: Lang. Dev. Methods: Secondary**

*(Prerequisite: TED 615)*

Designed for single-subject candidates, course focuses on current theories and research in language structure and use, language learning, L1 & L2 development; social, cultural, political, legal, psychological, pedagogic and methodological factors; and application of strategies and techniques of L2 learning across content areas in diverse classrooms.

## **TED 624: Literacy for Content Areas**

*(Prerequisites: TED 615 and TED 623)*

This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

## **TED 625A: Curriculum Design Sec. Learner**

*(Prerequisites: TED 615 and TED 623)*

Integration of California's K-12 SACs, student learning data, research-based curriculum development, learner assessment strategies and instructional principles in designing short and long-term learning plans for each middle/high school learner. In actual G7-12 school activities, teacher candidates are guided in the application of these concepts, skills and dispositions.

## **TED 625B: Instruction and Classroom Management for Secondary and Middle Schools**

*(Prerequisites: TED 615, TED 623 and TED 625A)*

This course builds on TED 625A by incorporating within a well-designed learning plan, effective instructional and classroom management strategies needed to engage each middle/high school learner. Teacher candidates develop classroom management plans and skills, use the plans in decision-making scenarios and apply the skills in various classroom situations.

## **TED 628I: Internship Clinical Practice**

Assess, support, coach, and evaluate National University interns in their understanding, design and implementation of teaching practices in their own classrooms. Interns will receive ongoing support provided by a National University Support Provider and a Site Support Provider during an eight-month period of clinical practices.

## **TED 629: Student Teaching Seminar**

(3 quarter units)

Integrates theory and practical approaches to situa-

tions experienced by candidates during their Student Teaching experience. Content areas include: (1) School/Classroom Culture and Professional Responsibilities, (2) Learning Environment and Classroom Management, (3) Assessment and Evaluation, (4) Lesson Design and Differentiated Instruction. Grading is H, S, or U only.

## **TED 629I: Intern Teaching Seminar**

(3 quarter units)

*(Prerequisite: Admission to the Intern Program)*

Designed for interns to learn and apply developmentally appropriate pedagogy; planning for and implementing differentiated instruction; and exploring principles of assessment and potential adaptations in response to k-12 students. Grading is S or U only.

## **TED 630A: Student Teaching I**

(Note: This course does not grant graduate level credit)

TED 630A comprises the first month of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers.

Candidates must successfully complete four components: (1) school site classroom orientation and responsibilities, (2) observations, (3) professional dispositions and (4) lesson plan design, implementation and reflection. Grading is H, S, or U only.

## **TED 630B, TED 630C, TED 630D: Student Teaching**

*(Prerequisite: TED 630A)*

(Note: This course does not grant graduate level credit)

TED 630B, C, D comprise the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must complete four components: (1) professional responsibilities, (2) classroom management, (3) assessment and evaluation, and (4) lesson design, instruction, and reflection. Grading is H, S, or U only.

## **TED 638: Spanish for the Mathematics and Science Classroom**

Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in Mathematics and Science. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

## **TED 639: Spanish for the Humanities Classroom**

Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in the Humanities. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners. Not recommended for BTE students.

## **TED 640A: Student Teaching I**

(6 quarter units)

Focuses upon the practice and development of teaching skills in the classroom in a full day, eight-week term at a school site. Elementary education candidates meet the requirements of the Teacher Performance Expectations and are mentored by a university supervisor and a master teacher at the school site. Students attend the seminar coincidentally with the student teaching experience. Grading is H, S, or U only.

## **TED 640B: Student Teaching II**

(6 quarter units)

A continuance of TED 640A, and as such, continues to focus upon the practice and development of

# Course Descriptions

teaching skills in the classroom in a full day, eight-week term at a school site. Elementary education candidates continue to meet the requirements of the Teacher Performance Expectations as they are mentored by a university supervisor and a master teacher at the school site. Students continue to attend the seminar coincidentally with the student teaching experience. Grading is H, S, or U only.

## **TED 649: Student Teaching Seminar**

Merging coursework knowledge and teaching practice in relation to classroom management and appropriate student behavior. Problems met within the student teaching experience are discussed, and conflict resolutions skills are practiced. Assessment of teaching practice before and during student teaching occurs through completion of the e-portfolio. Grading is H, S, or U only.

## **TED 655: Assessment in the Middle School Classroom**

A comprehensive approach to assessment practices that foster cohesiveness in classroom management while being grounded in middle-level philosophy, curriculum and instruction. Includes a knowledge of appropriate student outcomes as correlated to adolescent development; exploration of state curricular documents and other professional associations in education; development of plans to ensure educational equity and implementation in curriculum content and educational practices; examinations of the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives on assessment; and examination of different learning style in a performance-based, authentic assessment curriculum.

## **TED 656: Contemporary Trends and Models in Middle School Education**

Offers an examination of contemporary schooling policies and teaching practices in relationship to the most current issues, theories and research in education. A major focus of the class shall consider the historical and philosophical mission and development of middle level education. Also offers a diversity of institutional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

## **TED 657: Psychology and the Middle School**

Focuses on curriculum-based advisement for the middle school student. University students learn how common traits and individual differences that characterize multiple intelligence in children and adolescents affect individual development. Students also study how economic and gender issues can impact the development of adolescent self-esteem and self-efficacy. A strong discussion of conflict resolution in middle school is also considered. This course shall also offer a diversity of instructional approaches in order to reach learners from diverse cultural backgrounds with various learning styles.

## **TED 658: Leadership and the Middle School**

Promotes principles of leadership that focus on stakeholder cohesiveness within the middle school and the planning of curriculum and instruction based on knowledge of appropriate student outcomes. A clear understanding of early adolescent development as it relates to state curricular and other professional association objectives is one significant outcome of this course. Educational equity for people of all cultures and the implementation of such curriculum content and educational practices shall be demonstrated while the roles of historical, legal, social, political, economic and multicultural/multilingual perspectives are considered in depth.

## **TED 660: The Bilingual Bi-Cognitive Child**

A survey of research, theory and practices related to the learning and development of the bilingual child. Applies theories on culture, cognition, bilingualism, biculturalization and psychological dynamics of a positive self-esteem and academic development.

## **TED 661: Socio-linguistics**

An examination of the development of language within a socio-cultural context. Studies the significant role of language in culture transmission and social/political control. Emphasizes the role of code-mixing and code-switching as a communication system in a multilingual, multicultural society.

## **TED 662: Comparative Linguistics**

An analysis of the structure, phonology and morphology of language. Compares and contrasts the structure of different languages and addresses the linguistic problems in the transfer of errors from L1 to L2. Emphasizes the strategies for teaching English Language Development.

## **TED 665: Cognition, Lang. & Cult**

Research, theory, and practices related to the learning and development of the bilingual, bicultural, and bi-cognitive child. The course explores theories on culture, cognition, bilingualism, bi-culturation, and psychological dynamics of positive self-esteem and academic development.

## **TED 666: Cultural and Linguistics**

Examine of the cultural, social, economic, and cognitive factors of language and its importance in social interactions. Development of the necessary knowledge, skills, and dispositions to teach in culturally and linguistically diverse classrooms. Analysis of language proficiency and understanding the variations found in languages.

## **TED 667: Diversity and Change**

Designed to communicate the dynamics and challenges of educating our ever-increasing diverse population. Leads educators to explore and exchange ideas of what is important in the lives of students and teachers, the school community and society in the move toward transformative education.

## **TED 668: Multicultural Literature**

Emphasizes key issues, challenges and strategies for integrating multicultural literature into the classroom in a culturally proficient manner. Foster reading for enjoyment and understanding and encourages critical skills in selecting and assessing literature for multicultural learners

## **THR – Theater**

### **THR 200: Theater Arts**

An introduction to theater as a dramatic medium, focusing on performance and production skills in a variety of genres and contexts.

## **TMG – Technology Management**

### **TMG 610: Global Trends in Technology Transfer/Application**

This course focuses on our current technology trends that support the global economy. Students will gain understanding of the factors that drive this ever changing technological environment and why it is so important to transfer and apply the cost effective technological solution to their own organization. The economic, political and technological processes that impact our global organizations must be understood. Therefore, students will examine transnation-

al corporations and organizations that are engaged in this dynamic technological environment. The problems, issues, and solutions must be analyzed by students because we live in a diverse cultural economy with global technological applications requirements.

### **TMG 620: Principles of Technology Management**

This course provides an in-depth analysis allowing students to apply the key concepts in technology management and the role of technology managers in both private- and public- sector organizations. It provides an understanding of how organizational entities can be structured and managed to respond effectively to dynamic changes caused by technology and international competition.

### **TMG 625: Systems Analysis and Design**

Students apply the fundamentals of systems analysis and design. The purpose is to provide an understanding of the systems view of a product, service, or process to include a generic representation of its elements, security, and dynamics. The skills, tools and methodologies needed to quantitatively analyze and optimize systems, and to make decisions as technology managers are provided.

### **TMG 635: Strategic Management of Technology and Innovation**

Students apply strategic analysis techniques to business policy and organizational development. Emphasis is placed on linking technology policy with corporate strategy and the identification of technology options appropriate for the business or organizational strategy being executed.

### **TMG 640: Managing Technology Change**

This course provides students with skills and knowledge that will help them introduce new technology or continuous improvement initiatives smoothly and effectively. During this course, students learn a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of change management, communication, and managing resistance.

## **WCM – Wireless Communications**

### **WCM 301: Linear Systems and Signals**

*(Prerequisites: CSC209 and PHS 104)*  
Course focuses on mathematical models of continuous-time and discrete-time signals and linear systems and includes time-domain and frequency domain concepts, Fourier series and Fourier transform, basic filtering concepts, the Laplace transform, and applications to communication systems.

### **WCM 302: Probability & Random Processes**

*(Prerequisites: CSC 209 and PHS 104)*  
Introduction to the concepts of probability, random variables, functions of random variables, random sequences and random processes, and elements of estimation theory.

### **WCM 600: Signal Processing Theory**

Students master key Digital Signal Processing concepts and wireless signal filtering using mathematical models of continuous-time and discrete-time signals and linear systems. Analyze and simulate communication systems using MATLAB. Employ concepts of probability, functions of random variables, and Poisson distributions through analysis of wireless signals using the MATLAB programming language.

### **WCM 601: Digital Wireless Fundamentals**

*(Prerequisite: WCM 600)*  
Course focuses on basic analog and digital princi-

ples and their application to the analysis and design of real-world communication systems.

## **WCM 602: Wireless Principles/Standards**

This course covers major topics in wireless communication systems, including analysis of modern wireless communication system infrastructures, the cellular concept and system design fundamentals, mobile radio propagation, multiple access techniques for wireless communications, and wireless networking.

## **WCM 604: Coding and Modulation for Wireless Communications**

*(Prerequisite: WCM 601 and 602)*

This course describes the coding and modulation techniques, and comparative studies of different coding and decoding schemes including Trellis and Turbo coding. Studies of different modulation formats and their effects on wireless channels, analysis of different modulation schemes applied to the current wireless standards.

## **WCM 605: Wireless Systems Security**

*(Prerequisite: WCM 602)*

Security and privacy issues in wireless voice and data. Ensuring confidentiality, integrity, availability and non-repudiability. Identification, authentication, and encryption protocols. Data Encryption Standard (DES), Advanced Encryption Standard (AES) and Public Key Infrastructure (PKI). Secure distribution of encryption keys. Use of WPA in Wireless LANs. Ethical issues in wireless communications.

## **WCM 606: CDMA Wireless Systems**

*(Prerequisite: WCM 604)*

Analysis of CDMA (code division multiple access) concepts, models and techniques. An overview of second- and third-generation (3G) air interfaces. Direct-sequence spread spectrum (DSSS); physical and logical channels; CDMA IS-95 call processing, diversity, combining and antennas; access and paging channel capacity; planning of a CDMA system.

## **WCM 607: 3rd & 4th Generation Wireless**

*(Prerequisites: WCM 604)*

Evolution of TDMA-based 2G cellular systems to 3G. Evolution of 3G to all-IP based 4G; UMTS architecture including W-CDMA air interface. HSDPA technologies and uplink technologies including OFDM and OFCDM for high-speed cellular wireless data. Wireless LAN technologies, including 802.11, 802.16 (WiMax), and beyond. Bluetooth, RFID and emerging NFC technologies.

## **WCM 608: Wireless Engineering Software**

*(Prerequisite: WCM 604)*

Hands-on strategic analysis tools designed to help planners, engineers, and technologists rapidly, but thoroughly, develop wireless, wired, and broadband network and service plans including detailed technical and business analysis.

## **WCM 609: Radio Systems Modeling**

*(Prerequisite: WCM 604)*

Course focuses on simulation models built with MATLAB programming software that can serve as virtual laboratories for predicting the impact of system design changes for advanced digital communication systems.

## **WCM 611A: Master's Research Project I**

*(Prerequisites: Completion of a minimum of eight out of ten courses, WCM 600 through WCM 609, WCM 612)*

This is the first course of the Master's Research project. It focuses on the selection of an appropriate topic on one area of research or applications in wireless communication systems. Student project teams research the topic of the project and complete the project proposal and timelines for project completions.

## **WCM 611B: Master's Research Project II**

*(Prerequisite: WCM 611A)*

A continuation of WCM 611A. Students complete the project including all required documentation and formally present their final product to a review panel for evaluation. Grading is by H, S, or U only. Course is In Progress (IP) Grade eligible. Two-month course, meets once a week.

## **WCM 612: Wireless Economics Topics**

*(Prerequisites: WCM 600 through WCM 609)*

This course will teach students how to evaluate the impact of continually advancing wireless technologies on the varied perspectives of competitors and consumers. Students will study these impacts from the perspectives of wireless service providers, wireless equipment providers, wireless application providers, and consumers. Different business models employed by the various industry segments will be studied to gain insight into the interplay between business models and advances in technology. Finally, the course will study the impact of global competitive pressures and both national and international regulatory bodies on technology choices.



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**scs@nu.edu**  
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## SAN DIEGO COUNTY

**VN National University System  
Administrative Headquarters**  
11355 North Torrey Pines Road  
La Jolla, CA 92037-1013  
(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

**VK Technology & Health Sciences Center**  
3678 Aero Court  
San Diego, CA 92123-1788  
(858) 309-3400

**VJ South Bay Campus**  
660 Bay Boulevard  
Suite 110  
Chula Vista, CA 91910-5200  
(619) 563-7400

**VO La Mesa Campus**  
7787 Alvarado Road  
La Mesa, CA 91942-8243  
(619) 337-7500

**NB Carlsbad Campus**  
705 Palomar Airport Road  
Suite 150  
Carlsbad, CA 92011-1064  
(760) 268-1500

**NR Rancho Bernardo Campus**  
16875 West Bernardo Drive  
Suite 150  
San Diego, CA 92127-1674  
(858) 521-3900

**VE Admissions and Student Concierge  
Services Center**  
4141 Camino del Rio South  
San Diego, CA 92108-4103  
(619) 563-7200

## 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 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

**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 1526S  
Twentynine Palms, CA 92278-1118  
(760) 830-6887

## MILITARY ADMISSIONS OFFICES

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

**V4 Naval Hospital Admissions Office**  
Building 26, Room 3B9BS  
San Diego, CA 92134-5000  
(619) 563-7470

**GL Naval Base Bremerton  
Admissions Office**  
2255 Cole Avenue  
Building 853, Room 201  
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 E Concours, Suite 150  
Ontario, CA 91764-5905  
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## LOS ANGELES COUNTY

**LA Los Angeles Campus**  
5245 Pacific Concourse Drive  
Suite 100  
Los Angeles, CA 90045-6905  
(310) 662-2000

**LS Sherman Oaks Campus**  
14724 Ventura Boulevard, Suite 801  
Sherman Oaks, CA 91403-3508  
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## VENTURA COUNTY

**CV Camarillo Campus**  
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Camarillo, CA 93010-0777  
(805) 437-3000

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**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**  
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San Jose, CA 95128-2530  
(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

## HENDERSON, NEVADA

**GN Henderson Campus**  
2850 West Horizon Ridge Parkway,  
Suite 301  
Henderson, NV 89052-4395  
(702) 531-7800

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Citrus Heights, CA 95610-6901  
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**Summerlin Online Information Center**  
10870 West Charleston Boulevard  
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Las Vegas, NV 89135-5007  
(702) 531-7850

**Temecula Online Information Center**  
40705 Winchester Road, Suite A-105  
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