ADDENDUM D

TO THE NATIONAL UNIVERSITY GENERAL **CATALOG 83**

Effective Date February 5, 2021

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

POLICY INFORMATION

State Authorization Policy

Minnesota

All students receiving an undergraduate degree in Minnesota are required by state law to complete at least one 4.5 quarter unit Humanities course in Area D of the General Education (ACEX 2101X, HIS 233, HIS 234, LIT 100, LIT 345, PHL 100, and PHL 337).

FEE INFORMATION

TECHNOLOGY FEES

The following courses utilize a third-party technology. Accessing the third-party technology is a required component of your course. The technology fee will be applied to the student's account at the time tuition is applied.

ACC 201……………………………………........$60.00
ACC 431…………………………………....… $60.00
ACC 432A………………………………….....$60.00
ACC 433…………………………………..… $60.00
ACC 434…………………………………..… $60.00
ACC 435A………..…………………….....…… $60.00
ACC 436…………………………………..… $60.00
ACC 555…………………………………..… $60.00
ACC 600…………………………………..… $60.00
ACC 601M………………………………..…… $60.00
ACC 604…………………………………..… $60.00
ACC 610M……………………………….....$60.00
ACC 615M……………………………….…$60.00
ACC 620M……………………………….…$60.00
ACC 621M……………………………….…$60.00
ACC 630M……………………………….…$60.00
ACC 640M……………………………….…$60.00
ACC 650M……………………………….…$60.00
ACC 651M……………………………….…..$60.00
ACC 657………………………………….…..… $60.00

NEW GENERAL EDUCATION COURSE INFORMATION

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

BIO 191A Online Human Anat & Phys I Lab
(1.5 quarter units)
Corequisite: BIO 201
Recommended prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A

BIO 192A Online Anat & Phys II Lab
(1.5 quarter units)
Corequisite: BIO 202
Prerequisite: BIO 191A with a minimum grade of C-, BIO 201 with a minimum grade of C-

BIO 193A Online Microbiology Lab
(1.5 quarter units)
Corequisite: BIO 203
Recommended: Prior completion of: BIO 191A, BIO 201, CHE 101A, CHE 101

COLLEGE OF LETTERS AND SCIENCES

ASSOCIATE OF SCIENCE IN HUMAN BIOLOGY

Program Lead: Ana Maria Barral; (858) 480-9139; abarral@nu.edu

The Associate of Science in Human Biology (AS-HB) 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.

Students planning to transition into a bachelor's degree or other health related field should check that program requirements prior to completing the AS-HB.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Discuss the social, physiological, and psychological aspects of human behavior at a basic level.
- Discuss the complexities of human biology on the continuum from the level of organism to the level of organized social being.
- Use computer technologies to augment productivity, apply statistical procedures and to gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.

Degree Requirements
To receive the A.S. – HB 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 Human Biology must meet the University diversity requirement. The other 48 units can be comprised of elective courses and/or specific major program preparatory courses. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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.

Prerequisites for the Major
(8 courses; 30 quarter units)

ENG 100 Effective College English I (3 quarter units)
ENG 101 Effective College English II (3 quarter units)
Prerequisite: ENG 100
COM 103 Public Speaking
ILR 260 Academic Information Literacy
Prerequisite: ENG 100, and ENG 101
CHE 101 Introductory Chemistry
Recommended Preparation: MTH 204, or MTH 215, or MTH 216A, and MTH 216B
CHE 101A Introductory Chemistry Lab
(1.5 quarter units)
Prerequisite: CHE 101, or CHE 141 for science majors
HIS 375 # Nevada History, Gov't and Cons
Prerequisite: ENG 100, ENG 101
MTH 204 Mathematics for Science
Prerequisite: MTH 12A, and MTH 12B, or Accuplacer test placement
or
MTH 215 College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B

 # Required for Nevada students only.

Requirements for the Major
(9 courses; 31.5 quarter units)

It is strongly recommended that students complete the BIO 201 - 203A series in numerical sequence: BIO 201 + 191A or 201A, 202 + 192A or 202A, 203 + 193A or 203A.

PSY 100 Introduction to Psychology
SOC 100 Principles of Sociology
Prerequisite: ENG 100, and ENG 101
BIO 201 Human Anatomy and Physiol I
Corequisite: BIO 191A or BIO 201A
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A
BIO 191A Online Human Anat & Phys I Lab
(1.5 quarter units)
Corequisite: BIO 201
Recommended prior completion of: BIO 100, BIO

100A, CHE 101, CHE 101A

or

BIO 201A   Human Anatomy and Physiol LabI
               (1.5 quarter units)
               Corequisite: BIO 201
               Recommended: Prior completion of: BIO 100, BIO
               100A, CHE 101, CHE 101A or equivalent course

BIO 202   Human Anatomy and Physiol II
               Corequisite: BIO 192A or BIO 202A
               Prerequisite: BIO 201, and BIO 193A or BIO 201A

BIO 192A   Online Anat & Phys II Lab
               (1.5 quarter units)
               Corequisite: BIO 202
               Prerequisite: BIO 191A with a minimum grade of C-,
               BIO 201 with a minimum grade of C-

or

BIO 202A   Human Anatomy and Physiol LabII
               (1.5 quarter units)
               Corequisite: BIO 202,
               Prerequisite: BIO 201, and BIO 191A or BIO 201A

BIO 203   Introductory Microbiology
               Corequisite: BIO 193A or BIO 203A
               Recommended: Prior completion of: BIO 201, and
               BIO 191A or BIO 201A, BIO 202, and BIO192A or
               BIO 202A, BIO 100, and BIO 100A, CHE 101, and
               CHE 101A or equivalent courses,

BIO 193A   Online Microbiology Lab
               (1.5 quarter units)
               Corequisite: BIO 203
               Recommended: Prior completion of: BIO 191A, BIO
               201, CHE 101A, CHE 101

or

BIO 203A   Introductory Microbiology Lab
               (1.5 quarter units)
               Corequisite: BIO 203
               Recommended: Prior completion of: BIO 100, BIO
               100A, CHE 101, CHE 101A, BIO 201, and BIO 201A,
               BIO 202, and BIO 202A

BST 322   Intro to Biomedical Statistics

BACHELOR OF ARTS IN ENGLISH WITH SINGLE SUBJECT MATTER PREPARATION AND INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

English Program Lead: John Miller; (714) 429-5146; jmiller@nu.edu
Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of English at the middle and secondary school levels. The program stresses literary analysis, diversity, and critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. Completion of the English requirements also satisfies the California Commission on Teacher Credentialing (CTC) requirements for subject matter preparation in English; students who complete the English requirements will not be required to take the CSET exam. This program also prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as an English teacher. It is designed for teacher candidates who will be dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The Education courses meet the CTC requirements for a Preliminary Single Subject Teaching Credential.

***Please Note:** To avoid interruptions to program progress and/or financial aid arrangements, students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) **PRIOR** to starting the single credential area method courses. For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog.

Program Disclosure Information
The Bachelor of Arts in English with Single Subject Matter Preparation and ITL Single Subject Credential Program is currently operating using credential guidelines for **California** only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information. Students who reside outside of California who wish to participate in the program will need to receive special permission.

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

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- Critically examine the relevance of variables of human diversity such as race, ethnicity, gender, class, and sexuality to the understanding and cultural significance of literature.
- Apply relevant cultural and historical information in the analysis of literary texts.
- Critically evaluate the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Explain and defend their own criteria for evaluating works of literature.

- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.
- Analyze popular media texts and their effects on consumers.
- Discuss language structures, language acquisition, linguistic diversity and the development of literacy.

Degree Requirements

To receive a Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum of 70.5 units of the university General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

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

COM 103*	Public Speaking
ILR 260*	Information Literacy
	Prerequisite: ENG 100, and ENG 101
LIT 100 *	Introduction to Literature
	Prerequisite: ENG 100, and ENG 101
THR 200*	Theater Arts

And **ONE** of the following **TWO** courses:
| ENG 201 | Fiction Writing I |
| | *Prerequisite: ENG 101* |
| or |
| ENG 202 | Poetry Writing I |
| | *Prerequisite: ENG 101* |

* May also be used to satisfy General Education requirements.

Requirements for the Major
(25 courses; 108 quarter units)

English Requirements
(11 courses; 49.5 quarter units)

COM 360	Representation in the Media
	Prerequisite: ENG 100, and ENG 101
ENG 350	Fundamentals of Linguistics
	Prerequisite: ENG 100, and ENG 101

ONE of the following **TWO** courses:
| LIT 311 | British Literature I |
| | *Prerequisite: ENG 240, and LIT 100* |
| or |
| LIT 312 | British Literature II |
| | *Prerequisite: ENG 240, and LIT 100* |

and
LIT 321	American Literature I
	Prerequisite: ENG 240, and LIT 100
LIT 338	Shakespeare
	Prerequisite: ENG 240, and LIT 100
LIT 345	Mythology
	Prerequisite: ENG 240, and LIT 100
LIT 365	Contemporary Literary Theory
	Prerequisite: ENG 240, and LIT 100
LIT 430	Children's Literature
	Prerequisite: ENG 240, and LIT 100

Any **ONE** of the following **THREE** courses:
| LIT 410 | African American Literature |
| | *Prerequisite: ENG 240, and LIT 100* |
| **or** |
| LIT 420 | U.S. Latino Literature |
| | *Prerequisite: ENG 240, and LIT 100* |
| **or** |
| LIT 460 | Gender and Literature |
| | *Prerequisite: ENG 240, and LIT 100* |
| **and** |
| LIT 463 | 20th Century World Literature |
| | *Prerequisite: ENG 240, and LIT 100* |

Capstone Requirement
| LIT 498 | English Capstone Course |
| | *Prerequisite: Satisfactory completion of 8 upper division LIT courses* |

INSPIRED TEACHING AND LEARNING WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate is required to submit a complete Credential Packet. This packet includes, but is not limited to, a background clearance and Negative TB test. To better understand these requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

PRIOR to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses, passed CBEST (California Basic Educational Skills Test) and passed CSET (California Subject Examination Test).

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

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

clinical practice courses.

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

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/ maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential
(14 courses; 58.5 quarter units)

Introductory Core Requirement
(1 course; 4.5 quarter units)
ITL 400   Becoming a Teacher

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

Foundation Courses
(4 courses; 18 quarter units)
ITL 402   Context: Education in the U.S.
                 Prerequisite: ITL 400, and Students must complete
                 the credential packet.
ITL 404   Learners and Learning I
                 Prerequisite: ITL 402
ITL 406   Learners and Learning II
                 Prerequisite: ITL 404
ITL 408   Design and Process of Teaching
                 Prerequisite: ITL 406

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

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

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

Student Teaching Requirements
(4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper division courses, pass CBEST, pass CSET, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms.

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

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

BACHELOR OF ARTS IN SPORT PSYCHOLOGY
Program Lead: Sarah Castillo; (760) 268-1584; scastillo@nu.edu

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 positions in athletics, personnel, and leadership, as well as 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 both individual and team contexts within sport and exercise psychology.
- Analyze how psychological factors influence performance in sport and exercise, and techniques to increase performance and reduce anxiety.
- Examine the history of sport psychology and its role in contemporary psychological theories and systems.
- Discuss the influences of diversity and multiculturalism on group interactions and performance.
- Apply psychological theory to coaching situations.
- Communicate orally and in writing using proper sport, exercise, and psychology terminology.
- Discuss the legal and ethical issues in sport and exercise psychology and performance enhancement.
- Discuss the physiological and motoric principles of performance in sport and physical activity.

Degree Requirements
To receive a Bachelor of Arts in Sport Psychology degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major
(2 courses; 9 quarter units)
MTH 210 *   Probability and Statistics
> *Prerequisite: Accuplacer test placement evaluation, or MTH 12A, and MTH 12B*

PSY 100 *   Introduction to Psychology
* May be used to satisfy general education requirements.

Requirements for the Major
(13 courses; 58.5 quarter units)

PSY 302	Foundation of Sport Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 448	History of Sport & Sport Psych	
	Prerequisite: PSY 100, and PSY 302	
PSY 300	Social Psychology of Sport	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
HUB 441	Research Design and Analysis	
	Prerequisite: ENG 100, ENG 101, MTH 210, and PSY 100	
PSY 303	Motor Learning	

	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 305	Exercise Psychology	
	Prerequisite: PSY 100	
PSY 443	Culture and Sport Psychology	
	Prerequisite: PSY 100, and PSY 302	
BIO 385	Biomechanics of Sport	
BIO 386	Exercise Physiology	
PSY 340A	Counseling Techniques I	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 445	Applied Sport Psychology	
	Prerequisite: PSY 100, PSY 302	
PSY 442	Case Studies Sport Psychology	
	Prerequisite: Successful completion of 10 courses in the BA Sport Psychology program.	
PSY 485	Sport Psychology Sr. Project	
	Prerequisite: satisfactory completion of ALL Major requirements	

Upper Division Electives
(3 courses; 13.5 quarter units)

Choose **three** upper division electives from available offerings within the College of Letters and Sciences. It is STRONGLY RECOMMENDED that students select AT LEAST 2 of their required electives from the following 7 courses:

PSY 427	Biological Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 428	Developmental Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 429	Intro to Personality Theory	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 430	Intro to Psychopathology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 432	Social Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 433	Cognitive Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	
PSY 446	Positive Psychology	
	Prerequisite: ENG 100, ENG 101, and PSY 100	

MASTER OF ARTS IN ENGLISH
Program Lead: Franz Potter; (714) 429-5410; fpotter@nu.edu

The Master of Arts in English program provides a comprehensive program of graduate study in English, including core courses in literature and a rich array of electives covering the large area of academic study under the umbrella term English. 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 program's core requirements include five seminars-- theory, research, and three core literature courses: a literary period course, a major author course, and a theme course.

Students have the opportunity to select their course content from a variety of available topics. For example, for the major author seminar, we offer courses in Chaucer, Shakespeare, Austen, Dickens, Whitman, T.S. Eliot, Steinbeck, Hemingway, and James Baldwin, among others. Students are allowed four elective courses. Those wanting a deeper study of English or American literature can select additional seminars in literary periods, major authors, or themes as their electives.

Courses in creative writing, rhetoric, and film studies are also offered as electives for students with interests in those areas. In the MA English program, we study film as literature, and we share a rich selection of film studies courses with the MA Film Studies program.

Students wanting one of the optional specializations in either Rhetoric or Gothic Studies should refer to the catalog description of those specializations.

The curriculum covers major approaches to literature, including theoretical, historical, comparative, thematic, multicultural, and genre studies. The program provides students with the critical vocabulary, tools, and research ability to produce literary scholarship of professional quality and to participate in the ongoing scholarly discussions of issues in the field of literary study. In their capstone project, students write a scholarly paper to the standards of a scholarly journal of their choice, and a number of our graduates have succeeded in publishing their capstone projects.

NOTE: The program includes a number of variable-content courses under the same course number. Variable content course topics will be found in SOAR and will also appear on student transcripts. For example, our ENG 620A and ENG 620B offerings include seminars in Medieval English literature, 17th-Century English Poetry, English Romanticism, Victorian Literature, American Romanticism, Literary Realism, Modernism, Harlem Renaissance, Lost Generation, Greatest Generation, Beat Generation, and Postmodernism, among others. Variable content courses can be taken more than once, with different content, to fulfill degree requirements.

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.
- 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.

Degree Requirements
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.

Core Requirements
(6 courses; 27 quarter units)
ENG 599	Intro to Grad English Studies	
ENG 600	Seminar in Literary Theory	
ENG 620A	Literary Period or Movement I	
or		
ENG 620B	Literary Period or Movement II	
ENG 680A	Seminar in a Theme I	
or		
ENG 680B	Seminar in a Theme II	
ENG 690A	Major Author Seminar I	
or		
ENG 690B	Major Author Seminar II	
ENG 699	English Capstone Course	
or		
ENG 697	Capstone Project in Rhetoric	

Prerequisite: ENG 655, ENG 656, ENG 657, and ENG 668, or ENG 680A
***Topic**: Literary Noir/Noir Mediascape*

(A total of **five** core courses and **four** electives, as described in the Degree Requirements for the Program, must be completed before enrolling in the Capstone course.)

Elective Requirements
(4 courses; 18 quarter units)
Select from the following list of courses:

ENG 610	Multicultural Literature
ENG 620A	Literary Period or Movement I
or	
ENG 620B	Literary Period or Movement II
MCW 630	Seminar in Fiction
ENG 640	Seminar in Poetry
MCW 645	Seminar in Poetry
MCW 650	Seminar in Creative Nonfiction

ENG 655	Composition Pedagogy
ENG 656	History of Rhetoric
ENG 657	Modern Rhetoric
ENG 665	Film Theory
ENG 666	Silent Film
ENG 667	American Film History
ENG 668	Film Genre Studies
ENG 669	World Film
ENG 670	Comparative Literary Studies
ENG 690A	Major Author Seminar I

or

ENG 690B	Major Author Seminar II
ENG 680A	Seminar in a Theme I
ENG 680B	Seminar in a Theme II
ENG 685	American Directors
ENG 686	International Directors

Specialization in Gothic Studies
Program Lead: Franz Potter; (714) 429-5410; fpotter@nu.edu

The Master of Arts in English with a Specialization in Gothic Studies provides a balanced and comprehensive program of graduate study in literature as well as a rigorous examination of the historical, theoretical and critical reception of the Gothic, from its origins in the eighteenth century through to a range of contemporary works in both literature and film. The program is appropriate for students seeking preparation for doctoral study or college-level teaching in English and related fields, or general cultural enrichment.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Research 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 texts.
- Compare informed critical discussions of theoretical issues pertaining to textual analysis.
- Synthesize current theory and practice in the study of Gothic literature.
- Evaluate the complexities of canon formation.
- Assess informed critical discussions, both oral and written, the works and criticism of the Gothic literary period and movement.

Specialization Requirements
(4 courses; 18 quarter units)

ENG 620A	Literary Period or Movement I:
	Topic: Dark Romanticism
ENG 620B	Literary Period or Movement II:
	Topic: American Gothic
ENG 640	Seminar in Poetry:
	Topic: Graveyard Poetry

ENG 668	Film Genre Studies:
	Topic: Horror Films
ENG 680A	Seminar in a Theme I:
	Topic: Vampires Gothic Literature
ENG 680B	Seminar in a Theme II:
	Topic: Gothic Prisons or Romantic Spaces or Female Gothic
ENG 690A	Major Author Seminar I:
	Topic: Ann Radcliffe
ENG 690B	Major Author Seminar II:
	Topic: E. A. Poe

Specialization in Rhetoric
Program Lead: Christine Photinos; (858) 642-8349; cphotinos@nu.edu

The Master of Arts in English with a Specialization in Rhetoric provides a program of graduate study in literature as well as a wide range of cultural production, from classical oration to contemporary cinema, with particular attention paid to how language and image are used to produce various effects and meanings. Students study literary texts and other cultural artifacts across a variety of media forms, developing readings that are grounded in contextual understanding. They complete course work in literary studies, classical and modern rhetoric, composition pedagogy, media studies, and film studies. The prescribed curriculum contains several variable-topic courses, allowing students to pursue broad program goals in topic areas matched to their individual interests. The program is appropriate for students seeking preparation for doctoral study or college-level teaching in English and related fields, or general cultural enrichment.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Produce sustained textual analyses and interpretations that are informed by relevant published criticism.
- Evaluate the relevance and validity of different theoretical approaches to the understanding of specific texts.
- Produce rigorous critiques of the scholarly works of others.
- Interrogate and synthesize key theories and practices within Composition Studies.
- Analyze how language and image are used to produce various effects and meanings across a variety of media forms.
- Produce a work of rhetorical criticism suitable for publication in a scholarly journal.

Specialization Requirements
(4 courses; 18 quarter units)

Students must select **four (4)** of the **five (5)** courses listed below

ENG 656	History of Rhetoric
ENG 657	Modern Rhetoric
ENG 655	Composition Pedagogy
ENG 668	Film Genre Studies
or	
ENG 680A	Seminar in a Theme I
	Topic: Literary Noir/Noir Mediascape

MASTER OF ARTS IN HUMAN BEHAVIORAL PSYCHOLOGY

Program Lead: Charles Tatum; (858)642-8476; ctatum@nu.edu

The Master of Arts in Human Behavioral Psychology 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 practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

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

For students in the Bachelor of Science in Organizational Behavior transition program, the university will waive up to two HUB courses taken as part of the bachelor's degree (see BS in Organizational Behavior transition program), but these students must still meet the residency requirements for the MA in Human Behavioral Psychology. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Core Requirements
(10 courses; 45 quarter units)
HUB 648	Personal Growth & Comm.
HUB 646	Personal and Pro. Ethics
HUB 641	Stages of Adult Development
HUB 639	Issues in Sexuality
HUB 601A	Organizational Behavior
HUB 642	Theories of Behavior Change
HUB 601D	Creative Leadership
HUB 650	Behavioral Research
HUB 670	Research Applications
	Prerequisite: HUB 650
HUB 680	Integrative Project
	Prerequisite: HUB 650, HUB 670

Program Electives
(2 courses; 9 quarter units)

Students can select graduate elective courses from the following course prefixes: AGE, CHD, HRM, HUB, MKT, MGT, and SOC (HUB 660, CHD 601, 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).

COLLEGE OF PROFESSIONAL STUDIES

CENTER FOR CREATIVE LEADERSHIP MASTER OF BUSINESS ADMINISTRATION
Program Lead: Farhang Mossavar-Rahmani; 858-642-8409 fmossava@nu.edu

The Center for Creative Leadership (CCL) MBA curriculum reflects a unique combination of the Direction, Alignment and Commitment (DAC) ontology and precision education as an operational strategy (assessment-led adaptive instruction). It consists of 45 quarter units, which is ideal for a one-year duration. The curriculum spans four quarters, each with a theme to correspond with the DAC ontology, to

balance workload and progressively build on preceding competencies. The hallmark of the curriculum is the experiential (or practice) ideology. **The strategy of "assess, learn, practice, and apply" engages and motivates** the learner through a series of experiential exercises. The CCL content and methodology consistently rank among the best in the world by the Financial Times.

The DAC ontology allows for building a curriculum that focuses on the development of leadership outcomes:

- Establish organizational and individual direction.
- Prepare for the alignment of knowledge, skills, and abilities to set organizational and individual direction.
- Assure the commitment of internal stakeholders to balance personal with organization direction.
- Achieve the outcomes of direction, alignment, and commitment through integration and implementation of the strategic plan.

Precision education, as an operational strategy, necessarily involves goal setting and the individual plan to build leadership competencies. Figure 1. Specifies the broadest program learning outcomes of direction, alignment, commitment, and integration. Within each broad program learning outcome, identifying specific competencies (and micro-competencies) facilitates formative assessment, adaptive instruction, holistic support, and competency-based credentialing.

Figure 1

Goal Setting
Students who are eligible for the CCL MBA in Leadership will have a bachelor's degree. GMAT score in the 50th percentile, work experience, and previous CCL professional development are highly encouraged for this experience. Once accepted into the program, each student will receive a diagnostic assessment that will help to establish SMART goals and provide the necessary baseline information to develop holistic student support. After that, in the many-to-one model, student support specialists will surround each student to help him/her navigate to his or her goals.

To make sure your SMART goals are clear and reachable, each one should be:
- **S**pecific (simple, sensible, significant).
- **M**easurable (meaningful, motivating).
- **A**chievable (agreed, attainable).
- **R**elevant (reasonable, realistic and resourced, results-based).
- **T**ime bound (time-based, time limited, time/cost limited, timely, time-sensitive).

Basic English and Math Skills
It is strongly recommended that students who are unsure about having adequate English writing or math skills take one or both one-hour Accuplacer tests to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate writing skills courses. If a student has already taken the GRE or GMAT, a score of at least of 480 (verbal) and 570 (quantitative) on the GRE or a score of at least 550 on the GMAT indicates adequate proficiency.

Learning Community
Students who pursue an MBA expect a cohort experience that will last throughout the degree and afterward as a network for life. Student Relationship Management (SRM), Learning Management System (LMS), and Enterprise Resource Planning (ERP) form a common platform to facilitate student-to-content, student-to-instructor, and student-student interaction.

Cohorts who join through an employer, in a geographically similar time zone, may opt to meet synchronously online to enhance interaction. Students who participate individually may choose to engage in a larger cohort with students who partake asynchronously online to strengthen their community of learners.

All students who complete the CCL MBA in Leadership join an alumni community worldwide. A signature feature of the CCL MBA in Leadership is the holistic student support model. Each student has access to a specialist who is available on-demand, either through a chatbot or live support in a similar time zone. Once developed, the AI infrastructure will inform the chatbot for on-demand support to help promote student success with timely responses to an individual's needs. Support will often go beyond academic advising to include life skills, food insecurity, and mental counseling.

Program Learning Outcomes
Upon successful completion of this program, students will be able to:
- Analyze the impact of organizational decisions on stakeholders through financial and economic analysis, and risk assessment, and create an

alternative course of action.

- Utilize critical thinking in communication efforts, and communicate with clarity and efficacy in a variety of formats.
- Build quantitative analysis methods against relevant information and data trends in relation to operations and decision-making.
- Apply the ethical responsibilities of an organization and evaluate the ethical, legal, and political implications of business practices.
- Illustrate leadership theories to diagnose the effects of leadership behaviors on organizational performance and change management plans that result in increased potential for individuals and the organization to achieve desired outcomes.
- Critique one's leadership skills and continuously adapt to variety of complex, multicultural team, and organizational settings.

Degree Requirements

To receive a Leadership MBA degree, students must complete 45 quarter units of graduate credit. A total of 4.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

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

LMBA 600 * Orientation Course
            (1 quarter units)
LMBA 601   Introduction to Leadership
            (2 quarter units)
            Prerequisite: LMBA 600
LMBA 602 * Data-Informed Decision Making
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 603 * Emerging Issues: Mngmt & LDRSP
            (3 quarter units)
            Prerequisite: LMBA 600
LMBA 604   Practices of Leadership
            (2 quarter units)
            Prerequisite: LMBA 600
LMBA 605 * Fundamentals of Economics
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 606 * Fin Statements & Mgr. Acct.
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 607 * Corp Fin & Fin Str of an Ent.
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 608   Leading in a Diverse Community
            (2 quarter units)
            Prerequisite: LMBA 600

LMBA 609 * Mktg in an Information Age
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 610 * Organizational Design and HRM
            (3 quarter units)
            Prerequisite: LMBA 600
LMBA 611   Leading Change
            (4 quarter units)
            Prerequisite: LMBA 600
LMBA 612   Leading Across Boundaries
            (2 quarter units)
            Prerequisite: LMBA 600
LMBA 613   Strategic Leadership
            (2 quarter units)
            Prerequisite: LMBA 600
LMBA 614 * Capstone: Strategy
            (4 quarter units)
            Prerequisite: LMBA 600
            Recommended: Prior completion of core competency courses.

* Core Competency Course

MASTER OF SCIENCE IN COMPUTER INFORMATION SYSTEMS
Program Lead: Patrick Olson; (408) 412-3855; polson@nu.edu

Computer information systems is often defined as the collective means by which an organization enables the production and distribution of information and knowledge. Such a definition necessarily includes people, processes, computing, and data. While many fields overlap with computer information systems the primary means of differentiation among these fields is to consider the field's dominant perspective. While other fields focus on why or how this field seeks to discover the best solution available now and facilitate future revision when better solutions become available.

The National University offering of this program is specifically guided by the Association for Computing Machinery (ACM) and Association for Information Systems (AIS) curriculum recommendations. To that end, we specifically include courses in eight of the core areas noted in this recommended curriculum.

This program begins with a focus on information in organizations. The program progresses through the examination of the organization and technology environment that contains the organization's information systems. The next step is considering systematic means for information needs assessment and then the construction of managerial tools and organizational systems and architectures. The program ends with an examination of the Philosophy of Information.

Additionally, we require a current topics course (CIS 671) and credit for publication of a student paper (CIS 611) as part

of the required courses in the program. There are also additional elective options that allow further engagement in scholarly publication (CIS 616). The program concludes with a capstone course on the Philosophy of Information (CIS 688).

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 educational backgrounds. Enrolling students with an undergraduate degree in information systems, information technology, computer science, or software engineering, business meet the program entry requirements. Enrolling students who hold other undergraduate degrees may be enrolled if they secure the approval of the Academic Program Director for the MSCIS.

Program Learning Outcomes

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

- Apply the Philosophy of Information.
- Analyze and apply ethical constructs to issues in Information Systems.
- Analyze the technology environment that domains (organizations) and Information Systems are within.
- Apply systematic means for the analysis and improvement of needs assessment.
- Create and operate managerial tools and systems for applying information systems to domains (organizations).
- Create Information Systems tools, systems and architectures.

Degree Requirements

To receive a Master of Science in Computer Information Systems, student must complete 50.5 quarter units of graduate coursework. A total 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 thirteen courses.

Core Requirements

(12 courses; 50.5 quarter units)

CIS 601	Principles of Info. Systems	
CIS 621	Systems Development/Deployment	
	Prerequisite: CIS 601 with a minimum grade of B	
CIS 631	Data, Information and Content	
	Prerequisite: CIS 601 with a minimum grade of B	
CIS 641	IT Infrastructure	
	Prerequisite: CIS 601 with a minimum grade of B	
CIS 650	IS Management and Operations	
	Prerequisite: CIS 641 with a minimum grade of B	
CIS 655	Enterprise Architecture	
	Prerequisite: CIS 650 with a minimum grade of B	

CIS 656	Innov., Org. Change, Entrepre.	
	Prerequisite: CIS 650 with a minimum grade of B	
CIS 657	Bus Cont and Info Assurance	
	Prerequisite: CIS 650 with a minimum grade of B	
CIS 659	IS Strategy and Gov	
	Prerequisite: CIS 650 with a minimum grade of B	
CIS 671	Current Topics	
	Prerequisite: CIS 650 with a minimum grade of B	
CIS 688	Philosophy of Information	
	Prerequisite: All other program requirements must be complete prior to taking this course.	
CIS 611	Student Publications	
	(1 quarter units)	
	Prerequisite: CIS 650 with a minimum grade of B	

Elective Option

Students who wish to participate in additional scholarly research opportunities may enroll in the following course.

Please contact the Program Lead for approval.

CIS 616	Scholarly Publications	
	(2 quarter units)	
	Prerequisite: CIS 650 with a minimum grade of B	

COURSE DESCRIPTIONS

BIO - BIOLOGY

BIO 191A Online Human Anat & Phys I Lab
(1.5 quarter units)
Corequisite: BIO 201
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A
This course uses virtual labs and online resources to explore human anatomy and physiology. This first lab course in the series covers body plan, microscopes, cells, tissues, skin, bone, muscle, nervous system, and special senses. Students should verify that this course will transfer to their desired program.

BIO 192A Online Anat & Phys II Lab
(1.5 quarter units)
Corequisite: BIO 202
Prerequisite: BIO 201, and BIO 191A or BIO 201
This course uses virtual labs and online resources to explore human anatomy and physiology. This second lab course in the series covers autonomic nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems, along with clinical lab tests. Students should verify that this course will transfer to their desired program.

BIO 193A Online Microbiology Lab
(1.5 quarter units)
Corequisite: BIO 203
Recommended prior completion of: BIO 201 and BIO 191A or BIO 201A and CHE 101, CHE 101A
This course uses virtual labs and online resources to instruct students about biosafety procedures, as well as methods of isolation, quantification, and identification of microorganisms. Students will become familiar with light microscopy, preparation and analysis of stained slides. Students should verify that this course will transfer to their desired program.

BIO 201 Human Anatomy and Physiol I
Corequisite: BIO 191A or BIO 201A
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A
Areas of study include cells, tissues, organ systems (integumentary, skeletal, muscular and nervous), 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 202 Human Anatomy and Physiol II
Corequisite: BIO 192A or 202A
Prerequisite: BIO 201 and BIO191A or BIO 201A
Organ systems (endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and 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 203 Introductory Microbiology
Corequisite: BIO 193A or BIO 203A
Recommended prior completion of: BIO 100, BIO 100A, CHE 101, CHE 101A, BIO 201, BIO 191A or BIO 201A and BIO 202, BIO 192A, or BIO 202A
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 immune response.

BIO 385 Biomechanics of Sport
This course looks at the 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 386 Exercise Physiology
Provides a theoretical basis for understanding the body's acute and chronic adaptations to the stresses of exercise. Emphasis is given to systems physiology, the neuromuscular and cardiovascular bases of training responses, vascular physiology, energy production, cardiopulmonary function, and the significance of these effects for health and performance. Emphasis will be placed upon the practical application of exercise physiology principles to coaching, teaching, and other physical training practices.

CIS - COMPUTER INFORMATION SYSTEMS

CIS 601 Principles of Info. Systems
Overview of information systems with emphasis on establishing a firm foundation for the further study of the core components of the information systems field., This includes the exploration of the interaction of Information Systems with legal, ethical, cultural, human resources, business philosophies and organizational structures.

CIS 611 Student Publications
(1 quarter unit)
Prerequisite: CIS 650 with a minimum grade of B.
The purpose of this course is to enable students to participate as student-scholars in Information Systems. They will submit, secure acceptance, and present a student paper at an academic conference. They may work with up to one other student as co-authors.

CIS 616 Scholarly Publications
(2 quarter units)
Prerequisite: CIS 650 with a minimum grade of B.
The purpose of this course is to enable students to participate as scholars in Information Systems. They will submit, secure acceptance, and present a paper at an academic conference. They may work with up to one other co-authors.

CIS 621 Systems Development/Deployment

Prerequisite: CIS 601 with a minimum grade of B.

The design of information systems and services, including the design of how humans interact with and how they experience information technology artifacts. Additionally, this course includes systems implementation and the deployment of systems in organizations.

CIS 631 Data, Information and Content

Prerequisite: CIS 601 with a minimum grade of B.

Development, use, and selection of the means to provide data, information, and content management in processes that improve an organization's ability to achieve its goals using structured and unstructured data and information effectively.

CIS 641 IT Infrastructure

Prerequisite: CIS 601 with a minimum grade of B.

This course includes a careful analysis of the hardware, software and organization needed to provide IT to a domain (organization) with particular emphasis on networks. It is intended that graduates will be better able to contribute to needs analysis for and design and implementation of effective, technically correct IT infrastructure solutions.

CIS 650 IS Management and Operations

Prerequisite: CIS 641 with a minimum grade of B.

Focuses on the capability to develop, maintain, and consistently improve domain (organizational) performance while providing appropriate information systems, services, and infrastructure. The external view is on creating value for the domain (organization) and the internal view is on IS staff motivation, performance, and accountability.

CIS 655 Enterprise Architecture

Prerequisite: CIS 650 with a minimum grade of B.

Examination of managing the complexity of information systems and aligning these systems with the domain's (organization's) strategy. Enables the thoughtful participation in planning, building, using, maintaining, and evaluating the architectures.

CIS 656 Innov., Org. Change, Entrepre.

Prerequisite: CIS 650 with a minimum grade of B.

Focuses on employing current and upcoming technologies to address existing and new business opportunities, using information technologies to improve those business activities. Development of the ability to understand and to intervene in different forms of domain (organizational) activities (e.g., work units, work teams, processes, organizations, markets, society setting).

CIS 657 Bus Cont and Info Assurance

Prerequisite: CIS 650 with a minimum grade of B.

Examines the continuity, auditing, and assurance of information systems. Covers areas of risk avoidance, security management, and quality auditing. Tactical and strategic to technical and operational levels of the domain (organization) are included. Processes considered range from management, such as policy and standard setting, to hands-on skills, such as system contingency and recovery planning.

CIS 659 IS Strategy and Gov

Prerequisite: CIS 650 with a minimum grade of B.

The creation and implementation of long-term plans for designing, delivering, and using organizational information systems to achieve strategic domain (organization) goals and objectives. Additionally, monitoring and controlling organizational IS resources to ensure alignment with and achievement of domain (organization) strategies, goals, and objectives.

CIS 671 Current Topics

Prerequisite: CIS 650 with a minimum grade of B.

Exploration of a current topic not otherwise covered in the curriculum. Previous offering of this course does not predict future availability; new courses may replace these. Topic varies by term and instructor.

CIS 688 Philosophy of Information

Prerequisite: All other program requirements must be complete prior to taking this course.

While this course is the final station on a journey to earn an MSCIS, the purpose of the course is to celebrate the journey while carefully considering the next steps that are possible. To that end this course is intended to be similar to an advanced graduate seminar focusing on the area of philosophy most closely related to MSCIS, the Philosophy of Information.

ENG – ENGLISH

ENG 697 Capstone Project in Rhetoric

Prerequisite: ENG 655, ENG 656, ENG 657 and ENG 668 or ENG 680A
Topic: Literary Noir/Noir Mediascape

Writing the Master's thesis or capstone project. Taken as the last course in the M.A. English with a Specialization in Rhetoric program. Exceptions may be made if within two courses of program completion, with approval of the lead faculty. Students study published models of rhetorical criticism. They hone critical tools and apply them to a substantial, original project. Working closely with the capstone instructor and peers, students take this project from inception to final form: a work of professional-quality rhetorical criticism. Grading basis is S/U only. Course is eligible for In Progress (IP) grade.

LMBA – LEADERSHIP MASTER BUSINESS ADMINISTRATION

LMBA 600 - Orientation course

(1 quarter unit)

This Orientation course is designed specifically to meet the needs of working professionals as they transition into their core MBA coursework. This course also provides students

with the opportunity to develop a programmatic personalized learning plan tailored to help them pursue their educational and personal goals. In this course, students will learn about and apply the four fundamental skills of group development. They will develop individual, performance-based goals by creating a Personal Success Plan. Students will also evaluate their Microsoft Office skills and remediate any gaps that may exist.

LMBA 601 - Introduction to Leadership
(2 quarter units)
Prerequisite: LMBA 600
This course provides the foundation for the study of the practice of leadership in the MBA. The course starts from the premises that that leadership is a social process and that everyone is capable of practicing leadership. The course is built on an ontological consideration of leadership as a practice by introducing participants to several perspectives of leadership and their ontological constructs culminating with the collaborative framework of the Center for Creative Leadership. Drawing from this exploration, participants will develop a leadership philosophy to inform their own practice of leadership.

LMBA 602 Data-Informed Decision-Making
(4 quarter units)
Prerequisite: LMBA 600
This is a research course in which students analyze a leadership issue related to the Direction, Alignment, or Commitment of organizational outcomes and then convert that issue into a research question. Students will investigate what is known about the issue (literature review), identify potential findings (theory and hypothesis), and develop a basic design (methodology) to answer the research question. The results will be a written report and presentation with a line of sight to how data informed decision-making supports leaders in their strategic success.

LMBA 603 - Emerging Issues: Mngmt & LDRSP
(3 quarter units)
Prerequisite: LMBA 600
This course presents emerging issues and trends that are impacting the management and leadership of global business. This course explores current events and leadership trends and how this evolving dynamic is changing the landscape of business management around the world. Components of this course include socio-economic issues, trends in leadership development, developments in technology, changes in organizational dynamics, managing multi-generational work force and political impacts.

LMBA 604 Practices of Leadership
(2 quarter units)
Prerequisite: LMBA 600
In this course, students will learn and apply the fundamental four skills relevant to leadership at all levels and across industries. They will analyze the performance of prominent leaders who practiced particular skills and explore how to apply those skills in their careers.

LMBA 605 – Fundamentals of Economics
(4 quarter units)
Prerequisite: LMBA 600
This course delivers practical, hands-on experience with the essential concepts of economics that a business manager or leaders must deploy to be successful. In this course, you will learn what these concepts are, why they are important, how to ask the right questions at the right time, and how to deploy the concepts in a real-world business environment. Topics covered in this course include price systems, market structures, monetary and fiscal policies, consumer theory, inflation rates, interest rates, employment levels, national output. Along the way to developing these practical skills, this course will advance the student's awareness of and exposure to the advantages of software tools like Excel, PowerPoint, Word, Access, and Solver.

LMBA 606 - Fin Statements & Mgr. Acct.
(4 quarter units)
Prerequisite: LMBA 600
This course is designed to provide financial information to executives, managers, entrepreneurs, and other interested parties to make the best decisions toward achieving the goals, and objectives or their organizations. Topics include accounting implications and recognition of business acquisition, cost volume – Profit Analysis, and understanding financial Statements.

LMBA 607 Corp Fin & Fin Str of an Ent.
(4 quarter units)
Prerequisite: LMBA 600
This course will cover the financial and legal structure of a company. Other topics include working capital management, time value of money, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, and financial strategy.

LMBA 608 - Leading in a Diverse Community
(2 quarter units)
Prerequisite: LMBA 600
As communities and organizations become more diverse, whether in culture, race, ethnicity, gender, functional expertise, etc., leaders need to be able to see situations and people for what/who they really are and to lead effectively, creating sustainable and productive workplaces. In this course students will learn to recognize and acknowledge their own biases and strategies to break their bias habits. As they deal with their own biases, students will learn to lead others to counteract bias and effectively drive change both personally and professionally.

LMBA 609 Marketing in an Information Age
(4 quarter units)
Prerequisite: LMBA 600

In this course, students learn through the case study, individual and group assignments, as well as the creation of a marketing plan, about the principles of Marketing Management and the impact that marketing has on an organization's performance in both domestic and global environment. Students gain knowledge on how to develop successful customer-driven marketing strategies as well as the fundamental marketing functions of Product, Price, Place, and Promotion (the 4Ps). Other topics include digital marketing online marketing (web sites, email marketing, online advertising, and more), social media marketing (content marketing, major Social Media Platforms, social media engagement), and Mobile Marketing (Mobile advertising, mobile apps, texting, mobile web sites).

LMBA 610 - Organizational Design and HRM
(3 quarter units)
Prerequisite: LMBA 600
The objective of this course is to highlight the relationship between organizational strategies, structures, and processes. Strategy implementation often involves changes in organizational design that influences the nature of tasks, patterns of communication, and benchmarks for performance. And both the strategy and the resulting design lead to significant adjustments to the human resource management (HRM) mix in terms of staffing, employee development and employee retention. To achieve this objective, course reviews both theoretical perspectives and opportunities for students to apply their experience to an applied project concerning the organization in which they are currently employed.

LMBA 611 - Leading Change
(4 quarter units)
Prerequisite: LMBA 600
Course topics will focus on the dynamics of change, organizational redesign, and the essential skills necessary for leaders to initiate corporate and organizational transformations. Resistance and acceptance of change initiatives, including the impact of organizational culture will be examined. Students will strengthen their leadership skills and strategies in order to initiate and implement change through problem-solving experiences across a broad range of organizational contexts.

LMBA 612 - Leading Across Boundaries
(2 quarter units)
Prerequisite: LMBA 600
Drawing on the groundbreaking, global research of the Center for Creative Leadership, this course will consider the critical strategies and tactics leaders use in building new organizational cultures and practices of cooperation. The course will include an exploration of the purpose of boundaries within organizations, the types of boundaries, and the strategies & tactics necessary to work effectively across boundaries. Students will apply the concepts learned to develop an action plan to address a current challenge in an organization of which they are a part.

LMBA 613 – Strategic Leadership
(2 quarter units)
Prerequisite: LMBA 600
This course emanates from the precept that individuals and teams practice strategic leadership by creating the direction, alignment, and commitment needed to achieve the enduring performance potential of an organization. To do this effectively, leaders must understand how to think, act, and influence strategically. The course topics will focus on helping students understand and begin to develop these three critical competencies of strategic leadership. Students will be able to challenge current strategies by taking a broader and more robust view of opportunities and threats in their organization's environment, influence their peers to adopt strategies that are more in keeping with an evolving business environment, and initiate meaningful changes that position the organization to thrive, not simply survive.

LMBA 614 - Capstone: Strategy
(4 quarter units)
Prerequisite: LMBA 600
Recommended: Prior completion of core competency courses.
This is a capstone course in which students work as individuals or as a group under the guidance of an assigned faculty advisor. In this course students have the opportunity to conduct research and gather relevant data, to integrate and apply knowledge and skills learned in preceding courses. A capstone course requires students to integrate principles, theories, and methods learned in courses required throughout their academic career. Students creatively analyze, synthesize, and evaluate learned knowledge in projects having a professional focus and communicate the results of their projects effectively at a professional level.

MTH - MATHEMATICS

MTH 209A Fundamentals of Mathematics I
Prerequisite: MTH 12A and MTH 12B
A study of the real number system and its subsystems, ancient and modern numeration systems, problem-solving and simple number theory. Includes teaching materials and discussion of today's professional organizations. This is a content course, not a methods course.

PHS - PHYSICS

PHS 104A Introductory Physics Lab
(1.5 quarter units)
Prerequisite: PHS 104 or PHS 171 for science majors
Non-calculus based general physics lab course for earth and life science majors. Laboratory experiments and exercises will include data analysis and evaluations of measurement. Topics include, but are not limited to, the following: force, gravity, laws of motion, fluid mechanics, electricity, and light (optics).

PSY - PSYCHOLOGY

PSY 305 Exercise Psychology
Prerequisite: PSY 100
An introduction to contemporary theory and research related to the psychological factors underlying participation in and adherence to exercise and physical activity programs. Topics include the nation's current obesity epidemic, factors that contribute to exercise behavior, psychological barriers to and benefits of exercise, and avenues for improving personal exercise behavior.

PSY 610 Case Management
Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
This course examines the concepts and principles of case management practice emphasizing strength-based approaches, the bio-psycho-social-spiritual and recovery models. It introduces the role of mental health case management including strengths assessment, development, and delivery of mental health services.

PSY 611A Counseling Paradigms I
Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
This course provides an overview of major current and evolving paradigms of psychotherapy and how they influence counseling theory and practice. Students acquire core skills related to effective therapeutic communication and to the therapist's role in promoting exploration, insight, and behavior change.

PSY 611B Counseling Paradigms II
Focuses on integrating and applying the full range of theoretical models used in 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 H, S or U only.

PSY 620 Perspectives on Psychology
Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
An examination of professional issues in counseling psychology, including concepts of psychological health and disorder, critical thinking, evidence-based treatment, best practices, systems of care, the role of research and how to access/utilize it, and various models of diagnosis and treatment, including the medical model, recovery model, and the multicultural model. An emphasis is placed on exploring the current status of these issues and how they are impacting the practice of psychotherapy.

PSY 636 Child and Adolescent Therapy
Examines assessment techniques, perspectives, and strategies essential to the treatment of children and adolescents. It also includes the therapeutic relationship, assessment and diagnosis, evidence-based treatment, family systems perspective, and legal/ethical concerns related to working with children and adolescents. Public settings and treatment based on cultural awareness as well as the recovery/resiliency model are covered.