NATIONAL
UNIVERSITY

Veteran Founded. Nonprofit.

2020 GENERAL CATALOG

National
UNIVERSITY

2020/2021
GENERAL CATALOG

Volume 83 | July 2020

MICHAEL R. CUNNINGHAM, Ph.D.

Chancellor
National University System

MESSAGE FROM THE CHANCELLOR

Dear Student,

It is a great pleasure to welcome you to the National University family of exceptional faculty, staff, students, and a strong network of over 175,000 alumni. We are excited to support you in reaching your educational goals, and we are committed to providing a world-class education that is both affordable and accessible.

National University is a private nonprofit university that has distinguished itself by offering quality, market-relevant degrees through innovative programs that positively transform and impact students, enterprises, and communities. As part of National University, you join a diverse community of lifelong learners who are part of the National University System. Together we share a common approach to learning and fostering student success while creating new and exciting pathways for your educational future.

Since the creation of the National University System, we continue to build on the foundation of serving adult learners in new and creative formats. Today, NUS is comprised of:

- **National University:** A veteran-founded institution that serves a diverse population of adult learners through innovative educational solutions

- **Northcentral University:** A graduate-level focused institution, with expansive doctoral offerings, weekly starts and a one-to-one learning format

- **City University of Seattle:** Emphasizes master's, doctoral and international programs, while establishing choice through workforce partnerships

The System also oversees the Sanford Programs, three programs inspired by the vision of renowned philanthropist T. Denny Sanford to address critical needs in the education and nonprofit sectors. Sanford Harmony and Sanford Inspire provide innovative resources for the PreK-12 education sector and the Sanford Institute of Philanthropy offers educational programs to help nonprofits become more effective at fundraising and donor relationships.

Connected by shared values of academic excellence and integrity, the affiliates of the National University System are committed to expanding academic pathways and opportunities for students to attain professional and terminal, and to exploring innovative, personalized approaches to learning that guide students to successful completion of their academic and career goals. Through its Workforce Education Solutions initiative, the National University System establishes partnerships with industry groups to align degree programs with employer-defined professional competencies, offering students more affordable degree pathways and developing market-ready employees to meet the needs of the 21st-century economy.

As graduates can attest, an education from a National University System affiliate provides the skills and knowledge necessary to succeed and lead in today's ever-changing environment.

Thank you for choosing National University and Welcome! I wish you much success in your academic and professional journey.

Sincerely,

Michael R. Cunningham, Ph.D.

MESSAGE FROM THE PRESIDENT

DAVID W. ANDREWS, Ph.D.

President
National University

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 so pleased that you have chosen to pursue your academic goals with us, and to become part of our transformational community of lifelong learners.

The demand for graduates with a strong academic foundation and superior market-relevant skills has never been stronger. Remaining true to our mission, we continue to identify innovative programs, services, and academic pathways to prepare students for today's dynamic, ever-changing workplace and guide them toward achieving their education and career goals.

As a veteran-founded nonprofit, National University was among the first institutions in the United States to recognize and focus on the unique educational needs of adult learners. The University is distinctive because of its intensive four-week class format and flexible degree programs that enable students to complete their degree programs in an accelerated time frame.

Our goal is to deliver an exceptional student experience, ensuring that the education you receive is among the most rigorous, relevant, and rewarding in higher learning. In addition to our focus on quality, access, and affordability, we also believe in encouraging collaborations and workforce education partnerships that serve the public good and look for ways to weave that into our offerings.

With roots in academic innovation, National University remains focused on utilizing advanced technologies to create a more customized learning experience for students. The University's programs are available either completely or partially online, allowing students locally, nationally, and globally to pursue a broad range of degrees and credentials. Our University is enriched by the extraordinary, diverse faculty and staff, and also by our unique student population that represents a wide range of backgrounds from working professionals to military personnel.

Our commitment to providing holistic advising and student support to meet your needs remains our top priority. We are proud to offer additional resources through partnerships, programs, and scholarships to assist students in achieving their goals. Student Services and the Veteran Center can assist you in many ways, including acting as a liaison with other units in the University, as an advocate for you as you navigate the University's processes and programs, and as a central source of quality assurance. Students can become further involved with our University community through our student organizations and our alumni network that is over 175,000 strong.

National University is proud of what it has accomplished in our nearly 50-year history, 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 and lifelong learner.

I wish you the best of luck and much success.

Sincerely,

David W Andrews

David W. Andrews, Ph.D.

For More Information

(800) NAT-UNIV (628-8648)

Current Students

(866) NU-ACCESS (682-2237)

Student Concierge Services

(866) 628-8988

Visit Us on the Web

www.nu.edu

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

July 1, 2020

Accredited By

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue
Suite 100
Alameda, CA 94501
(510) 748-9001

MAIN TABLE OF CONTENTS

CLASS CALENDAR AT A GLANCE

JULY 2020
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	

AUGUST 2020
S	M	T	W	T	F	S
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30	31					

SEPTEMBER 2020
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
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27	28	29	30			

OCTOBER 2020
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				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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NOVEMBER 2020
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DECEMBER 2020
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
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27	28	29	30	31		

JANUARY 2021
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3	4	5	6	7	8	9
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24	25	26	27	28	29	30
31						

FEBRUARY 2021
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	1	2	3	4	5	6
7	8	9	10	11	12	13
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28						

MARCH 2021
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30	31					

JUNE 2021
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JULY 2021
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25	26	27	28	29	30	31

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22	23	24	25	26	27	28
29	30	31				

SEPTEMBER 2021
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		

OCTOBER 2021
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					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						

Legend:
- ◯ Term Start Date
- ▢ (light gray) National University Break
- ▢ (dark gray) Last Week of Classes
- ▢ (outlined) National Holiday Observed – No Classes

CALENDAR AND CLASS SCHEDULES

2020 Summer

Summer Break: Sunday, June 28 - Saturday, July 4

Independence Day: Saturday, July 4

Summer Quarter Begins: Monday, July 6

Labor Day: Monday, September 7

Summer Quarter Ends: Saturday, September 26

2020 Fall

Fall Quarter Begins: Monday, September 28

Veterans Day: Wednesday, November 11

Thanksgiving: Thursday, November 26

Christmas Eve: Thursday, December 24

Christmas: Friday, December 25

2021 Winter

New Year's Day: Friday, January 1

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

2021 Spring

Spring Break: Sunday, March 28 - Saturday, April 3

Spring Quarter Begins: Monday, April 5

Memorial Day: Monday, May 31

Spring Quarter Ends: Saturday, June 26

2021 Summer

Summer Break: Sunday, June 27 - Saturday, July 3

Independence Day: Sunday, July 4

Summer Quarter Begins: Tuesday, July 6

Labor Day: Monday, September 6

Summer Quarter Ends: Saturday, September 25

2021 Fall

Fall Quarter Begins: Monday, September 27

Veterans Day: Thursday, November 11

Thanksgiving: Thursday, November 25

Christmas Eve: Friday, December 24

Christmas Day: Saturday, December 25

2022 Winter

New Year's Day: Saturday, January 1

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

2022 Spring

Spring Break: Sunday, March 27 - Saturday, April 2

Spring Quarter Begins: Monday, April 4

Memorial Day: Monday, May 30

Spring Quarter Ends: Saturday, June 25

2022 Summer

Summer Break: Sunday, June 26 - Saturday, July 2

Independence Day: Monday, July 4

Summer Quarter Begins: Tuesday, July 5

Labor Day: Monday, September 5

Summer Quarter Ends: Saturday, September 24

2022 Fall

Fall Quarter Begins: Monday, September 26

Veterans Day: Friday, November 11

Thanksgiving: Thursday, November 24

Christmas Eve: Saturday, December 24

Christmas Day: Sunday, December 25

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 p.m. 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.
- 24-month calendar follows:

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.

ON-SITE UNDERGRADUATE CLASS SCHEDULE

Monday and Wednesday

2020/SUMMER
July 6, 8, 13, 15, 18 (8-12:30), 20, 22, 27, 29 August 1 (8-12:30)
August 3, 5, 10, 12, 15 (8-12:30), 17, 19, 24, 26, 29 (8-12:30)
August 31, September 2, 9, 12 (8-12:30), 14, 16, 19 (8-12:30), 21, 23, 26 (8-12:30)

2020/FALL
September 28, 30 October 5, 7, 10 (8-12:30), 12, 14, 19, 21, 24 (8-12:30)
October 26, 28, November 2, 4, 7 (8-12:30), 9, 16, 18, 21 (8-12:30)
November 23, 25, 30 December 2, 5 (1-5:30), 7, 9, 14, 16, 19 (8-12:30)

2021/WINTER
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)

2021/SPRING
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)

2021/SUMMER
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 (1-5:30), 13, 15, 18 (8-12:30), 20, 22, 25 (8-12:30)

2021/FALL
September 27, 29, October 4, 6, 9 (8-12:30), 11, 13, 18, 20, 23 (1-5:30)
October 25, 27, November 1, 3, 6 (1-5:30), 8, 10, 15, 17, 20 (8-12:30)
November 22, 24, 29, December 1, 4 (8-12:30), 6, 8, 13, 15, 18 (1-5:30)

2022/WINTER
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)

2022/SPRING
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)

2022/SUMMER
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, Sept 7, 10 (1-5:30), 12, 14, 17 (8-12:30), 19, 21, 24 (8-12:30)

2022/FALL
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)

Tuesday and Thursday

2020/SUMMER
July 7, 9, 14, 16, 21, 23, 25 (8-12:30), 28, 30, August 1 (1-5:30)
August 4, 6, 11, 13, 18, 20, 22 (8-12:30), 25, 27, 29 (1-5:30)
September 1, 3, 8, 10, 15, 17, 19 (1-5:30), 22, 24, 26 (8-12:30)

2020/FALL
September 29, October 1, 6, 8, 13, 15, 17 (8-12:30), 20, 22, 24 (1-5:30)
October 27, 29, November 3, 5, 10, 12, 14 (8-12:30), 17, 19, 21 (1-5:30)
November 24, December 1, 3, 5 (8-12:30), 8, 10, 12 (8:00-12:30), 15, 17, 19 (1-5:30)

2021/WINTER
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)

2021/SPRING
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)

2021/SUMMER
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)

2021/FALL
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, 13 (8-12:30), 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)

2022/WINTER
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)

2022/SPRING
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)

2022/SUMMER
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)

2022/FALL
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 p.m. 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.

- 24-month calendar follows:

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 one Saturday, two 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 one Saturday, two Saturdays if weekday holiday makes it necessary.

ON-SITE GRADUATE CLASS SCHEDULE

Monday and Wednesday

2020/SUMMER
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 (8:30-12:30)
August 31, September 2, 9, 12 (8-12:30), 14, 16, 21, 23, 26 (8:30-12:30)

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September 28, 30 October 5, 7, 12, 14, 19, 21, 24 (8:30-12:30)
October 26, 28, 31 (8-12:30), November 2, 4, 9, 16, 18, 21 (8:30-12:30)
November 23, 25, 30 December 2, 7, 9, 14, 16, 19 (8:30-12:30)

2021/WINTER
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)
March 1, 3, 8, 10, 15, 17, 22, 24, 27 (8:30-12:30)

2021/SPRING
April 5, 7, 12, 14, 19, 21, 26, 28, May 1 (1-5)
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)

2021/SUMMER
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)
August 30, September 1, 8, 11 (1-5:30), 13, 15, 20, 22, 25 (8:30-12:30)

2021/FALL
September 27, 29, October 4, 6, 11, 13, 18, 20, 23 (1-5)
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)

2022/WINTER
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)
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April 4, 6, 11, 13, 18, 20, 25, 27, 30 (1-5)
May 2, 4, 9, 11, 16, 18, 23, 25, 28 (8:30-12:30)
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July 6, 9 (8-12:30), 11, 13, 18, 20, 25, 27, 30 (8:30-12:30)
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2022/FALL
September 26, 28, October 3, 5, 10, 12, 17, 19, 22 (1-5)
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)

Tuesday and Thursday

2020/SUMMER
July 7, 9, 14, 16, 21, 23, 28, 30, August 1 (1-5)
August 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5)
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September 29, October 1, 6, 8, 13, 15, 20, 22, 24 (1-5)
October 27, 29, November 3, 5, 10, 12, 17, 19, 21 (1-5)
November 24, December 1, 3, 8, 10, 12 (8:00-12:30), 15, 17, 19 (1-5)

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April 6, 8, 13, 15, 20, 22, 27, 29, May 1 (8:30-12:30)
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November 23, 30, December 2, 4 (1-5:30), 7, 9, 14, 16, 18 (8:30-12:30)

2022/WINTER
January 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5)
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)

2022/SPRING
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)
May 31, June 2, 7, 9, 14, 16, 21, 23, 25 (8:30-12:30)

2022/SUMMER
July 5, 7, 12, 14, 19, 21, 26, 28, 30 (1-5)
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)

2022/FALL
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)
November 22, 29, December 1, 3 (1-5:30), 6, 8, 13, 15, 17 (8:30-12:30)

LOCATIONS

COSTA MESA CAMPUS
3390 Harbor Boulevard
Costa Mesa, CA 92626-1502
P 714.429.5100
F 714.429.5220

Academic Department
P 714.429.5102
F 714.429.5396

Admissions
P 714.429.5100
F 714.429.5220

**Bookstore
(National University TextDirect)**
P 1.866.243.0077
E Nutextdirect@bkstr.com
W www.nutextdirect.com

Business Office/Student Accounts
P 714.429.5171
F 714.429.5174

College of Letters and Sciences
P 714.429.5100
F 714.429.5176

Computer Lab
P 714.429.5122

Conference Facilities
P 714.429.5280
F 714.429.5279

Credential Advisor
P 714.429.5100
F 714.429.5395

Science Lab
P 714.429.5119

Financial Aid
P 714.429.5100

San College of Education
P 714.429.5100
F 714.429.5176

FRESNO CAMPUS
20 E River Park Place
West Fresno, CA 93720-1551
P 559.256.4900
F 559.256.4992

Academic Department
P 559.256.4969
F 559.256.4995

Administration
P 559.256.4901
F 559.256.4991

Admissions
P 559.256.4900
F 559.256.4992

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College of Letters and Sciences
P 559.256.4942

Conference Facilities
P 559.256.4926

Credential Advisor
P 559.256.4931

Financial Aid
P 559.256..4928

HENDERSON, NEVADA CAMPUS
2850 West Horizon Ridge Parkway
Suite 300
Henderson, NV 89052-4395
P 702.531.7800
F 702.531.7894

LA MESA CAMPUS
7787 Alvarado Road
La Mesa, CA 91942-8243
P 619.337.7500

LOS ANGELES CAMPUS
5245 Pacific Concourse Drive
Suite 100
Los Angeles, CA 90045-6905
P 310.662.2000
F 310.662.2098

Academic Department
P 310.662.2102

Administration
P 310.662.2000

Admissions
P 310.662.2000
F 310.662.2099

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W www.nutextdirect.com

Business Office/Student Accounts
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2032, 2033

College of Letters and Sciences
P 310.662.2000
F 310.662.2110

Credential Advisor
P 310.662.2050

Financial Aid Advisor
P 310.662.2020

Sanford College of Education
P 310.662.2000
F 310.662.2110

NU EAST BAY
Admissions Offices
100 Ellinwood Way
Pleasant Hill, CA 94523-4817
P 925.969.3587

OXNARD CAMPUS
1000 Town Center
Suite 125
Oxnard, CA 93036
P 805.437.3000
F 805.437.3094

RANCHO BERNARDO CAMPUS
16875 West Bernardo Drive
Suite 150
San Diego, CA 92127-1675
P 858.521.3900
F 858.521.3998

RANCHO CORDOVA CAMPUS
10901 Gold Center Drive
Rancho Cordova, CA 95670
P 916.855.4100
F 916.855.4295

SOUTH BAY CAMPUS
660 Bay Boulevard
Suite 110
Chula Vista, CA 91910-5200
P 619.563.7400

**SPECTRUM BUSINESS
PARK CAMPUS**
9388 Lightwave Avenue
San Diego, CA 92123-1426
P 858.541.7700

**TECHNOLOGY & HEALTH
SCIENCES CENTER**
3678 Aero Court
San Diego, CA 92123.1788
P 858.309.3400

MILITARY LEARNING CENTERS

**MARINE CORPS AIR STATION
MIRAMAR**
Kelso Rd.
Building 5305
San Diego, CA 92145
P 619.563.7355

**NAVAL AIR STATION
NORTH ISLAND**
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Building 650
San Diego, CA 92135-7024
P 619.563.7478

NAVAL MEDICAL CENTER
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San Diego, CA 92134-5000
P 619.563.7470

NAVAL BASE SAN DIEGO
3975 Norman Scott Rd.
Bldg. 3280 B114
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P 619.563.7474

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WARFARE TRAINING**
33077 Ping Place
Building 7
San Diego, CA 92147-5090
P 619.563.7488

NAVAL BASE CORONADO
S. R Avenue
Building 650
San Diego, CA 92135-7024
P 619.563.7478

**MARINE CORPS
RECRUIT DEPOT**
4025 Tripoli Avenue
Building 111
San Diego, CA 92140-5000
P 619.563.7482

**MARINE CORPS BASE CAMP
PENDLETON**
B Street
Bldg. 1331
Box 555020
Camp Pendleton, CA 92055-5020
P 760.268-1533

**TWENTYNINE PALMS
MARINE AIR GROUND**
Task Force Training Center
6th Street
Bldg. 1526
Twentynine Palms, CA 92278-1118

NAVAL SUBMARINE BASE
Admissions Office
140 Sylvester Road
Building 140
San Diego, CA 92106-3521
P 619.563.7490

DEPARTMENT DIRECTORY

Academic Affairs
11255 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8594
F 858.642.8708

Accounts Payable
P 858.642.8573
F 858.642.8723

Administration and Business
11355 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8593
F 858.642.8711

Admissions
P 1.800.NAT.UNIV (628.8648)
E advisor@nu.edu

Alumni and Community Relations
11355 North Torrey Pines Rd
La Jolla, CA 92037
P 858.642.8095
E alumni@nu.edu

Articulations
P 858.642.8248 or 642.8287
E articulation@nu.edu

**Bookstore
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W www.nutextdirect.com

CARE Team
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San Diego CA 92123
P 858.226.1369
E care@nu.edu

Career Services
9388 Lightwave Avenue
San Diego, CA 92123-1447
P 858.541.7950
F 858.541.7996
E careerservices@nu.edu

College of Letters and Sciences
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8450
F 858.642.8715
E cols@nu.edu

College of Professional Studies
3678 Aero Court
Suite 201
San Diego, CA 92123-1788
P 858.309.3413
F 858.309.3420
E cops@nu.edu

Communications Group
11355 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8235
F 858.642.8706

Conference Facilities
9388 Lightwave Avenue
San Diego, CA 92123-1447
P 858.541.7727

Copy/Postal Services
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8160
F 858.642.8725

Credentials
F 858.642.8717
E credentials@nu.edu

Development
11255 North Torrey Pines Rd
La Jolla, CA 92037
P 858.642.8485
E development@nu.edu

Evaluations
P 858.642.8260
F 858.642.8721
E evaluations@nu.edu

Financial Aid
P 858.642.8500
F 858.642.8720
E finaidinfo@nu.edu

General Information
P 619.563.7100 or
P 1.800.NAT.UNIV (628.8648)

Grades and Attendance
P 858.642.8261 or 642.8272
F 858.642.8718
E grades@nu.edu

Graduation
P 858.642.8041
F 858.642.8721
E graduation@nu.edu

Human Resources
11255 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8195
F 858.642.8713

**Information and Community
Relations**
11355 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8163
F 858.642.8710

Information Technology
3570 Aero Court
San Diego, CA 92123-1788
P 858.309.3580
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E helpdesk@nu.edu

International Affairs
9388 Lightwave Avenue
San Diego, CA 92123
P 858.541.7747
F 858.541.7791
E iss@nu.edu

Institutional Review Board
P 858.642.8136
E irb@nu.edu

Library
9393 Lightwave Avenue
San Diego, CA 92123-1447
P 858.541.7900
F 858.541.7993

Reference/Information
P 858.541.7900
F 858.541.7993
E refdesk@nu.edu

**Office of Diversity, Equity &
Inclusion**
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8087
E odei@nu.edu

Office of the President
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8802
F 858.642.8701

Office of the Provost
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8298
F 858.642.8719

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P 858.642.8040
E osc@nu.edu

Online Admissions
9980 Carroll Canyon Road
Scripps Ranch, CA 92131-1136
P 619.563.7200
F 619.563.7350
E onlineadmissions@nu.edu

Purchasing
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La Jolla, CA 92037-1013
P 858.642.8156
F 858.642.8703

Regional Operations
11355 North Torrey Pines Road
La Jolla, CA 92037-1013
P 858.642.8593
F 858.642.8711

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Scripps Ranch, CA 92131-1136
P 858.642.8260
E registrar@nu.edu

Sanford College of Education
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
P 858.642.8320
F 858.642.8724
E soe@nu.edu

Scholarship Awards
9980 Carroll Canyon Road
Scripps Ranch, CA 92131-1136
P 858.642.8185
F 858.642.8732

Student Academic Success Center
9980 Carroll Canyon Road
Scripps Ranch, CA 92131-1136
P 858.642.8290
E sasc@nu.edu

Student Accessibility Services
P 858.521.3967
F 858.521.3996
E sas@nu.edu

Student Accounts
9388 Lightwave Avenue
San Diego, CA 92123-1447
P 858.541.7770
F 858.541.7793
E stuact@nu.edu

Student Accounts Receivable
P 858.642.8564
F 858.642.8712
E refunds@nu.edu

Student Affairs
P 858.642.8036
F 858.642.8732
E osa@nu.edu

Student Business Services
P 858.642.8550
F 858.642.8712
E SBSAdvisor@nu.edu

**Student Concierge Services
Center**
9980 Carroll Canyon Road
Scripps Ranch, CA 92131-1136
P 1.866.628-8988
F 619.563-7240
E scs@nu.edu

Student Wellness Services
9388 Lightwave Ave., Suite 164D
San Diego, CA. 92123
P 858.541.7784
E studentwellness@nu.edu

Testing Services
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San Diego, CA 92123-1447
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F 858.541.7996
E testingservices@nu.edu

Transcripts
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F 858.642.8718
E transcripts@nu.edu

Tuition Assistance
9388 Lightwave Avenue
San Diego, CA 92123
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F 858.541.7975
E tuitionassistance@nu.edu

CAMPUS ADMINISTRATION

Veteran Center
P 858.541.7780
F 858.541.7789
E veteransuccesscenter@nu.edu

Veterans Affairs
9388 Lightwave Avenue
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E veteransaffairs@nu.edu

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GENERAL INFORMATION

DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

UNDERGRADUATE DEGREES

Associate of Arts

with a Major in:

- General Education 🖥

  with a Concentration in:

  » Business Administration 🖥

Associate of Science

with Majors in:

- Business 🖥
- General Education
- Human Biology
- Paralegal Studies

Bachelor of Arts

with Majors in:

- Digital Media Design 🖥
- Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California) 🖥
- Early Childhood Education 🖥
- English 🖥
- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- General Studies 🖥
- Global Studies 🖥
- History 🖥
- Integrated Marketing Communication 🖥
- Integrative Psychology 🖥
- Interdisciplinary Studies 🖥
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California) 👤
- Management 🖥

  with Concentrations in:

  » Alternative Dispute Resolution 🖥
  » Business Law 🖥
  » Economic 🖥
  » Entrepreneurship 🖥
  » Human Resource Management 🖥
  » Marketing 🖥
  » Project Management 🖥
- Political Science 🖥
- Pre-Law Studies 🖥
- Psychology 🖥
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California) 👤
- Sociology 🖥
- Sport Psychology 🖥
- Strategic Communications 🖥

Bachelor of Business Administration 🖥

with Concentrations in:

- » Accountancy 🖥
- » Alternative Dispute Resolution 🖥
- » Business Law 🖥
- » Economics 🖥
- » Entrepreneurship 🖥
- » Finance 🖥
- » Human Resource Management 🖥
- » Logistics and Supply Chain Management 🖥
- » Marketing 🖥
- » Project Management 🖥

Bachelor of Public Administration 🖥

with a Concentration in:

- » WaterWorks Management 🖥

Bachelor of Science

with Majors in:

- Accountancy 🖥
- Allied Health 🖥

  with a Concentration in:

  » Health Informatics
- Biology
- Clinical Lab Science 👤
- Computer Science 🖥
- Construction Management 🖥
- Criminal Justice Administration 🖥
- Cybersecurity 🖥

  with Concentrations in:

  » Computer Network Defense
  » Digital Forensics
- Electrical and Computer Engineering 🖥
- Financial Management 🖥
- Healthcare Administration 🖥
- Homeland Security and Emergency Management 🖥
- Information Systems 🖥

  with Concentrations in:

  » Business Management 🖥
  » Information Management 🖥
- Information Technology Management 🖥
- Manufacturing Design Engineering 🖥
- Nursing (Generic Entry) 👤
- Nursing (Second Bachelor Degree) 👤
- Nursing (RN Completion) 🖥
- Organizational Leadership 🖥
- Paralegal Studies
- Public Health 🖥
- Radiation Therapy 👤

FOREIGN CREDENTIAL BRIDGE PROGRAM

DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

GRADUATE DEGREES

Master of Accountancy ⌨

Master of Arts

with Fields of Study in:

- Counseling Psychology ⌨

  with Specializations in:
  - » Licensed Professional Clinical Counseling ⌨
  - » Marriage and Family Therapy ⌨

- Education ⌨
- English ⌨

  with Specializations in:
  - » Gothic Studies ⌨
  - » Rhetoric ⌨

- Human Behavior ⌨
- Human Resource Management ⌨

  with a Specialization in:
  - » Organizational Leadership ⌨

- Performance Psychology ⌨
- Strategic Communications ⌨

Master of Business Administration ⌨

with Specializations in:
- » Bank Management ⌨
- » Financial Management ⌨
- » Human Resource Management ⌨
- » International Business ⌨
- » Marketing ⌨
- » Organizational Leadership ⌨
- » Supply Chain Management ⌨

Master of Criminal Justice ⌨

Master of Early Childhood Education ⌨

Master of Education in Inspired Teaching and Learning Preliminary Multiple or Single Subject Teaching Credential and Internship Option (California) 👥

with Emphasis in:
- » Critical Thinking ⌨
- » English Language Learner Education ⌨
- » Inspired Teaching Practices ⌨
- » Social Emotional Learning ⌨

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Mild/Moderate with Internship Option (California) 👥

Master of Education in Special Education with a Preliminary Ed Specialist Credential: Moderate/Severe with Internship Option (California) 👥

Master of Fine Arts

with Fields of Study in:
- Creative Writing ⌨
- Professional Screenwriting ⌨

Master of Forensic Sciences

with Specializations in:
- Criminalistics
- Investigation ⌨

Master of Healthcare Administration ⌨

Master of Public Administration ⌨

with Specializations in:
- » Human Resource Management ⌨
- » Organizational Leadership ⌨

Master of Public Health ⌨

with Specializations in:
- Community Mental Health ⌨
- Health Promotion ⌨
- Healthcare Administration ⌨

Master of Science

with Fields of Study in:

- Applied Behavioral Analysis
- Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with COE) ⌨
- Computer Science ⌨
- Cyber Security ⌨

  with Specializations in:
  - » Ethical Hacking and Pen Testing ⌨
  - » Information Assurance and Security Policy ⌨

- Data Science

  with Specializations in:
  - » Business Analytics ⌨
  - » Data Analytics ⌨
  - » Health Analytics ⌨

- Educational Administration with a Preliminary Administrative Services Credential Option (California) ⌨
- Educational Counseling with PPSC School Counseling Credential ⌨
- Educational and Instructional Technology ⌨
- Engineering Management ⌨

  with Specializations in:
  - » Project Management ⌨
  - » Systems Engineering ⌨

- Health Informatics ⌨
- Higher Education Administration ⌨
- Homeland Security and Emergency Management ⌨
- Marketing ⌨

- Nursing ⌨

  with Specializations in:
  - » Family Nurse Practitioner
  - » Nursing Administration ⌨
  - » Nursing Informatics ⌨
  - » Psychiatric-Mental Health Nurse Practitioner – Lifespan

- Organizational Leadership ⌨

  with a Specialization in:
  - » Community Development ⌨

- School Psychology with PPSC School Psychology Credential
- Social Emotional Learning ⌨

⌨ Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.
- Consult an admissions advisor for online course availability.

DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

UNDERGRADUATE CERTIFICATES

- Alcohol and Drug Abuse Counseling 🖳
- Alternative Dispute Resolution 🖳
- Criminal Justice Administration 🖳
- Emergency Medical Technician 👥
- LVN "30-45 Unit" Option 👥
- Marine Technology 👥
  with Concentrations in:
  » Diver Medic Technician
  » Underwater Inspection Technology
- Paralegal Specialist Certificate
  with Concentrations in:
  » Corporations
  » Criminal Law
  » Litigation

GRADUATE CERTIFICATES

- Autism 🖳
- Banking 🖳
- Early Childhood Special Education Add-On Authorization 🖳
- Forensic and Crime Scene Investigations 🖳
- Health Informatics 🖳
- Post-Graduate Family Nurse Practitioner 🖳
- Post-Graduate Mental Health Nurse Practitioner 🖳
- Reading and Literacy Certificate (Added Authorization) 🖳

CALIFORNIA CREDENTIAL PROGRAMS

Approved by the California Commission on Teacher Credentialing (CTC)

- Clear Administrative Services Credential Induction Program 🖳
- Early Childhood Special Education Add-On Authorization
- Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential with Internship Option
- Inspired Teaching and Learning Preliminary Single Subject Teaching Credential with Internship Option
- Preliminary Administrative Services Credential 🖳
- Preliminary Education Specialist Credential Mild/Moderate with Internship Option
- Preliminary Education Specialist Credential Moderate/Severe with Internship Option
- Pupil Personnel Services Credential School Counseling (PPSC)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)
- Pupil Personnel Services Credential School Psychology (PPSP)

DOCTORATE DEGREES

- Doctor of Education
  with a Field of study in:
  » Organizational Innovation (Ed.D) 🖳
- Doctor of Nurse Anesthesia Practice (DNAP)

🖳 Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.

- Consult an admissions advisor for online course availability.

GENERAL INFORMATION

Mission Statement

To deliver an exceptional student experience by providing superior programs and services that are relevant and result in meaningful learning.

Vision

To be a distinctive leading-edge university that produces graduates who make positive contributions to the transformation of society.

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

Dedicated to educational access and academic excellence, National University provides challenging and relevant programs that are student-centered, success-oriented, and have a proven balance of theoretical and practical attributes. Additionally, students are encouraged to take advantage of National University's unique student services options designed to support students throughout their career. National University is geographically dispersed, with its academic and administrative headquarters located in La Jolla, California. These departments include the Office of the President, Vice Presidents, Provost, College Deans and Department Chairs, and Enrollment Management.

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

Enrollment Agreement

Students must submit 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 enrollment advisor for further information.

Familiarity with University Regulations

Through submission of enrollment agreement, students acknowledge receipt of the General Catalog and agree to abide by the policies, rules and regulations of the University. Upon acceptance of the online enrollment agreement, constituting a virtual signature, students 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. Lack of knowledge or familiarity with the information contained in the General Catalog does not serve as an excuse for noncompliance or violations. The University provides assistance in the form of academic advising, but students are responsible for meeting the published requirements of their respective programs.

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 (IRS) 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.

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. Undergraduate courses are typically scheduled for a one-month period, generally for 4.5 hours on two weekdays and 4.5 hours on two Saturdays during the month. 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. Graduate courses are typically scheduled for a one-month period, generally 4.5 hours on two weekday nights with a 4.5-hour session on one Saturday. Additional contact hour information is located in the National University Credit Hour Policy available at www.nu.edu.

Notice Concerning Transferability of Credits and Credential Earned at Our Institution

The transferability of credits you earn at National University is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the credits or degree you earn in your program is also at the complete discretion of the institution to which you may seek to transfer. If the credits, degree or certificate that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason, you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending National University to determine if your credits, degree or certificate will transfer.

National University Student Email Address

Upon enrollment, all students will be issued an official National University student email address. National University's email services support the educational and administrative activities of the University and serve as a means of primary and official communication by and between users and the University. From this point forward, National University solely uses the official student email address to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records and more. It is important that students access the official student email account. The services are provided only while a student is enrolled in the University and once a student's electronic services are terminated, students may no longer access the contents of their mailboxes.

Financial Obligations and Release of Records

The University awards diplomas only after a student satisfies all financial obligations to the University. Some services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on federal Perkins or NU Institution Loans.

Criminal History Notice

Many disciplines, professions and jobs require disclosure of an individual's criminal history, and a variety of states require background checks to apply to, or be eligible for, certain certificates, registrations and licenses. Existence of a criminal history may also subject an individual to denial of an initial application for a certificate, registration or license and/or result in the revocation or suspension of an existing certificate, registration or license. Requirements can vary by state, occupation and/or licensing authority.

If a student has been arrested or convicted of a crime it may be more challenging or impossible to obtain employment in certain fields upon graduation. Students are strongly encouraged to consult state requirements and prohibitions to determine whether an arrest, crime or criminal history may affect their eligibility to continue within their program and/or subsequent licensure. Previous arrests or a criminal record may prevent students from being placed at training sites, stop an applicant from obtaining requisite licenses, registration, certifications or gain employment in the field, and/or compromise their ability to complete all academic/program requirements.

Students with previous arrests or a criminal record are individually responsible for checking all licensing and certification requirements in any state where the student is interested in working. Students are also responsible for understanding all residency training requirements to determine whether their criminal history will be a barrier to participation.

Faculty

There are two tiers of faculty at National University—full-time and part-time, which includes 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.

Adjunct Faculty are subject matter experts whose principal professional commitments are elsewhere in their fields, maintaining relevancy in their professional and disciplinary fields is a requirement of the position. Adjunct faculty are contracted to teach a designated number of students or courses per year, assist in content development, coach peers, or advise students on course-related topics. Adjunct faculty serve initially as an adjunct and may be promoted over time to Core Adjunct.

All faculty hold advanced degrees in their areas of expertise and are respected professionals with many years of career experience. When hired, they receive an orientation to the University as well as training in the various learning modalities used at National University. Ongoing professional development occurs throughout the academic year.

Military Community

National University has eight convenient locations for the military community in San Diego County and one in San Bernardino County. Centers are located at Naval Base San Diego, Fleet AntiSubmarine Warfare Training, Naval Air Station North Island, Marine Corps Recruit Depot San Diego, Marine Corps Air Station Miramar, Marine Base Camp Pendleton, Naval Base Coronado, Naval Medical Center, and Twentynine Palms Marine Air Ground. National University also has admissions offices at Naval Hospital and Naval Submarine Base in San Diego.

National University offers reduced tuition for classes on base for qualified students, including: active duty members, their spouses and dependents, Active Reserve/National Guard Service Members and dependents. The University accepts DSST tests offered through the military voluntary education program.

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.

Safety procedures are posted at campuses, labs and available on the University's website at https://www.nu.edu/safety/

Campus Security

National University recognizes that crime prevention is the responsibility of each person either working, attending school, or visiting at a University facility. Crime prevention is best served by the vigilant surveillance of the premises and the reporting of any suspicious personal behavior. The University, therefore, is committed to providing a safe environment for learning and working. 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.

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 a campus phone at the 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, rather than that of the caller.) If time permits, students should also notify the University operator by dialing 0, 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 "NU Safety & Security Incident Report" available through the center assistant.

Pursuant to the Crime Awareness and Campus Security Act of 1990, referred to as the Clery Act, the University publishes the Annual Security Report that discloses information about campus safety policies, procedures and crime statistics. This current report is available on the University's website at https://www.nu.edu/ouruniversity/annualsafetyandsecurityreport/. 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 meetings, or training sessions in an academic atmosphere that is comfortable, focused, and conducive to interaction and learning.

Development

As a nonprofit institution, the University relies to a large extent on the public's generosity to provide nontraditional learners with an affordable, accessible and relevant education. The Office of Development is responsible for securing annual gifts, corporate and foundation partnerships, planned gifts, 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 Office of Development fosters interaction with the University among corporations and other organizations to serve mutually beneficial community needs.

For further information, visit www.giving.nu.edu or contact the Office of Development at 858.642.8807 or development@nu.edu.

Accreditation/Memberships

Since 1977, National University has been accredited by the WASC Senior College and University Commission (WSCUC).

The University is also:

- Accredited by the National Council on the Accreditation of Teacher Education (NCATE) for educator preparation programs.
- Approved by the California 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 Bachelor of Science in Nursing, Master of Science in Nursing programs, Post-Graduate Certificates in Family Nurse Practitioner, and Psychiatric Mental Health Practitioner-Lifespan.
- Designated as a Center of Academic Excellence in Cyber Defense Education (CAE CDE) for the Master of Science in Cybersecurity.
- Approved by the American Bar Association (ABA) for the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates.
- Accredited by the Accreditation Board for Engineering and Technology (ABET) for the Bachelor of Science in Computer Science.
- Approved by the Association of Commercial Diving Educators (ACDE) for the Professional Certificate in Marine Technology.
- Accredited by the Council on Education in Public Health (CEPH) for the Master of Public Health.

- Accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) for the Doctorate in Science in Nurse Anesthesia Practices.
- Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the Bachelor of Science in Radiation Therapy.
- Certified by the Society of Human Resource Management for the Masters of Arts in Human Resource 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 Language Institute English Language program.
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego, Los Angeles, and Rancho Cordova who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.
- National University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strang Line Road, Lenexa, Kansas, USA. For a listing of accredited programs visit: iacbe.org/memberpdf/NationalUniversity.pdf.

Campuses

- Costa Mesa
- Fresno
- Henderson, Nevada
- La Mesa
- Los Angeles
- Oxnard
- Rancho Bernardo
- Rancho Cordova
- South Bay
- Spectrum Business Park Technology
- Health Sciences Center – Kearny Mesa

Military Learning Centers

- Fleet AntiSubmarine Warfare Training
- Marine Base Camp Pendleton
- Marine Corps Air Station Miramar
- Marine Corps Recruit Depot San Diego
- Naval Base Coronado
- Naval Air Station North Island
- Naval Base San Diego
- Naval Medical Center
- Twentynine Palms Marine Air Ground

Tuition

Tuition rates in effect as of July 1, 2020.

Undergraduate.. $370 per quarter unit

Graduate .... $442 per quarter unit

Undergraduate NSG Courses.................................. $388 per quarter unit
(Excludes RN to BSN courses)

Master of Science in Nursing .... $450 per quarter unit

Doctor of Education .... $650 per quarter unit

Doctor of Nurse Anesthesia Practice .... $798 per quarter unit

COURSE LEVEL	4.5	3	2.25	1.5
	quarter units	quarter units	quarter units	quarter units
100, 200, 300, 400	$1,665	$1,110	$832.50	$555.00
500 (Undergraduate)*	$1,665	$1,110	$832.50	$555.00
500 (Graduate)*	$1,989	$1,326	$994.50	$663.00
600, 700	$1,989	$1,326	$994.50	$663.00
800 (Subject EDD)	$2,925	$1,950	$1,462.50	$975
800 (Subject ANE)	$3,420	$2,280	$1,710	$1,140

* 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. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

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. Effective May 1, 2011 National University began reporting student account defaults to credit reporting agencies.

Day One Access to Resources and Text (DART) Optional eBook Program

National University offers students immediate access to embedded electronic textbooks (eBooks) within select Blackboard courses for optional purchase on the first day of the term. Students can opt-in for unlimited free access to the eBook for the first five (5) days of the term. If students no longer wish to have eBook access, students must opt-out on or before the 5th day of the term to avoid being charged.

International Student Orientation Fee $50

Transcript Fee $5

(Per copy fee for each transcript–additional $2 surcharge applicable to e-transcripts.)

Returned Check Charge $20

Credit by Examination Fee $100

(Per examination, per course.)

Challenge Examination Fee $50

(Per examination charge, course waiver, no credit.)

Ed.D., Organizational Innovation Fees

Application Fee $150

Orientation Fee $450

Doctor of Nurse Anesthesia Practice (DNAP)

Additional fees for state licensure, exams and software are not included in tuition. Information regarding the fees will be provided by the Program Lead upon acceptance in the program.

Nursing Fees

NSG 330 Course Fee $6.414

NSG 403 Course Fee $6.414

Nursing Clinical Laboratory (NSG) Fee .... $675 per course

ORI 10 Nursing Course Fee $250

Master of Science in Nursing Fees

Post-Graduate Family Nurse Practitioner Certificate

Post-Graduate Psychiatric Mental-Health Nurse Practitioner Certificate

FNP 683A...$.1,537.50

FNP 683B...$.1,537.50

FNP 684A...$1,537.50

FNP 684B...$1,537.50

FNP685A..$1,537.50

FNP 685B...$1,537.50

FNP 689 ....$725.00

MNP 687 ....$1,537.50

MNP 688A..$1,537.50

MNP 688B..$1,537.50

MNP 694..$1,537.50

MNP 696A..$1,537.50

MNP 696B..$1,537.50

MPN 697 ....$725.00

NSG 600 ....$475.00

NSG 681 ....$900.00

Master of Arts in Counseling Psychology MFT

Program Fees $350

Technology Fees

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

General Education Fees

BIO 100 Technology Fee $32.00

BST 322 Technology Fee $89.25

COM 100 Technology Fee $64.00

MUS 100 Technology Fee $40.00

SOC 100 Technology Fee $31.50

Undergraduate Psychology Programs

PSY 428 Technology Fee $61.00

PSY 469 Technology Fee $61.00

Master of Arts in Counseling Psychology

PSY 626 Technology Fee $60.56

Bachelor of Science Nursing Fees

NSG 240 Technology Fee $146.00

NSG 245 Technology Fee $146.00

NSG 335 Technology Fee $110.00

NSG 460 Technology Fee $100.00

RN to BSN Fees

NSG 442 Technology Fee $90.00

NSG 443 Technology Fee $90.00

NSG 444 Technology Fee $130.00

Bachelor of Science Information Technology Management

ITM 200 Technology Fee..$12.00

ITM 205 Technology Fee..$12.00

ITM 230 Technology Fee..$12.00

ITM 320 Technology Fee..$12.00

ITM 325 Technology Fee..$12.00

ITM 340 Technology Fee..$12.00

ITM 345 Technology Fee..$12.00

ITM 420 Technology Fee..$12.00

ITM 430 Technology Fee..$12.00

ITM 434 Technology Fee..$55.00

ITM 435 Technology Fee..$55.00

ITM 438 Technology Fee..$12.00

ITM 440 Technology Fee..$12.00

ITM 450 Technology Fee..$12.00

ITM 470 Technology Fee..$12.00

ITM 475 Technology Fee..$12.00

ITM 490A Technology Fee..$12.00

ITM 490B Technology Fee..$12.00

ITM 490C Technology Fee..$12.00

Bachelor of Science Cybersecurity

CYB 202 Technology Fee..$76.00

CYB 204 Technology Fee..$68.00

CYB 206 Technology Fee..$12.00

CYB 213 Technology Fee..$12.00

CYB 215 Technology Fee..$12.00

CYB 216 Technology Fee..$72.00

CYB 320 Technology Fee..$12.00

CYB 331 Technology Fee..$12.00

CYB 332 Technology Fee..$12.00

CYB 333 Technology Fee..$12.00

CYB 340 Technology Fee..$12.00

CYB 420 Technology Fee..$12.00

CYB 450 Technology Fee..$12.00

CYB 451 Technology Fee..$12.00

CYB 452 Technology Fee..$12.00

CYB 453 Technology Fee..$12.00

CYB 454 Technology Fee..$12.00

CYB 460 Technology Fee..$12.00

CYB 461 Technology Fee..$12.00

CYB 462 Technology Fee..$12.00

CYB 463 Technology Fee..$12.00

CYB 470 Technology Fee..$12.00

CYB 471 Technology Fee..$80.00

CYB 472 Technology Fee..$12.00

CYB 473 Technology Fee..$12.00

CYB 499A Technology Fee...$12.00

CYB 499B Technology Fee...$12.00

CYB 499C Technology Fee...$12.00

Master of Science Cybersecurity

CYB 600 Technology Fee...$68.00

CYB 601 Technology Fee...$76.00

CYB 602 Technology Fee...$12.00

CYB 603 Technology Fee...$12.00

CYB 604 Technology Fee...$60.00

CYB 606 Technology Fee...$12.00

CYB 608 Technology Fee...$12.00

CYB 612 Technology Fee...$12.00

CYB 613 Technology Fee...$12.00

CYB 616 Technology Fee...$12.00

CYB 632 Technology Fee...$12.00

CYB 633 Technology Fee...$68.00

CYB 634 Technology Fee...$12.00

CYB 699A Technology Fee...$12.00

CYB 699B Technology Fee...$12.00

CYB 699C Technology Fee...$12.00

Master of Science Nursing

NSG 623 Technology Fee $89.25

College of Letters and Sciences (COLS)

Lab Fee ....$90 per on-site lab course

Courses: BIO 100A, BIO 169A, BIO 201A, BIO 202A, BIO 203A, BIO 330, BIO 406A, BIO 407A, BIO 414A, BIO 416A, CHE 101A, CHE 149A, CHE 150A, CHE 350A, CHE 351A, EES 103A, FSC 620, FSC 623, FSC 632, FSC 633, FSC 634, FSC 635, FSC 647, FSC648, PHS 104A

College of Professional Studies (COPS)

Accounting (ACC) courses utilize an eText, with the accompanying Interactive eStudy Guide.

ACC 210 ....$75.00

ACC 431 ....$75.00

ACC 432A $75.00

ACC 433 ....$75.00

ACC 434 ....$75.00

ACC 435A …………...$75.00

ACC 436 ....$75.00

ACC 501 ....$75.00

ACC 555 ....$75.00

ACC 600 ....$75.00

ACC 601M...$75.00

ACC 604 ....$75.00

ACC 610M...$75.00

ACC 615M...$75.00

ACC 620M...$75.00

ACC 630M...$75.00

ACC 640M...$75.00

ACC 650M...$75.00

ACC 657M...$75.00

Sanford College of Education (SCOE)

Teacher Education Programs CalTPA

This TPA Model is composed of two instructional cycles, scored anonymously by Assessors and calibrated by the CTC. Candidates must pass Instructional Cycle 1 and Instructional Cycle 2 during their clinical practice experiences (student teaching or internship). Candidates submit both Cycles through a CTC port in conjunction with Pearson. The fee for each cycle submission for Cal TPA is $150.

Master of Education in Inspired Teaching and Learning with Multiple and Single Subject Credential

GoReact

ITL 550A per year...$50.00

ITL 650A per year...$50.00

Sim School

ITL 600 ....$30.00

Master of Education in Special Education with Preliminary Education Specialist Credential with Mild/Moderate and Moderate/Severe

GoReact

SPD 550A per year $50.00

SPD 691A per year $50.00

SPD 552A per year $50.00

SPD 693A per year $50.00

Sim School

SPD 600S...$30.00

Master of Science in Educational Administration with Preliminary Administrative Services Credential

GoReact

EDA 600A per year...$50.00

Master of Science in Applied Behavior Analysis

SafMeds

ABA 620 ....$500.00

Smoking Policy

See Smoking Policy under Code of Conduct section.

Visitors on Campus Policy

The safety and wellbeing of the National University community, including students, faculty, staff and visitors are of utmost importance. Accordingly, the National University Visitor policy sets forth guidelines for behavior and conduct while on University premises.

Access to University property shall primarily be limited to students, employees and their visitors or guests for the purposes of study, work, teaching and conducting other University business or activities. As a private institution of higher learning, National University reserves the right to restrict access to University premises and to prohibit certain individuals from being present on University owned or controlled property at any time at its discretion.

Visitors are not allowed in the classroom during class hours without the prior approval of the instructor. Students are not permitted to bring children to the classroom or computer lab or leave them unattended at any University facility while attending class.

All individuals present on University owned or controlled property shall conduct themselves in a safe and professional manner in accordance with the law and University policies. Prohibited conduct includes, but is not limited to, endangerment of the health and safety of any person or property, intentional or negligent disruption of the operations of the University, excess noise, threats, harassment, hate speech, physical abuse, intimidation, or unauthorized entry into, obstruction of, or occupation of a University owned or controlled property. Any violation of this policy may result in removal from University property and/or disciplinary action.

STATE AUTHORIZATION OF ONLINE/DISTANCE EDUCATION

States have varying rules, requirements and regulations that govern online (distance) education offered by out-of-state postsecondary institutions. These rules require higher education institutions that offer distance education to state residents to obtain exemption, approval, authorization or other certification from the relevant state agencies. Many of these regulations also apply to field experiences (e.g., internships, practicums, clinicals, etc.) in the state.

National University researches and monitors state authorization requirements in each state and continues to make good faith efforts to secure the appropriate authorization and/or licensure to offer online programs in each state in which it enrolls students. Prospective and current students should check the State Authorization of Distance Education website for continual updates on National University's state authorization statuses. For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state authority and cannot be offered to students residing in that state.

State Relocation Notice

Students who relocate while enrolled may be unable to complete their studies if they are moving to a country or state where the University is not currently authorized to offer that particular program. Prospective students should contact their Admissions Advisor to discuss how relocation could alter their eligibility, while current students should contact their Academic Advisor if they are considering relocating during their course of study.

Since the University must be authorized/approved to offer programs in each state, there may be consequences for applicants and students who relocate to a state or country where the institution does not meet state requirements or has yet to be approved. There are also program limitations even in states where the university is authorized/approved; for states with an authorized/approved status, applicants/students may not be able to apply, continue, or change to a particular program, as not all programs may be approved by a state licensing authority. In these cases, these programs cannot be offered to students residing in that state.

Professional Licensure/Certification

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state or country. Students considering an online program that leads to a professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; and students should also continually monitor changes throughout the program as licensure requirements may change over time.

State Authorization Status as of Publication Date

- Alabama *(approved)*
- Alaska *(approved)*
- Arizona *(exempt)*
- Arkansas *(approved)*
- California *(exempt)*
- Colorado *(exempt)*
- Connecticut *(exempt)*
- Delaware *(approved)*
- District of Columbia *(pending approval)*
- Florida *(exempt)*
- Georgia *(approved)*
- Hawaii *(exempt)*
- Idaho *(exempt)*
- Illinois *(exempt)*
- Iowa *(exempt)*
- Indiana *(exempt)*
- Kansas *(approved)*
- Kentucky *(approved)*
- Louisiana *(approved)*
- Maine *(exempt)*

- Maryland *(approved)*
- Massachusetts *(in progress)*
- Michigan *(approved)*
- Minnesota *(approved)*
- Mississippi *(exempt)*
- Missouri *(exempt)*
- Montana *(exempt)*
- Nebraska *(exempt)*
- Nevada *(approved)*
- New Hampshire *(exempt)*
- New Jersey *(exempt)*
- New Mexico *(exempt)*
- New York *(approved)*
- North Carolina *(in progress)*
- North Dakota *(exempt)*
- Ohio *(approved)*
- Oklahoma *(exempt)*
- Oregon *(pending approval)*
- Pennsylvania *(approved)*
- Rhode Island *(approved)*
- South Carolina *(exempt)*
- South Dakota *(exempt)*
- Tennessee *(exempt)*
- Texas *(exempt)*
- Utah *(exempt)*
- Vermont *(exempt)*
- Virginia *(exempt)*
- Washington *(approved)*
- West Virginia *(in progress)*
- Wisconsin *(approved)*
- Wyoming *(exempt)*

Regulatory Disclosures

The following disclosures are required by various state regulatory authorities:

Arkansas

Arkansas Higher Education Coordinating Board certification does not constitute an endorsement of any institution or degree program. Such certification merely indicates that certain criteria have been met under the rules and regulations of institutional and program certification as defined in Arkansas Coe §6-61-301. The student should be aware that these degree programs may not transfer. The transfer of course/degree credit is determined by the receiving institution.

District of Columbia

Disclaimer: National University is not affiliated with the United States government, federal agencies, individual state, or District of Columbia governments.

Louisiana

National University is currently licensed by the Board of Regents of the State of Louisiana. Licenses are renewed by the State Board of Regents every two years. Licensed institutions have met minimal operational standards set forth by the state, but licensure does not constitute accreditation, guarantee the transferability of credit, nor signify that programs are certifiable by any professional agency or organization.

Minnesota

National University is registered as a Private Institution with the Minnesota Office of Higher Education pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credit earned at institution may not transfer to all other institutions.

ILR 260 is not recognized as an English or communication class in Minnesota. Minnesota residents must be required to complete other English or communication class to satisfy the Minnesota Degree Standards.

Minnesota residents interested in enrolling in the Bachelor of Science in Criminal Justice program should make note that the state of Minnesota licenses police officers and there are specific educational requirements. In addition, additional training (a skills-based course) is also required before being eligible for licensure as a police officer in the state of Minnesota.

Nevada

National University has an account for student indemnification in the manner of a surety bond, which may be used to indemnify a student or enrollee who has suffered damage as a result of: discontinuance of operation or violation by the institution of any provision of NRS 394.383 to 394.560.

Tennessee

Any authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Texas

National University has permission to operate in the state of Texas, and has been regionally accredited by the WASC Senior College and University Commission since 1977. The Texas State Board of Accountancy's new regulations preclude National University graduates from being qualified applicants for the CPA exam in Texas.

Exemption status means National university is not approved or regulated by the Texas Workforce Commission. This means Texas Workforce Commission have not approved the curriculum, classrooms, teachers or any other matters related to National University. On-site visits will not be conducted at National University. Furthermore, the exemption status does not constitute approval, accreditation or licensure of any courses under Texas law.

Washington

Any authorization is subject to periodic review and the Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430.

Wisconsin

Students must submit 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 enrollment advisor for further information.

The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student's obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than $150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

State Contact Information

Section XI. If Wisconsin student complaints are not satisfactorily resolved with National University, Wisconsin students can escalate the complaint to the Educational Approval Program (EAP). The EAP contact information is listed below:

Department of Safety and Professional Services
Educational Approval Program
P.O. Box 8366
4822 Madison Yards Way
Madison, WI 53705

Assessing Student Learning in Programs and Academic Program Review

The National University community is actively engaged in knowing what students are learning and using that information to guide program improvement. Standards of performance are measured on an ongoing basis through National University's regular assessment cycle, which exists in relationship with the mission, values, and strategic planning of the institution. The annual assessment process, where learning outcomes assessment occurs, is called the Program Annual Review (PAR). Within the context of the PAR process, all degree programs as well as the undergraduate general education program are required to articulate Program Learning Outcomes (PLOs) that indicate the standards of performance expected of each program graduate. The annual PAR provides for regular and ongoing opportunities for faculty engagement and reflection based on learning results. Both qualitative and quantitative data are critical components of the PAR. On an annual basis, degree programs collect and assess student performance relative to the Course Learning Outcomes (CLOs). In most programs, direct assessment strategies collate data from individual instructors' assessments of student work from their own courses utilizing a course-specific rubric or exam question associated with one or more of the CLOs. Additionally, student exit surveys or focus groups are analyzed against benchmarked standards. The University's Five-Year Program Review (FYR) identifies the strengths and seek out areas in which improvements can be made to the academic program of study that will correspondingly enhance the learning experience and academic success of its students. The FYR at National University involves significant collaboration among faculty, staff, students, alumni, administration, and appropriate stakeholders. Each review involves a comprehensive internal and external evaluation of applicable course, program, and institutional data to determine current programmatic effectiveness and make informed recommendations for improvement. Curriculum mapping, comparison of learning outcomes to industry standards for disciplinary competencies (as applicable), use of diverse learning strategies, review of syllabi across the program and modalities for quality and meeting of the credit hour, and alignment to the university's MQID framework are explored. Additionally, end-of-course student evaluations include student comments and provide a useful tool for improving course content and faculty performance.

STUDENT COMPLAINTS

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight. National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Concierge Services before submitting a complaint to an external entity. Please contact Student Concierge Services at 1-866-628-8988 or email scs@nu.edu with any concerns or questions. Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns. Additional information on the Ombudsman office can be found at www.nu.edu/ouruniversity/theuniversity/office-of-the-ombudsman/. Students who wish to file a complaint based upon discriminatory treatment should review the Civil Rights/Title IX information located at www.nu.edu/title-ix/reporting/ and in the General Catalog.

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed with their contact information on the National University Consumer information website at www.nu.edu/consumerinfo/. Students who wish to file a complaint with the University's accrediting agency should contact WASC Senior College and University Commission (WSCUC).

STUDENT CONSUMER INFORMATION

The National University Consumer Information page at www.nu.edu/consumerinfo/ provides links to a suite of important National University information, disclosures, policies and procedures. Per the Higher Education Opportunity Act, this information is intended to provide an assortment of pertinent and helpful information to prospective students, current students, their families, support persons, and other interested parties. This information webpage includes resources and links to academic policies, financial aid resources, general institutional information, health, safety & security items, student services, admissions expectations, and a variety of other areas. See www.nu.edu/consumerinfo/

GENERAL INFORMATION

STUDENT INFORMATION AND SERVICES

STUDENT INFORMATION AND 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, tutoring, and other services. Additionally, the library, alumni association, and student accounts office are available to help students.

STUDENT CONCIERGE SERVICES

Student Concierge Services (SCS), is comprised of knowledgeable Student Service Advocates. Our highly-skilled team of advocates assist student learners through a variety of insightful services, offering guidance and answers about National University policies & procedures, combined with innovative and sound solutions to create an exceptional student experience.

SCS Advocates address a broad range of areas related to: Single Sign On/Login support, Admissions, Financial Aid, Student Accounts, Registrar, and Graduation for NU System. Our unique support was created to embrace the student lifecycle to proudly offer students timely, efficient and effective service via phone, chat and email. Phone: 866.628.8988 | E-mail: scs@nu.edu.

STUDENT ACADEMIC SUCCESS CENTER

National University's Student Success Center provides a variety of services to support students' academic, professional and personal development. The mission of the Student Success Center is to empower students to achieve their academic goals by providing opportunities to enhance learning, increase retention, and improve overall student success. In collaboration with faculty and various campus departments the Center supports classroom instruction by providing resources for students to develop the skills and strategies to become independent and active learners, as well as helping them gain the confidence to achieve academic success.

Services offered include:

- Student Success Webinars and information on topics such as study skills, test-taking strategies, time management, financial literacy, and career development.
- Student Success coaching.
- Assessment of students' needs and referral to appropriate services.
- Campus community engagement opportunities.
- Academic Intervention Programs to encourage and support our students' persistence and graduation by offering success strategies skills, individual action plans, and additional academic resources.

Student Success provides resources to our students as they work toward achieving their goals at National University. We are here to make students' goals more accessible by giving them the support and tools needed to overcome challenges. Contact Student Success via phone at 858.642.8290 or email studentsuccess@nu.edu.

WRITING CENTER

National University students have the opportunity to work one-on-one with writing consultants to develop their writing and critical thinking skills via synchronous appointments with the Online Writing Center. The Writing Center welcomes 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, are eager to work with students to help them develop 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

MATHEMATICS TUTORING

National University students have the opportunity to work one-on-one with math tutors in algebra, geometry, calculus and statistics. Tutoring is also available in chemistry and physics. Experienced tutors help students further their skills and build confidence.

Visit our website for more information https://www.nu.edu/studentservices/mathcenter/. To access our online scheduler, visit http://numath.mywconline.com.

NATIONAL UNIVERSITY LIBRARY SYSTEM

The Library offers a wide range of resources and services designed to meet the needs of all students. All print collections and library support services are located in the Library at the Spectrum Center in San Diego, CA. Free document delivery of books and articles is available. Library services include tutorials, research guides, and consultations. For more information, see the Student Resources & Services Research Guide (https://nu.libguides.com/students).

Online resources and services are available 24/7 at https://library.nu.edu. Access to online resources may require authentication. Log in using Single Sign-On (SSO) with the ID and password that you use to access your class.

Location

9393 Lightwave Avenue
San Diego, CA 92123

Hours (Pacific Time, excluding holidays and breaks)

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

Contact Information

E-mail: refdesk@nu.edu
Text: 858.367.0904
In San Diego: 858.541.7900
Toll Free: 858.682.2237 x7900
Ask Us (Chat & FAQ Service): https://nu.libanswers.com/

BOOKSTORE

The University contracts with an external vendor for the sale and buyback of textbooks. Textbooks are available for purchase two months prior to the start of the course. The cost of books varies with each course. Students must purchase all books and supplies necessary for the course in which they are enrolled. Online access to the vendor is provided through the student portal on the University's website.

VETERAN CENTER

National University's Veteran Center is a liaison for military-affiliated students, that helps support transition from military life to higher education, works with internal and external resources of the university and helps to build a connection among active duty, veteran, reserve, and dependent students. Here you will find a community that creates lifelong connections with other military-affiliated students and staff, who will encourage you from your first class to graduation and beyond.

Services offered through the National University Veteran Center can be accessed on-site, via phone/email, or through our Virtual Veteran Center on Blackboard Collaborate. Services include: Veteran Peer Mentor work study opportunities, monthly student engagement activities, SALUTE – Veteran Honor Society, SVO; Student Veteran Organization, and access to a veteran center lounge area available for study groups and other meetings at the Spectrum Campus. Please visit www.nu.edu/veterancenter for more information and current hours of operation.

Every military-affiliated student at NU has access to our online community via their Blackboard Collaborate home page, under Virtual Veteran Center. If you have trouble finding the link, email us at veterancenter@nu.edu for assistance.

National University Veteran Center
Spectrum Campus
Room 171
9388 Lightwave Avenue
San Diego, CA 92123-1426
Phone: 858.541.7780
Email: veterancenter@nu.edu

ONLINE LEARNING REQUIREMENTS

National University offers many programs in an online format. In an online course, students will be able to view the syllabus and assignments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback. Students should anticipate checking their online course multiple times per week. Students are provided access to online courses beginning

on the Sunday before the term begins through three weeks after the term ends. Students should ensure they have a reliable Internet connection and a reliable computer to access their course.

As of May 2020, the following are the minimum system requirements that are needed to successfully access your courses on the Blackboard Learn platform.

TECHNICAL REQUIREMENTS

Windows Users

- Recommended OS: Windows 8, 10
- Supported OS: Windows 7
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox, Chrome
- Supported Browsers: Chrome 75+, Edge (Chromium), Firefox 57+
- Headset with microphone using USB/wired connection

Mac Users

- Recommended OS: OS X 10.14
- Supported OS: OS X 10.12+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox 57+, Safari 12+
- Headset with microphone using a USB/wired connection

Mobile Users

- Recommended OS: Android 9+, IOS 12+
- Supported OS: Android 5+, IOS 11+, IPAD OS, Chromebook
- Recommended Browsers: Chrome, Edge, Safari
- Secure High-Speed Cell Service, Mobile Hotspot or Wi-Fi Connection
- Headset with microphone

Notes:

Satellite & Cellular Internet Connections: If this is the only connection you have access to, please note that you may experience sporadic issues while working in your online courses. If you report these problems to the IT Helpdesk, we will attempt to address them with your Satellite or Cellular connection provider.

Wireless Routers/Connections: While working in your online courses via a wireless router or wireless connection you may experience problems such as various error messages. If you contact the IT Helpdesk, please be aware that part of the troubleshooting process may be to have you bypass your wireless router or connection. If bypassing the wireless router resolves the problem you are experiencing, you will either need to continue to bypass the router or contact the router's manufacturer's support to further diagnose the source of this problem.

- Web Browser:
  - » Blackboard Learn supports the most recent releases of Apple Safari, Mozilla Firefox, and Google Chrome.

Notes:

Web browsers listed have been validated with the course platform. A student risks running into problems with the course software if they choose to use a non-supported browser.

National University maintains a Technical Requirements web page that is updated frequently with Windows and Macintosh hardware and software requirements, including both recommended and supported web browser software. For further information, please check http://kb.nu.edu/app/answers/detail/aid/120.

CAMPUS INTERNET 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 campus to determine if a site has wireless access and to get log-on 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.

STUDENT PORTAL

National University offers all students online real-time access to their academic, financial and personal records and other pertinent information. Through the student portal, accessible from the University's home page, students can access their online classes, grades, Academic Advisement Report (AAR), textbook requirements, online bookstore, financial aid checklists and student accounts, as well as add courses to their schedules.

STUDENTS WITH DISABILITIES

It is the policy of National University, in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and other federal and state disability nondiscrimination laws, that no student shall, on the basis of his/her disability, be excluded from participation in, be denied the benefits of, or otherwise be subject to discrimination under any University program or activity.

National University is committed to providing students with disabilities an equal opportunity to access the benefits, rights and privileges of University services, programs, and activities in the most integrated setting appropriate to the students' needs.

National University is committed to providing reasonable accommodations to students with disabilities in order to ensure that all students have an equal opportunity to benefit from and have access to programs and services. "Reasonable accommodation" means a reasonable modification or adjustment that enables qualified students with disabilities to have equal access to programs and services.

Under the law, "reasonable accommodation" may include, but is not limited to, removal of barriers of access of the physical facilities or programs, "academic adjustments" such as modification of academic requirements, policies and procedures, and "auxiliary aids" such as texts in alternate media, interpreters, readers, and other similar services and actions.

Student Accessibility Services Office

Student Accessibility Services (SAS) at National University, through collaboration with the campus and the community, is committed to empowering students with disabilities and providing equal access to higher education through the provision of academic support services, technology and advocacy in order to promote student retention and graduation. Student Accessibility Services provides disability consultation, coordination of support services, and accommodations for all eligible students with disabilities.

Services

Student Accessibility Services provides a variety of services designed to assist the National University community, including students, faculty and staff. Student Accessibility Services offers services that allow students with disabilities to participate fully in all facets of the learning experience.

- Students with disabilities are equipped with tools to promote self-advocacy, independence, learning, and goal attainment.
- Faculty and staff are provided resources and guidance to assist with the creation of accessible on-site and online learning experiences that foster engagement and interaction with all students.

Requesting Accommodations and Services

Students with disabilities have the right to obtain reasonable accommodations. National University will make such modifications to its academic requirements as are necessary to ensure that such requirements do not discriminate or have the effect of discriminating on the basis of disability against a qualified applicant or student with a disability. Modifications may include changes in the length of time permitted for the completion of the degree requirements, substitution of specific

courses required for the completion of degree requirements and adaptation of the manner in which specific courses are conducted. In course examinations or other procedures for evaluating a student's academic achievement, National University shall provide methods for evaluating the achievement of students with disabilities that impair sensory, manual or speaking skills as will best ensure that the results of the evaluation represent the student's achievement in the course, rather than reflecting the student's impaired sensory, manual or speaking skills, except where such skills are the factors that the test purports to measure.

The University will take necessary steps to ensure that no qualified disabled student is denied the benefits of, excluded from participation in, or otherwise subjected to discrimination because of the absence of educational auxiliary aids. Auxiliary aids may include texts in alternate format, interpreters, or other effective methods of making orally delivered materials available to students with hearing impairments, readers in libraries for students with visual impairments, classroom equipment adapted for use by students with manual impairments, and other similar services and actions. Accommodations that would fundamentally alter the nature of the program, cause undue hardship on the University or jeopardize the health or safety of others cannot be provided. Reasonable accommodations must specifically address the functional limitations of the student's specific disability.

Registration

Students seeking accommodations and services due to a disability should contact Student Accessibility Services. A Student Accessibility Services Counselor will discuss potential accommodations and required documentation with the student. Students are encouraged to register with Student Accessibility Services and make accommodation requests as far in advance as possible; accommodations are not retroactive.

Students seeking to register with Student Accessibility Services are required to: 1) self-identify to Student Accessibility Services, 2) submit an application, 3) provide documentation of a disability from the appropriate licensed professional, and 4) participate in an interactive appointment with a Student Accessibility Services Counselor. Student Accessibility Services will provide a letter confirming eligibility for services and detailing approved curriculum accommodations to eligible students with disabilities following completion of the registration process. Electronic application forms and other materials related to the registration process can be found at www.nu.edu/sas.

Disability Documentation

Disability documentation must be signed by a licensed physician, psychologist, audiologist, speech pathologist, physical therapist, occupational therapist or other professional healthcare provider. Documentation should indicate the student's current level of functioning with respect to the major life activity impacted by the disability. The diagnostic report should include, where appropriate, recommendations for specific accommodations and an explanation of the reason the accommodation is recommended. In some situations, the University may request additional documentation. The cost of obtaining professional documentation of a disability is the responsibility of the student. Additional information regarding documentation is located at www.nu.edu/sas.

Accommodation Determination

Student Accessibility Services will consider all materials, consult with relevant faculty when necessary and afford qualifying individuals with appropriate accommodations. The student may provide additional input from an appropriate professional at the student's expense if the student or Student Accessibility Services deems such input to be necessary to determine eligibility for services or appropriateness of a specific accommodation requested.

Once a student is approved to receive accommodation(s), a Student Accessibility Services Counselor will provide an accommodation letter to the student. It is the student's responsibility to present this letter to his/her instructor in timely fashion, preferably within the first three days of the term/course, to allow sufficient time for the arrangement of any prescribed accommodation(s). A student may or may not elect to use the accommodation(s).

Students requesting, and approved for, on-site testing accommodations are required to complete a Testing Accommodations Orientation at least two weeks prior to their first exam request for in-course exams. For on-site tests, students are also required to complete an On-site Test Accommodation Request Form. Completed forms are due to Student Accessibility Services at least five business days prior to the exam or quiz date to allow sufficient time for the arrangement of test accommodations, including but not limited to extended test time, distraction-reduced setting, etc. In addition, students are required to read and follow the Test Accommodation Policies and Guidelines. The Testing Accommodations Orientation documents, the

On-site Test Accommodation Request Form and the Test Accommodation Policies and Guidelines are located at www.nu.edu/sas in the section entitled Accessibility Forms and Guides.

Providing advanced notice: students needing captioning and/or interpreting must request these services using the appropriate request forms also located at www.nu.edu/sas. Faculty and staff are encouraged to communicate with deaf and hard-of-hearing students using electronic mail or web-based chat. If the student uses text telephone (TT) or video phone, use the California Relay Services by dialing 888.877.5379.

Faculty members who receive a request from a student for a curriculum accommodation due to a reported disability should request an accommodation letter from the student. If the student informs the instructor that they do not have such a letter or are not registered with Student Accessibility Services, the faculty member should direct the student to Student Accessibility Services, providing him/her with the contact information. In addition, the instructor should contact Student Accessibility Services to discuss any questions or seek additional guidance. Any disability-related information that a student gives to the faculty member is to be used only for making curriculum accessible for the student and may not be disclosed to any parties without written consent from the student. Instructors are not authorized to unilaterally deny a student an approved accommodation. Instructors who disagree with a particular accommodation prescribed for a student and included on the official accommodation letter should contact Student Accessibility Services for immediate consultation and discussion.

Denial or Insufficiency of Accommodation

If a student is denied an accommodation or believes that the accommodation approved is insufficient, the student may appeal to the Vice President of Student Services, who will render a decision within seven 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 have the right to appeal any decision by the University denying a requested reasonable accommodation to outside enforcement agencies such as the Office for Civil Rights of the United States Department of Education or the California Department of Fair Employment and Housing. See "Appellate Procedures" in the Policies and Procedures section of the General Catalog. Any complaint must be filed with the Office for Civil Rights within 180 calendar days of the University's final decision, or with the California Department of Fair Employment and Housing within one year of the University's final decision. Students need not exhaust the University's appeal procedures in order to file an appeal with an outside agency.

Problems in Receiving Approved Accommodations

In the event that a student believes they are not receiving an accommodation that is specified in their accommodation letter, the student should immediately contact Student Accessibility Services for assistance at sas@nu.edu.

Confidentiality

Student Accessibility Services is committed to ensuring all information and communication pertaining to a student's disability is maintained as confidential as required and/or permitted by local, state and federal laws and regulations. To that end, the following guidelines govern the use and disclosure of information shared with the SAS office staff.

1. This information is protected by the Family Educational Rights and Privacy Act (FERPA). All records received and kept by SAS are considered educational records. All documentation is kept in secure electronic or hard copy files, and immediate access is limited to the SAS staff and managers.

2. Personally identifiable information will not be disclosed to persons outside the University without the expressed written permission of the student, except in accordance with local, state and federal laws or pursuant to a court order or subpoena.

3. Personally identifiable information will be shared with other University employees, faculty and other officials only when the requestor maintains a legitimate educational interest. In such a case, the SAS staff will disclose only information pertinent to the request and in the best interest of the student.

4. If a student wishes to have information about his/her disability shared with others outside of the institution, the student must provide written authorization to SAS at sas@nu.edu to release the information.

5. A student has the right to review their own SAS file with reasonable notification. Any student wishing to review their own records should contact SAS at sas@nu.edu.

6. Contact Student Accessibility Services at 858.521.3967, e-mail sas@ nu.edu, or visit www.nu.edu/sas for questions or for further assistance.

Student Accessibility Services
National University
3570 Aero Court, Room D-204
San Diego, CA 92123
Phone: 858.521.3967
Email: sas@nu.edu
Web: www.nu.edu/sas

OFFICE OF STUDENT AFFAIRS

The Student Relations Specialist in the Office of Student Affairs (OSA) serves the National University community by advocating for accepted norms of fairness, 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. In the Office of Student Affairs, we strive to fulfill the mission of the University by serving as an informal and impartial mediator and resolution center.

The Office of Student Affairs strives to create a non-judgmental and safe forum to voicing of their concerns as well as collaborative and respectful problem solving. The OSA is designated neutral and, as such, does not advocate for an individual or specific point of view. Following an investigation, the OSA provides options and support in resolution as well as feedback to National University Administration about policies, practices, and structures that may contribute to confusion, conflict and discord in the community.

For help identifying alternative courses of action, please contact the Student Relations Specialist:

Office of Student Affairs
National University
Phone: 858.642. 8036
Email: osa@nu.edu

CAREER SERVICES

National University Career Services offers quality career and employment resources to help students and alumni identify and fulfill their career goals. We will help you define your unique potential for success and foster lifelong professional and career development skills. You will benefit from our innovative programs, exceptional support, and expanded employment opportunities. Career Services are available online. Our job portal connects you with employers, and enables you to easily post your resume and apply for online positions.

For more information about Career Services and its services, call 858.541.7950 or 1-866-NU-ACCESS, ext. 7950 or e-mail: careerservices@nu.edu.

The University does not guarantee employment, and student referrals to prospective employers are not based on direct contact with the employer regarding current job openings. Placement services provided by the school is offered as an assistance in working out the student's placement but is not offered as an assumption of the responsibility for finding the student a job.

TESTING SERVICES

Students at National University have the opportunity to demonstrate their prior learning for placement in more advanced coursework as well as for course credit. NU Testing Services can assist you in selecting, scheduling, and preparing for appropriate exams based on your academic plan and previous experience. Testing services include ACCUPLACER testing, DSST, CLEP, and Credit by Exam/Challenge Exam. You can find information about Testing Services at www.nu.edu/testingservices

Testing Services
9393 Lightwave Avenue
San Diego, CA 92123-1447
Phone: 858.541.7951
Fax: 858.541.7996
Email: testingservices@nu.edu

CENTER FOR STUDENT ENGAGEMENT AND ACTIVITIES

National University is proud to have student clubs and organizations. Whether meetings are in person, online, or both, we have a place for students to engage and connect with each other.

New Club/Organization Requirements. Clubs must have:

- A minimum of five members.
- Officers must have a 2.7 GPA or above.
- A mission statement.
- A faculty or staff advisor.
- Members must have a minimum 2.0 GPA.

To register, clubs must:

- Fill out a Registration and Liability form.
- Advisors must fill out an Advisor Agreement Form.

CSEA Program Learning Outcomes

Students who participate in student organizations will gain the following competencies to:

1. Access information using most appropriate information sources to inform projects and online content.
2. Apply appropriate communication strategies for in-person and online interactions.
3. Create and utilize professional website and social media platforms as a communication strategy.
4. Synthesize connections among experiences outside of the formal classroom (including life experiences, co-curricular, and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
5. Evaluate and apply diverse perspectives to complex topics to demonstrate an empathetic understanding of multiple worldviews and cultures.
6. Utilize various leadership behaviors, including constructive communication, motivation of team members, conflict resolution, and collaboration, to support a constructive team climate.

For more information contact:

Center for Student Engagement and Leadership
Phone: 858.541.7714
Email: clubs@nu.edu
Web: www.nu.edu/csea

ALUMNI AND COMMUNITY RELATIONS

The Office Alumni and Community Relations seeks to identify and promote the successes of graduates. It also provides alumni with lifelong connections, resources, career services and other benefits, while fostering and facilitating opportunities for personal and professional growth and continued participation within the University community. National University strives to broaden the array of programs and services available to alumni through the Office of Alumni and Community Relations. It maintains open communication with the alumni community through its website, e-mail, mail, social media, and newsletter. To subscribe, contact 858.642.8095 or email alumni@nu.edu.

The alumni relations website provides up-to-date information on initiatives being offered. Alumni may also access National University's free Online Alumni Community, a network created exclusively for National University alumni accessible via the alumni website at http://alumni.nu.edu. This community features an alumni directory, event listings, mentoring, chapter boards, clubs, career services and more. One of the most popular benefits available to Alumni is membership to the National University Online Library, which includes access to e-Books on EBSCO host and the Academic Search Premier Alumni Edition database. For more information or to sign up, visit www.alumni.nu.edu/librarysubscription.

STUDENT WELLNESS

At National University, we believe holistic wellness is integral to student learning and success. Wellness is a practice that's cultivated over time. Our Student Wellness staff can help you on campus or online with the following. More information can be found and file a student referral at: www.nu.edu/studentwellness.

- Mental health concerns (anxiety, depression, etc.)
- Housing, financial, and food insecurities
- Financial wellness and budgeting
- Solutions-focused and options counseling
- Referrals to University and community resources

Student Wellness
9388 Lightwave Ave., Suite 164D
San Diego, CA 92123
Email: studentwellness@nu.edu
Phone: (858) 541-7784
Web: www.nu.edu/studentwellness

CARE TEAM

The CARE Team works to assist students who display behaviors that are concerning, disruptive, or threatening in nature and that potentially impede their own or others' ability to participate successfully or safely in the university community. The CARE Team primarily focuses on students who:

- Reported suicidal thoughts/plans
- Made a threat to someone else
- Made a threat to the broader community

The CARE Team employs proactive and collaborative strategies to identify, assess and mitigate risks to community member wellbeing using an interdepartmental meeting forum and shared decision-making. While the team does not hold jurisdiction over non-National University community members, the team reserves the right to include any relevant person of concern or witness in the assessment and intervention process, regardless of enrollment status.

In the process of threat assessment, the CARE Team utilizes publicly-available information, University records, voluntarily disclosed student or peer reports, and mandated assessments. Students may be asked to complete a mandatory assessment with either a University official or a preferred outside provider at no cost to the student. Mandated assessments are considered only when a student of concern crosses the elevated threshold on the NaBITA Risk Rubric and the assessment is necessary in making decisions regarding re-enrollment, program continuation, or a return to class.

Once a level of risk or threat is determined using the NaBITA Threat Assessment tool, the CARE Team then deploys the intervention techniques and strategies appropriate to that level of risk. Interventions are based on the NaBITA Threat Assessment Tool's recommendations for action based on the established risk level. The authority to take the recommended action or implement the intervention rests with the core members' official capacity at the university.

For more information, contact:
CARE Team Chair
Email: care@nu.edu
Phone: (858) 226-1369
Web: www.nu.edu/care

INTERNATIONAL AFFAIRS

9388 Lightwave Avenue, 185A, San Diego, CA 92123
P (858) 541-7747 • **F** (858) 541-7791

INTERNATIONAL AFFAIRS

The International Student Team is dedicated to meeting the needs of the growing and changing international student population. Each service and resource serve a unique purpose for the enhancement of the overall student experience.

Any questions related to International Students please contact International Affairs at: International Student Admissions: isa@nu.edu | International Student Services: iss@nu.edu

INTERNATIONAL ADMISSIONS

All applicants to the University must complete an application for admission and execute an enrollment agreement. All applicants must present academic records of prior education for evaluation and determination of admission eligibility into desired program. For students not pursuing an academic program, for example students applying to National University's English Language Programs only, academic records do not need to be submitted.

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

Passport

Copy of the applicant's passport information with expiration date is required. Note: F1 student applicants' passports should be valid for up to 6 months into the future of the anticipated start term at National University.

English Language Proficiency

International students from a country where English is not the primary language will be required to fulfill the University's English Language Proficiency requirement prior to beginning their academic program.

SEVIS Form I-20

Applicants who require a Certificate of Eligibility for Non-Immigrant (F-1) Student Status must establish means of financial support in addition to the University admission requirements.

Additional documents required for transfer students currently in the U.S.A.

UNDERGRADUATE ACADEMIC QUALIFICATIONS

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

Freshman Admission Applicants

- Must have graduated from a regionally accredited high school
- Must have a high school GPA of 2.0

Transfer Applicants

- Applicants who have not earned an associate's degree from a regionally accredited institution or who have completed fewer than 90 quarter (60 semester) units of transferable college credit (remedial, pass/fail, repeats, and excessive vocational/PE courses are nontransferable) must have graduated from high school, passed a high-school-level proficiency test (standard score for each section must be at least 410 with an overall score of 2250).
- 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 there is sufficient evidence of potential to complete college studies.

F1 student applicants are not eligible for probationary admission.

Academic Record Requirements for Undergraduate Applicants

The following basic documents will be required from all applicants:

- Official high school transcripts and mark sheets (and certified English translations, if applicable)
- Official high school diploma/proof of graduation (and certified English translations, if applicable)

- Official post-secondary transcripts and diplomas if post-secondary schooling was pursued by applicant (and certified English translations, if applicable)

GRADUATE ACADEMIC QUALIFICATIONS

Applicants for admission to a graduate or post-baccalaureate program, other than the Doctor of Nursing Practice, must meet one of the following requirements:

- Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.5 or better, or a Grade Point Average of 2.75 or higher within the last 90 quarter units.
- Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 and a satisfactory score on one of the following tests:
  - Minimum score of 550 on the Graduate Management Admission Test (GMAT)
  - Minimum scores of 152 (verbal) and 147 (quantitative) on the Graduate Record Examination (GRE)
  - Minimum score of 408-413 on the Miller Analogies Test
  - An approved, standardized program-specific exam
- Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 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.
- Holders of a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 may be admitted on a probationary status.

F1 student applicants are not eligible for probationary admission.

- Applicants who are within six months of completing a baccalaureate degree may be eligible to apply for admission to National University. Contact International Admissions for further details.

Graduates of Bologna-compliant degree programs may be eligible for admission to graduate programs at National University under the following criteria:

- The graduate program to which you are seeking admission must be in the same or similar field of study as that in which you earned your undergraduate degree.
- The awarding institution must be a university. Students from vocational or technical institutions are not eligible for admission.
- Applicants must submit an official equivalency report from WES (www. wes.org) or IERF (www.ierf.org) indicating the Bologna-compliant undergraduate degree is comparable to a U.S. undergraduate degree. All applicable fees are the student's responsibility.
- Students must have approval of admission eligibility as determined by the Office of the Registrar.

International students approved to enroll from Bologna-compliant degree programs will be required to meet all additional graduate admission requirements as listed in the University catalog. The Office of the Registrar is responsible for making the final determination regarding admission eligibility after receipt and review of the official evaluation report and admission documents as is the standard procedure for all international students.

Academic Record Requirements for Graduate Applicants

The following basic documents will be required from all applicants:

- All official college/university transcripts and mark sheets (and certified English translations, if applicable)
- Official college/university diploma(s)/proof of graduation (and certified English translations, if applicable)

INTERNATIONAL STUDENT PREPAYMENT & ORIENTATION FEE

International students admitted to National University are required to pay their first class and the $50 orientation fee in advance as part of the check-in process for the University and prior to the beginning of their program. Tuition for the first class and orientation fee is non-refundable.

Payment must be made via credit card or Fly-Wire. Bank drafts (checks) are not accepted. If payment is not received prior to the Orientation date an administrative

hold will be placed on the student's record. All records and services are withheld from students who have any outstanding financial obligations to the University.

International students who enroll in a second-degree program at the University will be required to submit the pre-payment and orientation fee, prior to the start of that program.

ENGLISH LANGUAGE PROFICIENCY REQUIREMENT OF ALL INTERNATIONAL STUDENTS

International students from a country where English is not the primary language will be required to fulfill the University's English Language Proficiency requirement prior to beginning their degree program.

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

The English Language Proficiency requirement is waived for applicants educated in the following countries who have completed any of the following: Four years of High School, associates, bachelor's or master's degrees

Anguilla	Ghana	St. Lucia
Antigua & Barbuda	Grenada	St. Vincent
Australia	Guyana	Swaziland
Barbados	Jamaica	Tanzania
Belize	Kenya	The Bahamas
Bermuda	Lesotho	Trinidad and Tobago
British Virgin Islands	Liberia	Turks and Caicos Islands
Canada (except for the Province of Quebec)	Montserrat	Uganda
Cayman Islands	New Zealand	United Kingdom (England, Scotland, Northern Ireland, Wales)
Commonwealth of Caribbean Countries	Norway (*Specific grades required*)	Zambia
Dominica	Republic of Ireland	Zimbabwe
Fiji	Sierra Leone	
Gambia	St. Kitts and Nevis	

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

- Providing proof of an associate, bachelor or master's degree from a regionally accredited United States college or university.

- Providing proof of satisfactory completion of one full year (equivalent of 30 semester units or 45 quarter units) of transferable degree study with a minimum 2.5 GPA from a regionally accredited United States college or university or an English language school system at a recognized college or university located in a country from the approved list above.

- Providing 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).

- Applicants who have obtained a California Teaching Credential from the CTC or passed the NCLEX-RN or NCLEX-PN licensure examinations are exempt from the English Language Proficiency requirement.

- 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.

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

- 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 any of the following tests within 24 months before beginning coursework (see below for minimum scores).

	UNDERGRADUATE	GRADUATE
TOEFL Paper-based Test	525	550
TOEFL Computer-based Test	197	213
TOEFL Internet-based Test	70	79
IELTS Academic *No band lower than a 5	5.5	6
ITEP	3.5	3.9
PTEA	50	58

DAAD A/B/C	CEFR C2, C1, B2
DAAD A	CEFR C2
DAAD B	CEFR C1
DAAD C	CEFR B2
DAAD: All from Level A or all from Level B, all from Level C or a combination of Level A, B, and C.	

The English Language Proficiency can be fulfilled by completing the highest level of an English Language Program (ELP) through a language school listed below:

- 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

- Embassy English with completion of their Advanced Level.

- National University's English for Academic Purposes Program. Students must successfully complete EAP 1800X.

For additional information regarding National University's English Language Proficiency Requirement contact International Affairs at: iss@nu.edu.

INTERNATIONAL STUDENT SUPPORT SERVICES

In addition to the University Support Services, the International Student Services departments offers a variety of unique services and resources to international students throughout their studies for optimal student success.

Services offered include:

- Pre-Arrival Advising

- New Student Orientation

- Student Life Advising: Housing, Transportation, Banking, Health Insurance, Cultural Adjustment

- Academic Advising and Scheduling

- Immigration Advising and Seminars

- Scholarship Resources
- Student Engagement and Leadership Opportunities

Mandatory Orientation for International Students

All international students are required to attend orientation. Specific orientation dates are indicated on the student's Acceptance Letter or SEVIS Form I-20 based on the start of their program.

On-campus students check in with International Student Services as part of the registration process. The orientation program includes meeting with program faculty, along with Student Success sessions such as: Academic and Classroom Success, Immigration Regulations and Compliance, Student Life (banking, housing, transportation, health insurance, and other topics of interest) and National University Student Services.

Online students will complete a virtual check-in and orientation with the International Student Services team.

Mandatory Medical Insurance

International students holding F-1 or J-1 non-immigrant visas at National University must provide proof of medical health insurance in English that meets the University's minimum requirements.

Minimum Health Insurance Requirements

- Benefit - $250,000 (for each injury or sickness)
- Deductible - $50 (for each injury or sickness)

Students will need to show proof of acceptable medical insurance in English by orientation to complete the check-in process and register for classes.

Assistance with purchasing an acceptable health insurance plan is available through International Student Services. We estimate that one full year of health insurance will cost approximately $1,200 USD (single coverage).

International Student Responsibilities

Under the Student and Exchange Visitor Program (SEVP) that implements 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. Any questions regarding SEVIS rules and regulations, please contact International Student Services at iss@nu.edu.

Immigration Guidance and Support: Establishing Full Time Student Status

The table below lists the full course of study unit/hour requirements. Once students complete the full course of study requirements based on the educational level listed on their I-20, they will be considered a full-time student at National University.

GRADUATE	UNDERGRADUATE	ENGLISH LANGUAGE PROGRAMS
Complete a minimum of 9 quarter units.	Complete a minimum of 13.5 quarter units.	Complete a minimum 18 hours per week for 4 weeks.

Maintaining Full-Time Status/Enrollment

Maintaining F-1 student status should be students' first and main priority.

- Make normal progress towards degree completion.
  - Must be eligible to continue studies without disruptions (no financial holds, suspensions).
- Attend scheduled class sessions each term.
- Taking no more than one (1) online class per quarter and never consecutively.
  - Independent Study courses are considered online courses.
- Report address changes within 10 days (local US, and permanent abroad)
- Provide proof of medical health insurance and hold continuous coverage throughout studies.
- Obtain and maintain proper Employment Authorizations.
- Obtain proper travel authorizations.

- Abide by all university codes of conduct as stated in the University catalog.
- Hold a valid (un-expired) I-20 at all times.
- Hold a valid Passport at all times.

Student Reporting Requirements

SEVIS requires that students report the following changes to the university within 10 days of such a change.

- Updates to students USA residential address.

Students must have a physical address on file. No Post Office Boxes allowed.

- Updates to student's permanent address abroad.

Breaks/Time Off/Vacation Requests

All requests must be made in writing to the International Student Office for approval and before making any travel plans.

- Class availability takes priority over taking time off / break requests.
- Programs offered once a year or courses offered in a sequence may not allow time off / breaks.
- Faculty are not authorized to approve time off / breaks at any time.
- Must be eligible to continue studies without disruptions (no financial holds, suspensions).

Travel

Students must have approval and proper authorization on their SEVIS form I-20 prior to traveling outside of the U.S.A. Students must contact the International Student office for the Travel Authorization form and further instructions.

- Class schedule is priority; students may not miss class to travel unless it's an emergency.
- Must be eligible to continue studies without disruptions (no financial holds, suspensions).
- Students must hold a valid I-20 with authorized signature, visa and passport to be eligible to return to the U.S.A.

Transfers

Students who would like to transfer to another school will need to make a written request to the International Student Office. Contact the International Student Office for the Transfer Application and further instructions.

- Students must continue attending classes at National University until the transfer is completed.

Employment Authorizations

Employment opportunities for F1 students are only available to students who are maintaining their immigration status and have been enrolled in an academic program for at least one full academic year (9 months). English Language students are not eligible to work. Please contact the International Student Office for full information on all employment options.

Work on Campus

Students may work on campus part time no more than 20 hours per work week. If selected to work on campus, the employment is authorized by the International Student Office.

Working Off Campus

Requires application to and authorization from US Citizenship and Immigration Services (USCIS).

Options Include:

Severe Economic Hardship
- Financial hardship due to unforeseen circumstances beyond the student's control.

Curricular Practical Training (CPT)
- Authorized by the International Student Office.
- Must have a valid purpose in the program of study, be an integral part of the established curriculum.

Optional Practical Training (OPT)

- Must be related to the field of study. Part Time and Full-time opportunities. Pre-Completion (during studies) & Post Completion (after degree is completed).

Non-Compliance/Out of Status

When a student is in violation of the immigration regulations pertaining to their visa status, they are considered out-of-status. It means that they are no longer legal in the U.S. and can potentially be deported at some time in the future if steps are not taken to restore that status through the process of reinstatement. If a student is not in compliance with their F1 student status they must contact the International Student Services team immediately at iss@nu.edu.

Other Related Immigration Guidance

Please contact the International Student Office for further information and guidance related to any of the following topics: I-20 Extensions, Grace Periods, Social Security Numbers, Taxes, Volunteering, Unpaid Internships, Dependent F2 Visas, Social Security Numbers, Passport and Visa Renewals.

LANGUAGE INSTITUTE

The National University Language Institute serves the needs of a wide range of domestic and international students. Programs promote language acquisition and global learning, build individual, community and global relationships, and expand the intercultural, academic and leadership potential of learners.

Memberships and Accreditations

- American Association of Intensive English Programs (AAIEP) - English USA
- 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
- International Society for Technology in Education (ISTE)

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.

Refund/Withdrawal Requests

Course must be dropped before the first day of class for full refund. Requests made on or after the first day of class are not eligible for a refund.

Payment Options

Payment can be made online or in person. Company invoicing is also available.

Age Requirement

In order to be eligible to enroll in courses at the National University Language Institute, students must be 18 years of age.

English For Academic Purposes (EAP)

Students with qualifying English proficiency test scores or placement test scores may enroll in the Academic English courses to improve their academic English proficiency and academic skills and performance prior to taking university-level academic courses.

This is an intensive program designed for international 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, and classes are offered every month. Successful completion of the highest level (EAP 1800X Academic English: Advanced Performance II) fulfills the National University English language proficiency requirement; therefore, the Test of English as a Foreign Language (TOEFL) examination or the International English Language Testing System (IELTS) examination is not required.

English language levels consist of core courses increasing in difficulty and complexity from academic English language and academic skill development to advanced academic English proficiency and advanced academic performance expectations.

The English for Academic Purposes Program (EAP) Goals Are:

Goal 1: Develop strategies for learning in a higher education culture and academic learning environment.

Goal 2: Apply advanced grammar and build academic vocabulary.

Goal 3: Develop and enhance professional and academic writing skills.

Goal 4: Demonstrate competency in critical discourse and formal presentation skills.

Goal 5: Demonstrate academic text comprehension, critical thinking ability, and text analysis skills.

Goal 6: Develop listening skills toward enhanced comprehension of lectures, discourse, or other aural communications related to academics.

Goal 7: Develop metacognitive, reflective and collaborative skills.

Goal 8: Expand spectrum of insights and understandings through themes and topics related to global learning, intercultural issues and human perspectives.

Goal 9: Engage in collaborative projects, interactivities and peer exchange to foster teamwork and develop leadership skills.

Goal 10: Broaden ability to apply technology-based productivity tools and engage in Web-enhanced learning.

Length

Each level is one month long.

Cost

$750 per course

* Scholarship students will need to enroll in the 5-day program if applicable.

On-site Program Levels

EAP 1100X   Academic English: Foundation I
EAP 1200X   Academic English: Foundation II
EAP 1300X   Academic English: Skill Development I
EAP 1400X   Academic English: Skill Development II
EAP 1500X   Academic Development: Performance Development I
EAP 1600X   Academic Development: Performance Development II
EAP 1700X   Academic English: Advanced Performance I
EAP 1800X   Academic English: Advanced Performance II

Program Learning Outcomes

Upon completion of the English for Academic Purposes program, students shall be able to:

- Listen to an academic lecture, take notes, formulate questions, summarize, answer questions related to academic content and academic vocabulary in context.
- Define, interpret, and apply the denotations and connotations of the Academic Word List (AWL).
- Participate effectively in discussions, debate, or study groups.
- Speak and write applying advanced grammar.
- Demonstrate mastery of English pronunciation, intonation, stress and tone.
- Demonstrate mastery of formal presentation skills and impromptu speaking skills.
- Read, annotate, paraphrase, and critically analyze.

- Write narrative, descriptive, expository, definition, compare-contrast, cause and effect, reflection, persuasive, and argumentative academic essays using appropriate organization, topic development, sentence structure, word usage, grammar, mechanics, and formal academic structure.
- Paraphrase, quote, summarize and write an abstract.
- Conduct research, evaluate sources and write a formal academic research paper.
- Apply communication, collaboration and metacognitive skills.

ENGLISH COMMUNICATION SERIES (ECS)

Designed to help students improve their English communication skills while learning more about American intercultural and workplace communication. The 5-day ECS course is suitable for students seeking to prepare for English proficiency tests, such as the TOEFL or IELTS examinations.

Hours: 72 hours per month/course

Length: 3 days per week (Tuesday-Wednesday-Thursday)

Cost: $500 per course

* Scholarship students will need to enroll in the Intensive English Communication Series, if applicable.

Hours: 90 hours per month/course

Length: 5 days per week

Cost: $750 per course

Exit Exam (Optional)

Students who would like to transition to English for Academic Purposes (EAP) have the option of taking the ECS Exit Exam. Upon passing the ECS course and successfully passing the ECS Exit Exam, the student will be placed in the lowest level of the EAP program.

Courses

ECS 1900X   English Communication Skills I: Basic Personal and Workplace Communication
ECS 1910X   English Communication Skills II: Interpersonal Communication
ECS 1920X   English Communication Skills III: Functional Communication
ECS 1930X   English Communication Skills IV: Cross-cultural Communication
ECS 1940X   English Communication Skills V: Communication through Teamwork
ECS 1950X   English Communication Skills VI: Communicative Confidence
ECS 1960X   English Communication Skills VII: Collaborative Problem-Solving
ECS 1970X   English Communication Skills VIII: Using Data to Communicate
ECS 1975X   English Communication Skills IX: Graphic Organizers to Communicate Ideas
ECS 1980X   English Communication Skills X: Communication through Fiction
ECS 1985X   English Communication XI: Communication through Nonfiction
ECS 1990X   English Communication XII: Communication through Storytelling

English Camps – English Communication & Culture

This program is offered to international groups of learners wishing to improve their English language and communication skills while participating in the American cultural experience, including various social and recreational interactivities.

Customized Group Programs includes customized curriculum and activities that meet the needs and expectations of the group.

Program Includes:
- Standard or customizable curriculum
- Orientation and end-of-camp celebration
- Activity costs/admission tickets
- Transportation
- Homestay housing (two meals per day: breakfast/dinner)

Course: ECC 1902X

Length: 1-4 weeks

Location: Spectrum Campus

Age Requirement: Students must be 18 years of age and older

Dates and Cost: Contact isa@nu.edu for details

Students will experience American culture by participating in a variety of Southern California excursions, such as:
- Venues of historical or cultural significance
- Visits to museums
- Amusement parks
- Shopping trips
- Beach barbecues
- Major League Baseball games

LANGUAGE INSTITUTE COURSE DESCRIPTIONS

EAP 1100X – Academic English: Foundation I
This course is designed for non-native speakers of English as an introductory English language course focusing on the fundamentals of reading, writing, listening, and speaking in a school and social environment.

EAP 1200X – Academic English: Foundation II
This course is designed for non-native speakers of English who are in the preproduction phase of language development. Students develop basic conversational English used in school, work, and social settings, engage in listening, speaking, reading, and writing skill development, and explore learning strategies for future academic success.

EAP 1300X – Academic English: Skill Development I
This course introduces academic English and academic skill development in listening, formal speaking, academic reading and vocabulary, and academic writing.

EAP 1400X - Academic English: Skill Development II
This course expands the student's confidence and competence in Cognitive Academic Language Proficiency (CALP) and develops skills in formal speaking, academic reading, and academic writing with emphasis on communicative competence, utilization of learning strategies, and application of technology tools.

EAP 1500X – Academic English: Performance Development I
This course focuses on academic English and academic performance by promoting critical thinking and metacognitive development. Students review and analyze academic lectures, interpret, and annotate academic text, give formal and impromptu speeches, and write 5-paragraph academic essays.

EAP 1600X – Academic English: Performance Development II
The emphasis in this course is on academic English and academic performance development in lecture note-taking, formulation of questions, summarizing, content analysis, and academic vocabulary expansion. Students apply academic essay writing skills that include citations, paraphrasing, and referencing, analyzing lectures, annotating academic text, and creating informative and critical formal presentations.

EAP 1700X – Academic English: Advanced Performance I
This course introduces students to the research process, term paper format and organization, and utilization of library database and resources. Students give formal presentations based on topics relevant to their future field of study and engage in debates about controversial issues. Students will write a 7- to 8-page term paper applying academic organization, content, and format, including in-text and parenthetical citations (quotes, paraphrasing) and referencing, and the application of higher-order thinking skills. Students learn to validate online sources and write annotated bibliographies.

EAP 1800X – Academic English: Advanced Performance II
The highest level of the English For Academic Purposes (EAP) program is designed to prepare students for success in undergraduate and graduate programs. Students develop metacognitive skills through text analysis, discussions and debate, collaborative projects, and critical writing. Emphasis is placed on mastering advanced academic writing requirements, research, and formal academic presentations.

ECC 1902X – English Conversation & 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.

ECS 1900X – English Communication I: Basic Personal and Workplace Communication

From first impressions to basic business correspondence (letters, faxes, memos, note-taking, and reports), students develop confidence in personal and workplace English communication skills. Strengthen foundation skills, improve organization, incorporate time management skills, and develop all four language modalities in English.

ECS 1901X – 5 days per week program

ECS 1910X – English Communication II: Interpersonal Communication

From money matters and international trade to working together with colleagues and dealing with problems, students engage in English communication as they address work-related and interpersonal communication challenges. Students conduct a learning-style inventory and develop all four language modalities in English.

ECS 1911X – 5 days per week program

ECS 1920X – English Communication III: Functional Communication

From conferences, interviews, and meetings to travel, marketing, and operations, students apply functional English communication skills, engage in interactivities (discussion, problem-solving and role play), and complete collaborative projects. Students explore multiple intelligences, and develop all four language modalities in English.

ECS 1921X – 5 days per week program

ECS 1930X – English Communication IV: Cross-Cultural Communication

Students develop useful language skills to ask questions or ask for clarification and apply expressions for language activation. Students engage in role play, make contributions in discussion groups, and practice the role of conversation leader. Students develop all four language modalities in English.

ECS 1931X – 5 days per week program

ECS 1940X – English Communication V: Communication through Teamwork

Students learn about the roles of team members and engage in teamwork activities to encourage reflection and application of higher-order thinking skills. Students develop all four language modalities in English through teamwork activities.

ECS 1941X – 5 days per week program

ECS 1950X – English Communication VI: Communicative Confidence

Students identify and practice listening and speaking techniques and increase confidence through interactivities as well as continue to develop all four language modalities in English through performance-based activities.

ECS 1951X – 5 days per week program

ECS 1960X – English Communication VII: Collaborative Problem-Solving

Students explore different types of problems and discover why problem-solving skills are essential for their studies. Through collaborative projects that require the students to apply all four language modalities in English, students use imagination and creative thinking to figuring solutions to a variety of relevant problems.

ECS 1961X – 5 days per week program

ECS 1970X – English Communication VIII: Using Data to Communicate

Students create and explain graphs, charts, and diagrams in conjunction with formal presentations and written assignments including the application of all four language modalities.

ECS1971X – 5 days per week program

ECS 1975X – English Communication IX: Graphic Organizers to Communicate Ideas

Students use a variety of graphic organizers to take notes, brainstorm, organize ideas, and prepare oral or written assignments, including the application of all four language modalities in English.

ECS 1976X – 5 days per week program

ECS 1980X – English Communication X: Communication through Fiction

Students read, analyze, and discuss fiction from cultures around the world, applying metacognitive skills and four language modalities in English.

ECS 1981X – 5 days per week program

ECS 1985X – English Communication XI: Communication through Non-Fiction

Students read, analyze and discuss a variety of nonfiction works, applying to metacognitive skills and four English Language modalities.

ECS 1986X – 5 days per week program

ECS 1990X – English Communication XII: Communication through Storytelling

Students read, analyze and discuss stories passed from generation to generation following the oral traditions of the Native Americans and other indigenous cultures from around the world and the role musical instruments played. Using strategies, such as Flower Power, Story boards, graphic organizers, and journal writing, students will recite and create legends and tales applying the four English language modalities.

ECS 1991X – 5 days per week program

FINANCIAL AID AND SCHOLARSHIPS

FINANCIAL AID AND SCHOLARSHIPS

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 or contact a Student Finance Advisor.

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 income from the two years prior (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 student finance or academic advisor at all campuses or online at 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. National University computer labs are available for students' use.

If a student (and parent, if required) has a Federal Student Aid ID (FSA ID), the application can be signed electronically. Sign up for FSA ID at www.fafsa.ed.gov.

Apply Faster—Sign Your FAFSA with the FSA ID

The FSA ID allows students to electronically sign when they submit a FAFSA. If students are providing parent information, one parent must also sign the FAFSA. To sign electronically, a parent should also apply for a FSA ID.

Students do not have to pay to get help or submit a FAFSA and can submit a FAFSA for free online at www.fafsa.ed.gov. Federal Student Aid provides free help online at www.fafsa.ed.gov or 1-800-4-FED-AID. TTY users (hearing impaired) may call 1.800.730.8913.

Student Eligibility Requirements

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

Students must:

- Have a high school diploma or recognized equivalent of a high school diploma.
- Be a U.S. citizen or an eligible non-citizen.
- Be enrolled in an eligible program (programs less than 36 units and 32 weeks of instruction are not eligible) 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, Grad PLUS Program and Parent PLUS program).
- Have a valid Social Security Number.
- Maintain satisfactory academic progress (SAP), 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.

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 ANY of the following are considered an independent student and will not have to provide parental information. Students who meet NONE of the following will be required to provide parental information.

- I was born before January 1, 1997.
- I am married.
- I will be working on a master's or doctorate program (this does not include students who are enrolled in a credential-only program).
- I am serving on active duty in the U.S. Armed Forces.
- I am a veteran of the U.S. Armed Forces.
- I have children and I provide more than half of their support.
- Since I turned age 13, both of my parents were deceased.
- I have dependents (other than children or my spouse) who live with me and I provide more than half of their support.
- I was in foster care since turning age 13.
- I was a dependent or ward of the court since turning age 13.
- I am currently or I was in legal guardianship.
- I am currently or I was an emancipated minor.
- I am homeless or I am at risk of being homeless.

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 special circumstances other than those listed should contact a Student Finance Advisor prior to completing the FAFSA.

Financial Aid Satisfactory Academic Progress (SAP) Policy

The Higher Education Act of 1965, as amended, requires National University to develop and enforce standards of Satisfactory Academic Progress (SAP) prior to awarding any federal financial aid funds to students. Standards of Satisfactory Academic Progress were established to encourage students to successfully complete courses for which federal financial aid is received, and to progress satisfactorily toward degree completion. Successful completion of a course for undergraduates is defined as receiving one of the following grades: A, A-, B+, B, B-, C+, C, C-, D+, D or S. Successful completion of a course for graduate students is defined as receiving one of the following grades: A, A-, B+, B, B- or C, S.

The standards apply to state and federal financial aid programs, including Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Work Study, Federal Direct Stafford Loan, Federal Direct Parent Loan for Undergraduate Students (PLUS), Graduate PLUS Loans, and Federal TEACH Grant.

These financial aid standards of academic progress are separate from, and in addition to, academic standards required by the University for continued enrollment. The criteria used to determine academic progress are cumulative Grade Point Average, cumulative completion rate (or pace), and maximum time frame to complete the degree.

At the end of the students' current academic year, the Financial Aid Office reviews students' academic progress. All periods of enrollment are reviewed, including terms during which no financial aid was received.

Academic Year

The academic year (AY) consists of at least 36 units and 32 weeks of instruction. Generally, students are funded for two payment periods. The first payment period is composed of at least half of the coursework in the academic year as measured in units and weeks of instruction. The second payment period comprises the remaining coursework in the academic year. Generally, an academic year consists of eight 4.5 unit courses. Students must successfully complete their first payment period and be in current attendance before student loan funds will be released for the second payment period. Because students apply for and are awarded aid during different times of the year, each student's academic year may be different.

Failing or incomplete grades and units that are earned from accelerated studies or repeated coursework will not count toward completion of the student's academic year.

Qualitative Requirement – Grade Point Average (GPA)

- Undergraduates must have a minimum cumulative GPA of 2.0.
- Graduate students must maintain a minimum cumulative GPA of 3.0.

Quantitative Requirement – Completion Rate (Pace)

Students must successfully complete a minimum of 67% (two-thirds) of cumulative units attempted (attempted units are units for which a tuition charge was incurred). This is measured annually and on a cumulative basis. Transfer hours accepted by the University toward the student's degree requirements are included as credits attempted/earned but not in the GPA according to NU Academic Standards Policy.

Maximum Time Frame for Completion of Educational Objective

Students must complete their degree program within 150% of the published length of their degree program. The following standards of attempted units are applied to determine when a student has exceeded the maximum time frame for completion of their degree program.

DEGREE	REQUIRED UNITS FOR DEGREE	MAXIMUM ATTEMPTED UNITS
Associate	90	135
Bachelor's	180	270
Master's	60	90

For example, if a major requires 180 credit hours to graduate, a student could not receive financial aid beyond 270 credits attempted (including transfer hours) whether or not financial aid was received for those credits.

For Incomplete Grades

Incomplete grades are calculated as an 'F' until the incomplete grade is changed to a passing letter or satisfactory grade.

Multiple Retakes – Repeated courses affect academic progress as follows:

- Cumulative Grade Point Average - Only the most recent grade counts in the student's Cumulative GPA.
- Cumulative Completion Rate and Maximum Time Frame - When a course is repeated, each course attempt will be counted as attempted hours.

Remedial Coursework

Remedial courses are treated the same as other courses for satisfactory academic progress purposes.

Transfer Hours

Transfer hours that are accepted toward the student's academic program count in the overall maximum time frame calculation and in the cumulative completion (pace) calculation. Transfer hours have no effect upon the cumulative Grade Point Average.

Changes of Major/Degree Program

Undergraduate students who change majors or change programs are still held to the 150% maximum time frame rule but only credits applying to the new major or degree program are evaluated. The 150% maximum limit will be measured based on the number of credits required for the new major/program.

Second Bachelor's Degrees

Students who enroll in a second bachelor's degree program are still held to the 150% maximum time frame rule. However, only the credit hours from the first degree which apply to the second degree will be counted as attempted hours.

Timing of Reviews

At the end of the students' current academic year, the Financial Aid Office reviews students' academic progress.

All periods of enrollment are reviewed, including terms during which no financial aid was received.

SAP is evaluated once each aid year at the University. New financial aid recipients (i.e., those students who had never previously applied for aid) or students reactivated for enrollment at the University will have their academic progress reviewed when the Financial Aid Office receives the results of the Free Application for Federal Student Aid (FAFSA).

At the time of the review, students who are not meeting the minimum requirements will be placed on financial aid suspension.

Financial Aid Suspension

Students who are placed on financial aid suspension are ineligible for financial aid for subsequent enrollment periods. During suspension, students may be permitted to attend National University at their own expense to demonstrate academic progress.

Reinstatement of Eligibility

Students who choose to attend National University or another institution at their own expense while on financial aid suspension will not be automatically eligible for financial aid upon seeking reinstatement. When seeking reinstatement, students must be meeting the academic progress standards in order to regain eligibility for subsequent enrollment periods.

Appeals

Appeal is a process by which a student who is not meeting the institution's Satisfactory Academic Progress (SAP) standards petitions the institution for reconsideration of the student's eligibility for Title IV, HEA program assistance. Students on financial aid suspension may appeal the loss of aid if extenuating circumstances prevented the students from making satisfactory progress. Circumstances which are considered extenuating are those which are unusual and/or unforeseen at the beginning of the enrollment period, such as: injury or illness of the student, death of a close relative, or other situations which were unexpected and beyond the student's control. Allowances may also be made for students who have a documented disability or other adjustment difficulties. The appeal must include what has changed that will allow the student to make SAP at the next evaluation. Appeals must be made in writing to the Financial Aid Office and will be reviewed by the Financial Aid Standards Committee. Students are notified in writing of the results of their appeal. The possible appeal results are listed below.

Approved Appeals – Probationary Status

Students who appeal may be granted a probationary period. At the end of a probationary period, students must be meeting the Satisfactory Academic Progress requirements or must be successfully meeting requirements of an academic plan in order to continue to receive financial assistance.

Denied Appeals – Reinstatement of Eligibility

Students who choose to attend National University while on suspension, at their own expense, will not be automatically eligible for financial aid upon seeking reinstatement. Students must be meeting the academic progress standards in order to regain eligibility for subsequent enrollment periods. A minimum of six units earned at National University must be completed in order to be considered for reinstatement.

Student Loan Deferment

Federally 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 Grad and Parent PLUS applicants vary. See the Financial Aid Guide at www.nu.edu for details.

Loan Deferment Procedures

Once a month, the University submits student enrollment data to the National Student Clearinghouse, which reduces the number of deferment forms students need to complete. Students who receive a letter, statement, or a deferment form from a servicer 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 servicers 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 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, see "Definition of Student Status" in the Policies and Procedures section of this catalog.

UNDERGRADUATE STUDENTS UNIT REQUIREMENTS			
Number of Months	Half	3/4	Full
1	6	9	12
2	6	9	12
3	6	9	12

GRADUATE & CREDENTIAL STUDENTS UNIT REQUIREMENTS			
Number of Months	Half	3/4	Full
1	4.5	6.5	9
2	4.5	6.5	9
3	4.5	6.5	9

Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed 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 45 consecutive days.

The Federal Return of Title IV Funds (R2T4) policy governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, Stafford/Direct Loans (subsidized and unsubsidized), and PLUS loans.

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

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. In order to be eligible for Scholarships at National University, students must complete a FAFSA. Students must be in good standing with Student Accounts Office. Students must not have any disciplinary actions filed against them.

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 dollar" 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 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, undergraduate and graduate 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.

Horatio Alger-Denny Sanford Scholarship Program

National University is one of 13 universities in the United States designated to receive the Horatio Alger-Denny Sanford Scholarship Program award. Each year, 10 students who are identified by National University, based on pre-qualification criteria, will receive an application to apply. The total award for each National University student is $25,000, disbursed over the course of three years. Students must meet criteria of:

- Currently earning a bachelor's degree.
- Demonstrated critical financial need ($55,000 or lower adjusted gross family income, required).
- Complete FAFSA.
- Be under the age of 28 years old.
- Have two years or more remaining at National University.
- Be a US citizen.
- Display integrity and perseverance in overcoming adversity.
- Have a GPA of 2.0 or above.
- Be enrolled full time.

A link to the application will be sent to pre-qualified students beginning mid-January through the student portal. Complete applications are due March 15 of each year. The applications are administered by the Horatio Alger Association. The application will ask for supplemental forms, including unofficial transcripts. Students may also be asked to write a few short essays.

To find out more, or if you have questions, please contact 858-541-7762 or email alger.sanford@nu.edu.

NU Scholars Program

NU Scholars Program is a full-tuition scholarship and $200 per month book stipend award embedded into a curriculum composed of leadership, community service, intercultural experience, research, engagement and ePortfolios. Envisioned by National University President, David W. Andrews, the NU Scholars Program rewards students who have demonstrated academic potential through perseverance, motivation and determination.

Eligibility Requirements

All students must complete a FAFSA. Students must be in good standing with the Student Accounts Office. Students must not have any disciplinary actions filed against them.

- **Undergraduate:** 3.4 NU GPA; 2.7 incoming GPA. 36 NU units completed. Students should be in sophomore or junior standing at the time of application.
- **Graduate/Credential:** 3.8 NU GPA. At least 9 NU units completed. If coming directly from undergraduate, must have 3.6 incoming GPA.
- **Transfers:** 2.7 incoming from transfer institution. Must have 60 transferable units completed. Must complete General Education areas A-F.
- **High School Students:** Must have 3.3 GPA and demonstrated community service and/or club participation.

Application Process

Pre-qualified students will receive a link to the application through a message in their student portal. Faculty and staff are welcome to nominate students. A link to the nomination form is found on our website: https://scholars.nu.edu/qualifications.html

Students will fill out the complete application, including three short essays; they will also upload two letters of recommendation (one from a professor), a letter of introduction and a resume. A DD214 is required to verify Character of Service for applicants who are US veterans.

Applications will be reviewed by committee. A select number of students will then advance to interview. The interview will contain eight questions and one presentation.

Selected students will be recommended to the university President for admission into the NU Scholars Program. NU Scholars are university ambassadors and student leaders.

Contact Information

Phone: (858) 541.7712
Web: www.nu.edu/scholars
Email: scholars@nu.edu

Presidential Tuition Scholarship

Presidential Tuition Scholarships of up to $3,330 are available 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.

- 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 units 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.

Veterans' Victory Scholarship

The Veteran Center offers the Veterans' Victory Scholarship to qualified applicants. The scholarship offers up to $5,000 based on academic or community achievement and financial need. The National University Veterans' Victory scholarship is considered a "last dollar" scholarship and is designed to supplement military GI Bill Chapter 31 and Chapter 33 educational benefits when those benefits are exhausted during the current degree program at National University. This scholarship is not intended to replace federal and state financial aid, employer tuition assistance or student income and will only be used to help fund the last two to five courses in a student's academic degree program, helping "bridge the gap" to degree completion.

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

- Be a Veteran of the United States Armed Forces.

- Be an active student enrolled at National University.

- Minimum GPA of 3.0 for Undergraduate Degrees.

- Minimum GPA of 3.5 for Graduate Degrees.

- Have completed a minimum of 18 units or four courses at National University.

- Not be in receipt of any VA Education Benefit (Chapter 30, Chapter 31, Chapter 33, and Chapter 35) or Active Duty Tuition Assistance.

- Not be in receipt of any other National University scholarship or discount.

- Must have exhausted Chapter 31 or Chapter 33 GI Bill Educational benefits (on current National University degree program).

- Full-time employees of National University are not eligible for the Veterans' Victory Scholarship.

Contact the National University Veteran Center Manager to learn more about the Veterans' Victory Scholarship and to confirm eligibility prior to application.

National University Veteran Center
Spectrum Campus
Room 171
9388 Lightwave Avenue
San Diego, CA 92123-1426
Phone: 858.541.7780
Email: veterancenter@nu.edu

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 and all military educational benefits.

In order to determine financial need, an applicant must file a Free Application for Federal Student Aid (FAFSA), which can be completed online at www.fafsa.ed.gov. The applicant must also submit a letter describing personal circumstances that make earning an education important. 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
National University
9980 Carroll Canyon Road
San Diego, CA 92131-1136

Believe and Achieve Scholarship

This scholarship opportunity recognizes eligible and exemplary students with disabilities who have demonstrated perseverance in overcoming personal, professional, and/or educational obstacles. The funds are intended to encourage current students in persistence towards their educational goals. The Believe and Achieve Scholarship is available to undergraduate, graduate, and credential students who are currently registered with National University's Student Accessibility Services.

Eligibility Requirements Include:

- Current registration with the National University's office of Student Accessibility Services (www.nu.edu/sas).

- Completion of at least four (4) courses at National University with an undergraduate cumulative GPA of at least 2.0 or graduate/credential GPA of at least 3.0.

- Completion of the Free Application for Federal Student Aid (FAFSA) for the current academic year, which can be done online at www.fafsa.ed.gov.

- Maintain good standing with the Student Accounts Office.

Application Process

Student must contact Student Accessibility Services (sas@nu.edu or 858.521.3967) to receive a copy of the current application and any other relevant information. Registration with Student Accessibility Services will be confirmed prior to release of the application.

Student Must Complete Current Application

Student must compose an essay (250-500 words) describing a personal, professional or academic barrier overcome during their academic journey. Reflections should include: 1) a description of the barrier, 2) the student's response to the obstacle, 3) resolution of the barrier, and 4) the personal meaning and/or growth which occurred as a result of the experience.

All application materials should be returned directly to Student Accessibility Services at sas@nu.edu.

The award amount is for $1,000. Only one award can be received and used per degree objective. The award will be automatically applied toward your tuition account after the second week of class.

Please Note: This award will be considered an educational resource when determining your eligibility for Federal Student Aid and award determination will be based on merit and financial need. Financial aid resources may affect your eligibility for this scholarship including full funding for tuition from Cal Grant,

military tuition assistance, reduced tuition rates for military and cohorts, and employer reimbursement programs. Students receiving the Transfer to Success Scholarship are not eligible for the Believe and Achieve Scholarship.

Transfer to Success Scholarship

National University is committed to supporting the success and achievement of community college students continuing their academic journey through its Transfer to Success Scholarship. This scholarship is designed to assist undergraduate students pursuing a bachelor's degree who are transferring from a California community college or another community college which has a signed agreement with National University. Students who meet the eligibility criteria outlined below will automatically be considered for this scholarship following formal acceptance to the University.

To be eligible for the Transfer to Success Scholarship, a student must meet the following requirements:

- Be enrolling for the first time at the University.

- Be in good academic standing at the community college and have a 2.0 incoming Grade Point Average 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 or at another approved community college.

- The last semester of attendance was at an approved community college and is within 24 months of application to National University.

- Must be formally accepted to the University (formal acceptance is achieved once all transcripts have been submitted and evaluated).

- ALL prior university and college academic transcripts must be submitted within 30 days following submission of the application for admission to be eligible for the Transfer to Success scholarship (no exceptions).

The award will pay up to $5,000. Fifty percent of the award will apply to two courses within the first six months; with the remainder applied to the last two courses of the degree program. In addition, the $60 admission fee will be credited to student account.

Financial aid resources may affect your eligibility for this scholarship including full funding for tuition from Cal Grant, military tuition assistance, reduced tuition rates for military and cohorts, and employer-reimbursement programs.

California Community College – Associate Degree for Transfer (ADT) Scholarship

National University is a proud participant in California's Higher Education Associate Degree for Transfer program. In an effort to support this program, California Community College students who have earned their Associate's Degree for Transfer, Transferable Associate of Arts and Transferable Associate of Science degrees (associate degrees that use the CSU Breadth or IGETC patterns as general education for degree completion) from a California Community College are candidates for National University's ADT Scholarship.

To be eligible for the Associate Degree for Transfer (ADT) Scholarship, a student must meet the following requirements:

- Be enrolled for the first time to National University

- Have earned either an Associate Degree for Transfer, Transferable Associate of Arts, or Transferable Associate of Science Degree (associate degrees that use the CSU Breadth or IGETC patterns as general education for degree completion) from a California Community College within the past 12 months of enrollment to National University.

Financial Aid Calendar

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

2019-2020	2020-2021	
October 1, 2018	October 1, 2019	• Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.
March 2, 2019	March 2, 2020	• Deadline for new Cal Grant A and B applications. • National University Financial Aid priority filing date for FSEOG. **Note:** The Financial Aid Office will continue to make awards after this date as long as funds remain during the federal school year (July 1-June 30).
April 2019	April 2020	• National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.
June 2019	June 2020	• Announcements of Cal Grant A and B Awards.
July 2019	July 2020	• The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG).
October 2019	October 2020	• The funding period begins for the Cal Grant programs.
June 30, 2020	June 30, 2021	• Federal Pell Grant deadline. • Last day to file the FAFSA. • **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 midnight Central Time June 30 will not be accepted for processing.
June 30, 2020	June 30, 2021	• National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.
Completion of Student's Academic Year		• 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. Loans at the end of an academic program will be calculated and awarded as prorated based on the remaining units and weeks of instruction.

- Have an incoming 2.0 Grade Point Average at the time of application to National University.

- Must be formally accepted to National University (Formal Acceptance is achieved once all transcripts have been submitted and evaluated).

- ALL prior university and college academic transcripts must be submitted within 30 days following submission of the application for admission to be eligible for the ADT Scholarship (No Exceptions).

The ADT Scholarship will reduce tuition to $880 per course (max. 20 courses).

Financial aid resources may affect your eligibility for this scholarship including full funding for tuition from Cal Grant, military tuition assistance, reduced tuition rates for military and cohorts, and employer reimbursement programs.

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 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 $2,500 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.

- 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.

- In order to be eligible for a National University Scholarship, all students must complete a FAFSA.

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 the University's Financial Aid website.

MILITARY PROGRAMS AND VA BENEFITS

National University Veterans Affairs Department
9388 Lightwave Avenue
Suite 163A
San Diego CA 92123
Email: veteransaffairs@nu.edu
Phone: 858.541.7970
Fax: 858.434.1469

VA students using GI Bill educational programs are requested to provide the following documents by email or fax.

- VA 22-1990, Application for VA Education Benefits or Certificate of Eligibility.

- DD 214, Certificate of Release or Discharge from Active Duty for prior military service.

- VA 22-1995, Request for Change of Programs or Place of Training when changing schools.

- VA 22-5490, Dependents' Application for VA Education Benefits.

- VA 22-5495, Dependents' Request for Change of Program or Place of Training.

- VA 22-1990e, Application for Family Member to Use Transferred Benefits.

- VA students must notify Veterans Affairs Department of National University when their course schedule changes due to additions, drops or withdrawals to minimize indebtedness from the US Department of Veterans Affairs.

Veterans Affairs (VA) Educational Benefits

The toll-free number for the Department of Veterans Affairs – Education Call Center is 1.888.GI.BILL (1.888.442.4551) which is located in Muskogee, OK. Education Case Managers are available from 7:00 a.m. to 5:00p.m. (CST), Monday to Friday.

Many active-duty military personnel, veterans, family members of active-duty personnel, family members of deceased or disabled veterans, and reservists are eligible for U.S. Department of Veterans Affairs' educational benefit and programs. (www.benefits.va.gov). These programs and benefits are administered by the Veterans Affairs Department at National University who may be contacted at email veteransaffairs@nu.edu or 858.541.7970.

Chapter 32, Post-Vietnam Veterans' Educational Assistance Program (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. More information on this program can be found at https://www.va.gov/education/other-va-education-benefits/veap/

Chapter 30, Montgomery GI Bill Active Duty (MGIB-AD)

For veterans who entered active duty beginning July 1, 1985 and who participated in the 12-month pay reduction program while on active duty; remaining entitlement under the Vietnam Era GI Bill (Chapter 34); involuntarily separated for certain reasons or separated under the VSI (Voluntary Separation Incentive) or SSB (Special Separation Benefit program; Chapter 32 active-duty persons with eligibility as of October 9, 1996 who elected to participate in the Montgomery GI Bill.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government Web site at http://www.benefits.va.gov/gibill.

Chapter 1606, Montgomery GI 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 35, Dependents' Educational Assistance Program (DEA)

For spouses or children of veterans who died on active duty, whose death was caused by a service-connected disability, or who are rated 100 percent permanently disabled according to the U.S. Department of Veterans Affairs.

Chapter 31, Vocational Rehabilitation and Employment (VetSuccess) Program

Veterans are eligible if they have a service-connected disability rating of at least 10 percent or a memorandum rating of 20 percent or more from the U.S. Department of Veterans Affairs. A veteran who is eligible for an evaluation under Chapter 31 must first apply for services and receive an appointment with a Vocational Rehabilitation Counselor (VRC). Students should contact the Department of Veterans Affairs at 1.800.827.1000. The VRC works with the veteran to determine if an employment handicap exists as a result of a service-connected disability. The VRC and the veteran work together to implement a plan to assist the veteran to achieve employment and/or independent living goals.

National University military evaluations staff conducts a pre-evaluation and forwards the estimate to a VRC. The VRC reviews the pre-evaluation and makes a determination. The veteran student meets with the VRC to sign an Individually Written Rehab Plan (IWRP). The VRC generates a VA 28-1905 contract indicating approval and sends a copy to National University Veterans Affairs Department and to military evaluations staff. NU VA Department submits enrollment certifications to notify the Department of Veterans Affairs of the student's enrollment.

Chapter 33, Post-9/11 GI Bill

The Post-9/11 GI Bill is for individuals with at least 90 days of aggregate service after September 10, 2001, or individuals discharged with a service-connected disability after 30 days and must have received an honorable discharge to be eligible for the Post-9/11 GI Bill. The Post-9/11 GI Bill is effective for training on or after August 1, 2009. Eligibility is determined by the U.S. Department of Veterans Affairs. Depending on each individual's situation, benefits could include tuition and fees, a monthly housing allowance, and stipend. Post-9/11 benefits differ from other education assistance programs in that each type of payment is issued separately, with tuition and fee payments made directly to the school while monthly housing allowance and stipend are paid to the individual.

Transfer of Post-9/11 GI Bill Benefits to Dependents (TEB)

Effective August 1, 2009, eligible service members enrolled in the Post-9/11 GI Bill program may transfer unused educational benefit to their spouses or children. See the official DoD TEB website to begin the transferability process of Education Benefit (TEB) Milconnect Web application: https://www.dmdc.osd.mil/milconnect.

eBenefits

Veteran students are strongly encouraged to register and utilize eBenefits (https://www.vets.gov) to assist them in the following:

- Obtaining up-to-date information on their educational entitlement.
- Updating their Direct Deposit and personal contact information.
- Downloading VA letters and personal documents.
- Viewing the current status of their payments (both education and disability).

Students can register for either a Basic or Premium account, but must be enrolled in the Defense Enrollment Eligibility Reporting System (DEERS) to obtain either account type. If you are unable to register, call the VA Education Call Center at 1.888.442.4551 for assistance.

Yellow Ribbon Program for Post 9/11 Chapter 33 Students

National University participates in the Yellow Ribbon Program (YRP), where the Department of Veterans Affairs and National University have agreed to fund the tuition and fees that exceed the basic tuition and fees national annual cap per academic year for a private institution of higher learning (IHL). The academic year is from August 1, 2020 to July 31, 2021.

Application for Yellow Ribbon Program (Post-9/11 Chapter 33) is on a first-come, first-served basis. A student will provide NU Veterans Affairs Department a copy of their most recent Letter of Entitlement indicating balance of Post-9/11 entitlements for the academic year.

Veterans, spouses of veterans, and dependents under the Transfer of Entitlement provision must be eligible at the 100% benefit level.

Active Duty Members Are Not Eligible for Yellow Ribbon Program

Spouses of active-duty members are not eligible for Yellow Ribbon Program. Recipients of Marine Gunnery Sergeant John David Fry Scholarship are not eligible for Yellow Ribbon Program.

Students who exhaust their Chapter 33 entitlements prior to exceeding the annual cap are not eligible for Yellow Ribbon Program.

Eligible students will receive matching funds from National University and the U.S. Department of Veterans Affairs per academic year and all subsequent academic years in which National University is participating in the Yellow Ribbon Program; and the student maintains satisfactory progress, conduct, and continuous enrollment.

National University will make financial contributions that exceed the tuition and fees cap for the academic year on behalf of the student in the form of a "Yellow Ribbon Program Tuition Waiver" and the U.S. Department of Veterans Affairs will match that contribution.

Students repeating a course, who had previously received credit and an appropriate letter grade, will not receive Yellow Ribbon Program Tuition Waiver for repeating the course.

Students should be aware that the U.S. Department of Veterans Affairs 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.

Using VA Benefits for Remedial Courses

Remedial courses such as MTH 12A (Algebra I) and MTH 12B (Algebra II) are designed to correct deficiencies in basic Mathematics. These courses can be certified as part of an approved program for students whose needs have been established.

Only residential (classroom setting or on-site) remedial courses can be certified for VA benefits. Online remedial courses (including online independent study) cannot be approved and cannot be certified to VA.

Chapter 30, 33, 1606 and 1607: Entitlement is charged for remedial training. Chapter 35: Entitlement is not charged up to 5 months of full-time remedial training.

Non-Matriculated Veteran Students

VA defines matriculated as having been formally admitted to a college or university as a degree-seeking student. VA educational benefits cannot be paid to non-matriculated college or university students unless they are pending admission to National University.

In that case, veteran students can be certified for two terms, irrespective of the number of units/credit hours. A student can be certified beyond this two term limit once the student is formally admitted to National University as a degree-seeking student.

Course Applicability for Veteran Students Using VA Benefits (Applies to all GI Bill Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill benefits in pursuit of one educational degree at a time. Only courses that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified. U.S. Department of Veterans Affairs does not pay GI Bill educational benefits for taking prerequisite courses to get accepted into a nursing or medical program.

Vocational Rehabilitation Eligibility Procedures

Vocational Rehabilitation is a state-supported program of services funded under Title I of the Rehabilitation Act of 1973 that assists individuals with disabilities who are pursuing meaningful careers.

Vocational Rehabilitation can also be sponsored by the U.S. Department of Veterans Affairs.

Prospective students eligible for Vocational Rehabilitation must work with an Academic Advisor to prepare the documents required below. The Academic Advisor will send an email to militaryevaluations@nu.edu with the following information:

1. Student name
2. Student ID
3. Program of interest
4. Name of company or organization providing sponsorship for Vocational Rehabilitation
5. Name and contact information of Vocational Rehabilitation Counselor assigned to the student

In order to make an accurate assessment of the course work remaining under the desired degree program, students must provide transcripts from all previously attended postsecondary institutions, including any military transcripts such as a JST. Unofficial transcripts are acceptable in this pre-evaluation. Once eligibility is determined, a letter will be sent to the sponsor(s) listing the courses that the recipient still needs to complete for the requested degree program. This letter, which will be submitted on letterhead and faxed as well as mailed to the sponsor, will furnish a cost estimate. National University will provide up to three different program estimates for each recipient. Students must have a pre-evaluation and Vocational Rehabilitation sponsor approval before enrolling in any classes. The recipient will have exactly one year from the date of the pre-evaluation to take advantage of this contract and retain the catalog rights as stated in the contract. For questions or additional information please contact militaryevaluations@nu.edu.

MILITARY TUITION ASSISTANCE

Tuition Assistance is an educational financial assistance program that provides up to 100% of tuition and fees for courses taken by active-duty military personnel. It provides funding to eligible members of the Army, Navy, Marine Corps, Coast Guard, National Guard and Air Force. Each service has its own criteria for eligibility, obligated service, application process, and restrictions. Students are to apply for tuition assistance through their Education Offices on-base. Students must send a copy of approved tuition assistance voucher with student ID number to veteransaffairs@nu.edu or fax it to 858.434.1469.

Tuition Assistance Top-Up (TATU) allows the Department of Veterans Affairs to reimburse an individual for all or a portion of the charges of a course or courses that are not reimbursed under certain military programs. To receive Top-Up, an individual must be eligible for Chapter 30 Montgomery GI Bill – active-duty or Chapter 33 Post-9/11 GI Bill education benefits and also receive some amount of Tuition Assistance from his or her military component for the course(s) pursued.

VA cannot pay Top-Up if the Tuition Assistance amount is zero. Students must notify the VA Department when they would like to apply for their Top-Up by annotating their approved TA voucher with "Top-Up" on the upper portion of the document. Students should send all approved TA vouchers directly to veteransaffairs@nu.edu or fax to 858.434.1469.

Students who want to apply for programs administered by the U.S. Department of Veterans Affairs can obtain information on how to apply for their benefits at https://www.vets.gov by calling or visiting the National University Veterans Affairs Department 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 National University Veterans Affairs Department telephone number is 858.541.7970 and email is veteransaffairs@nu.edu.

Nevada students should contact National University Veteran Affairs Office at 2850 W. Horizon Ridge Parkway, Suite 300, Henderson, Nevada, 89052, or call 702.531.7800.

Return of Tuition Assistance Funds

When military students utilizing Military Tuition Assistance (TA) discontinue enrollment, the Veterans Affairs Office must calculate the amount of TA earned prior to the date of withdrawal. The unearned TA funds will be returned to the appropriate DOD program. The calculation is based on the Tuition Assistance the student receives for the withdrawal term.

1. Prior to midnight (PST) of the ninth (9th) day of the session - 100% return

2. Prior to midnight (PST) of the tenth (10th) day of the session - 50% return

3. After midnight (PST) of the tenth (10th) day of the session - 0% return

Return policies apply to students who withdraw on or before the 10th day of the term. Discontinuing enrollment after the 10th day of the term will not result in adjustment to the student's Tuition Assistance for that term.

Students withdrawing for deployment reasons after the 9th day of the session will fall under the Military Deployment Policy.

Study Abroad

Courses pursued in foreign countries must:

- Be approved.
- Be offered at an institution of higher learning (IHL).
- Be required for the student's degree program.

Under Post-9/11 Chapter 33, VA will pay:

- Home school's tuition and fees.
- Books and supplies stipend.
- Monthly housing allowance based on the home school's address.
- Additional fees specific to the Study Abroad program. The Study Aboard option must be required for graduation.

VA will not pay:

- Costs related to travel (airfare, lodging and meals).
- Third-party charges (amenity fees or host school fees) even if study abroad option is required.

POST-9/11 CHAPTER 33 MONTHLY HOUSING ALLOWANCE

A monthly housing allowance is paid directly to the student. Payment is made in arrears. Housing allowance is based upon the location where the student attends the majority of their classes. A housing allowance is paid when a student's rate of pursuit is more than 50%. This means that a student takes 4.5 units per month. Due to the uniqueness of National University's accelerated degree programs, VA pays prorated housing allowance during the period of attendance and enrollment.

Students may call the VA education hotline at 1.888.442.4551 to discuss housing allowance payment and obtain an estimate of their housing allowance.

Undergraduate Level

Full-time is considered at 4.5 units (one course) per month. Students are encouraged to have a dialogue with their assigned advisors to determine the availability of courses applicable to their degree program when they are pursuing a course less than the full-time rate of 4.5 units per month in order to be eligible for housing allowance for a specific period.

Graduate Level

National University provides the training time/full-time information to the U.S. Department of Veterans Affairs in addition to term dates and credit units/hours of the enrollment for graduate students.

Online or Distance Learning

Students exclusively taking an online or distance-learning course at 4.5 units per month are eligible for housing allowance equal to 50% of the national average of Basic Allowances for Housing (BAH).

Books and Supplies Stipend

The books and supplies stipend is paid directly to the student when the enrollment certification is processed. The maximum stipend is $1,000 per academic year. The stipend is prorated by the student's length of service percentage ranging from 40% to 100%.

Rounding Out Rule

A student can round out his/her schedule with non-required courses to bring his/her course load up to a full-time schedule in his/her last term only. A student would continue to receive housing allowance benefits in his/her last term of enrollment with the application of the rounding out. This procedure can only be applied once per program.

In rounding out a full-time schedule, students may use any credit hour unit course, including a course that was previously successfully completed (received a passing grade).

Students should coordinate with their assigned advisors to determine the availability of courses for the last term. Then, students must notify the VA Department (veteransaffairs@nu.edu) to seek approval of the application of the rounding out rule. The VA Education Liaison Representative (ELR) San Diego determines if students are eligible for the rounding out rule. National University VA Department submits enrollment certifications for the specific period of the last term only for those students granted approval by VA ELR San Diego.

Repeating Courses

When a student fails a course required for the current degree program or when a degree program requires a higher grade than the one achieved in a particular course for successful completion, that course may be repeated and certified to VA again. A course may be repeated a maximum of two times.

Courses that have been successfully completed may not be certified again for VA benefits if they are repeated.

Scenario 1: The Nursing program requires a "B" or better in all nursing core courses, then that class may be repeated if a "B" or better was not earned. This requirement must be published in the school catalog.

Scenario 2: A student may repeat a course required for graduation and can be certified for said course until it is successfully completed. A course may be repeated a maximum of two times in accordance with National University's policy.

Scenario 3: A course cannot be certified to VA when a student chooses to repeat a course that was successfully completed just to improve his/her GPA.

PARENT SCHOOL LETTER AND CONCURRENT ENROLLMENT

A student may take courses at more than one school that apply to his/her current degree program. When National University grants the degree, then National University is the primary school. All other schools are secondary schools. All courses to be taken at the secondary school must be pre-approved by National University in order to be certified with the VA. National University VA Department provides an approved parent school letter addressed to the VA school Certifying Official of the secondary school.

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 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.

ADDITIONAL INFORMATION SOURCES

California Student Aid Commission

www.csac.ca.gov

U.S. Department of Veterans Affairs

www.benefits.va.gov

Gateway to Veterans Benefits Information eBenefits

https://www.vets.gov

U.S. Department of Education

www.ed.gov/finaid.html

College is Possible

www.collegeispossible.org

Scholarship Search and Financial Aid Calculator

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 grad students) and Direct Consolidation Loans

- Consolidation Loans

- Guaranteed Student Loans, SLS Loans

- Ombudsman Customer Service Line at 877.557.2575 or at www.fsahelped.gov/

Definition of Enrollment Status (Applicable to Graduate Students Receiving Veteran Benefits Only)

Units	Weeks											
	12	11	10	9	8	7	6	5	4	3	2	1
13.5	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT
12	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT
11	3/4	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT
10	3/4	3/4	FT	FT	FT	FT	FT	FT	FT	FT	FT	FT
9	3/4	3/4	3/4	FT	FT	FT	FT	FT	FT	FT	FT	FT
8	1/2	1/2	3/4	3/4	FT	FT	FT	FT	FT	FT	FT	FT
7.5	1/2	1/2	3/4	3/4	3/4	FT	FT	FT	FT	FT	FT	FT
7	1/2	1/2	1/2	3/4	3/4	FT	FT	FT	FT	FT	FT	FT
6	1/2	1/2	1/2	1/2	3/4	3/4	FT	FT	FT	FT	FT	FT
5	<1/2	<1/2	1/2	1/2	1/2	1/2	3/4	FT	FT	FT	FT	FT
4.5	<1/2	<1/2	<1/2	1/2	1/2	1/2	3/4	3/4	FT	FT	FT	FT
3	1/4	1/4	1/4	<1/2	<1/2	<1/2	1/2	1/2	3/4	FT	FT	FT
2.25	<1/4	<1/4	<1/4	1/4	1/4	1/4	<1/2	<1/2	1/2	3/4	FT	FT
1.5	<1/4	<1/4	<1/4	<1/4	<1/4	<1/4	1/4	1/4	<1/2	1/2	3/4	FT

Financial Aid Programs 2020-2021

GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED	Financial Aid Programs 2020-2021	APPLICATION DEADLINE	DATE FUNDING BEGINS
■		■					**FEDERAL PELL GRANT** is a grant program to help students with tuition cost. This program assists students who are working toward a first bachelor's degree. **Award Range:** $380 to $6,345 **Applications:** FAFSA	June 30, 2021	July 2020
■		■				■	**FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)** 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. **Award:** $1,200 maximum per year **Applications:** FAFSA	Priority filing date: October 1, 2019	July 2020
■		■				■	**CAL GRANT A** 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 toward a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June. **Award:** $3,028 per quarter **Applications:** FAFSA, GPA verification	March 2, 2020	October 2020
■		■				■	**CAL GRANT 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. **Tuition Award:** $3,028 per quarter **Access:** $557 per quarter **Applications:** FAFSA, GPA verification	March 2, 2020	October 2020

FAFSA: Free Application for Federal Student Aid

GPA: Grade Point Average

Note: Award ranges and aid types are tentative.

1. Credential Program
Students must complete the program residency requirement at National University (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.

GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED	Financial Aid Programs 2020-2021	APPLICATION DEADLINE	DATE FUNDING BEGINS
■		■	■				**TEACH GRANT PROGRAM** 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. http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp; https://teach-ats.ed.gov/ats/index.action **Award Range:** $100 to $4,000 **Applications:** FAFSA	June 30, 2021	July 2020
	■	■		■		■	**FEDERAL PLUS PARENT LOANS FOR STUDENTS** is a loan program to assist parents of undergraduate dependent students with educational costs. The interest rate is fixed at 5.30% for loans and fees up to 4.60%. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made. **Loan Amount:** For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student. **Fees:** Origination and Federal Default fees vary per lender. **Applications:** Parent Verification Worksheet, FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
	■		■	■		■	**FEDERAL PLUS LOANS FOR GRADUATE STUDENTS** (GRAD PLUS) 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 5.30%, and fees up to 4.60% 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. **Loan Amount:** For each academic year, the student may borrow up to the cost of attendance minus other aid. **Fees:** (same as the PLUS Loan Program) **Applications:** FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
	■	■	■	■		■	**SUBSIDIZED FEDERAL STAFFORD STUDENT LOAN** 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 2020-2021 rate is 2.75%. 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. Loan Amount: For each academic year, a dependent student may borrow: • Up to $3,500 as a first-year undergraduate • Up to $4,500 as a second-year undergraduate • Up to $5,500 as a third-, fourth-, or fifth-year undergraduate • Dependent students may receive both an unsubsidized and subsidized Stafford Loan up to the amounts listed above. **Applications:** FAFSA Loan Application	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.

GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED – 1	CERT – 2	NEED-BASED	Financial Aid Programs 2020-2021	APPLICATION DEADLINE	DATE FUNDING BEGINS
	■	■	■	■	■	■	**UNSUBSIDIZED FEDERAL STAFFORD LOAN** 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 2020-2021 rate is 4.30% for undergraduate students and 4.30% for graduate students. 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. **Loan Amount:** Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level). **Applications:** FAFSA Loan Application **Loan Amount:** For each academic year, an independent student may borrow: • Up to $9,500 as a first-year undergraduate (at least $6,000 of this amount must be in unsubsidized Stafford) • Up to $10,500 as a second year undergraduate (at least $6,000 of this amount must be in unsubsidized Stafford) • Up to $12,500 as a third, fourth, or fifth year undergraduate (at least $7,000 of this amount must be in unsubsidized Stafford) • Up to $12,500 for a credential (at least $7,000 of this amount must be in unsubsidized Stafford) • Up to $20,500 as a graduate **Note:** Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan. **Aggregate Stafford Loan Limits** **Dependent Undergraduate:** $31,000 **Independent Undergraduate:** $57,500 **Graduate:** $138,500 ($65,500 in subsidized Stafford and $73,000 in unsubsidized Stafford) **Note:** The graduate debt limit includes any Stafford Loans received as an undergraduate. **Fees:** • **Loan Origination Fee:** A loan origination fee of up to 1.059% of the loan principal is deducted proportionately from each loan disbursement effective October 1, 2020. • **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 effective October 1, 2020.	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
■		■	■	■		■	**NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM** 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. **Awards:** • Collegiate Honor up to $2,000 • Presidential Tuition Scholarship up to $3,258 • Military Tuition Scholarship up to $2,500 **Application:** Scholarship Application	Open, but subject to available funds.	Funding will begin upon receipt of the signed scholarship acceptance letter by the Financial Aid Department.
	■	■	■	■		■	**NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM** (NU-HELP) is a low-interest (4.29%) 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. **Award Range:** up to full tuition for 12 months	Open, but subject to available funds.	July 2020

POLICIES AND PROCEDURES

POLICIES AND PROCEDURES

GENERAL POLICIES AND PROCEDURES

Attendance Procedures

The academic year is divided into four 12-week quarters, each comprised of three sessions. Students may enroll in classes in most programs any month of the year.

The start-date of a session is the first Monday of the new course term. If the first Monday is a holiday, the start-date of the session will be the first Tuesday. For example, if the first class meeting offered in the September session meets on Mondays and Wednesdays, and Monday is the holiday, then that first Tuesday is the start-date for the session. The term start date (whether a Monday or Tuesday) is the start date of the session and not the day students meet for their first class. Students are considered officially enrolled in a class at midnight (PST) of the ninth (9th) day of the session.

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 permit 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 officially enrolled.

Students are expected to attend all scheduled classes of a course. An absence is recorded 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 may 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 and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe (see refund and course drop and withdrawal policy). Students, whether on-site 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 Office of the Registrar within ninety (90) days of grade posting. If extenuating circumstances prevent the submission of the dispute within that time frame, the Office of the Registrar will make a determination about whether the circumstances warrant further consideration. The Office of the Registrar 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. Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu. The student is responsible for ensuring that the drop or withdrawal 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 on-site 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 stuact@nu.edu. Students must have a credit balance on their account to receive a refund. Most refunds are processed and mailed or direct deposited via ACH within ten (10) working days from the receipt of the request depending on the verification of funds. Financial Aid funds are reviewed for refunds within three days of disbursement to the student account, and excess funds are automatically refunded to the student. All refunds are processed via EFT to the bank information as provided or mailed to the student's home address. If payment was made by credit card, refunds will be issued back to the original credit card used and as provided on the credit card refund form. Credit card refund forms can be obtained and submitted through the Student Account offices directly or online at stuact@nu.edu.

Refund percentage may vary based on state of residence and state regulatory requirements.

State-Regulated Refund Policies for Online/Distance Learning

Tuition refunds for students enrolled in online programs who reside in certain states will be issued in accordance with the policies required by the laws and regulations of those states. However, if the University's standard Refund Policy is more beneficial to those students, the University will follow its standard Refund Policy. State-specific refund policies are listed below and online https://online.flippingbook.com/view/814609/48/.

Indiana State Refund Policy

The University will cancel a student's enrollment upon request of the student. The Indiana State Refund Policy applies when Indiana students enrolled in online programs withdraw, drop, or are administratively dropped from a course or the institution. The student's obligation at the time of cancellation will be calculated as follows:

Proportion of Total Course Completed as of Date of Withdrawal or Termination

	Tuition Refund
Less than 10%	90% refund
10% up to but not including 25%	75% refund
25% up to but not including 50%	50% refund
50% up to but not including 75%	25% refund
More than 75%	No refund

The institution will make a proper refund within thirty-one (31) days of the student's request for a course drop or cancellation. If the student has paid tuition extending beyond twelve (12) months, all such charges shall be refunded.

Maryland Refund Policy

Students enrolled in online programs who reside in Maryland will receive the minimum tuition refunds in accordance with the Maryland Higher Education Commission requirements (specified in Title 13B.05.01.10 of the Code of Maryland Regulations).

A. Except as provided in §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.

B. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.

C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

Proportion of Total Course, Program, or Term Completed as of Date of Withdrawal or Termination

	Tuition Refund
Less than 10%	90% refund
10% up to but not including 20%	80% refund
20% up to but not including 30%	60% refund
30% up to but not including 40%	40% refund
40% up to but not including 60%	20% refund
More than 60%	No refund

A refund due to a Maryland student will be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

D. This refund policy is disclosed and acknowledged by students upon enrollment, and

E. Documentation verifying student refunds in accordance with this policy is maintained.

Oregon Refund Policy

Courses dropped before the 10th day of the course will be fully refunded. Online students located in Oregon who withdraw from a course are eligible for a 50% partial refund through the middle week of the course term. Refunds are based on unused instructional time and are prorated on a weekly basis.

Virginia Refund Policy

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

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

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

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

- Ninth (9th) day of the session will receive a 100 percent refund

- Fourteenth (14th) day of the session will receive a 50 percent refund

- Twenty-first (21st) day of the session will receive a 25 percent refund

Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund.

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

a. The date from when a student cancels enrollment

b. The date from when the institution terminates a student's enrollment

c. The last day of an authorized leave of absence (if the student fails to return after this period)

d. The last day of attendance of a student

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

Wisconsin Refund Policy

A student who withdraws or is dismissed after the cancellation period has passed, but before completing 60% of the potential units of instruction in the current enrollment period, shall be entitled to a pro rata refund, as calculated below, less any amounts owed by the student for the current enrollment period, less a one–time application fee of $100.

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.

2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or are returned by the school to the supplier.

3. Refunds shall be paid within 40 days after the effective date of termination.

4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or $400, whichever is less.

5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

Financial Aid Refund Policy

As part of the Higher Education Amendments of 1998, Congress passed new provisions on October 29, 2010 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 45 consecutive days.

The Federal Return of Title IV Funds (R2T4) policy was effective October 29, 2010, and governs all federal grant and loan programs, including Federal Pell Grant, SEOG, TEACH Grant, 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. If the student receives (or the 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 Business Services Office to pay the amount refunded to the Department of Education 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. Effective May 1, 2011, National University began reporting student account defaults to credit reporting agencies.

Class 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 grading criteria of 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 emailing their academic advisor at advisor@nu.edu or Student Concierge Services at scs@nu.edu or. 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.

Active duty, guard, and reserve military personnel (Army, Navy, Air Force, Marines and Coast Guard) who are enrolled at National University and whose academic progress is interrupted due to deployment or activation mid-month may withdraw without tuition penalty. A student currently in a course will not be charged for the course; however, the class will remain on the student's record with a grade of "W". Students must submit a copy of their military duty assignment orders verifying deployment or activation to their academic advisor along with their request to withdraw the course. This policy does not apply to retired military personnel or dependents.

Leave of Absence

Students are limited to 180 leave days per 12-month period. This need not all be taken at once. A student may have multiple LOAs within a 12-month period provided that the cumulative total does not exceed the allowable amount. University scheduled breaks are included in the 180 leave day limit if a student is on an approved LOA during a scheduled break.

A student on an approved LOA will be considered enrolled at National University. In some cases, these students would be eligible for an in-school deferment for student aid loans. Federal Student Assistance (FSA) may be negatively impacted if students fail to apply for a LOA or if the application is denied.

To request a formal LOA, students will need to follow the steps outlined below. Students who receive FSA in the form of loans and grants, and who will have a break in attendance of 45 days or more, may be subject to recalculation and/or return of unearned FSA monies unless they have an approved LOA on file. Students who do not return from an approved LOA will be withdrawn from the University with regard to all financial aid consideration effective the start date of the LOA. Further information for FSA students may be obtained from their Student Finance Advisor. Students who are not on FSA, or who do not have a federal loan in deferment, are not required to request a LOA but may choose to do so.

Students requesting a LOA must:

1. Inform their Student Finance Advisor of their request and discuss financial aid implications, as appropriate.

2. Submit the e-form request for Leave of Absence located on the student portal and include the following information:
   » Beginning and ending dates of the LOA requested
   » Reason for the LOA request. The following are acceptable reasons for LOA: military, medical, jury duty, loss of job, family emergency, or employment emergency, or may include extenuating circumstances which will be approved by the Office of the Registrar.
   » Include supporting documentation

3. Submit the request prior to the last week of class in the term preceding the LOA request date. Students out of class during winter, spring, or summer breaks do not need to be approved for a LOA. Late requests during the last week of class in the term preceding the LOA request date may be considered for approval if they include an explanation of the unforeseen circumstances that prevented the earlier submission of the request.

All students are encouraged to submit requests at their earliest opportunity to allow the University adequate time to process the request. Requests submitted the day of the requested leave start date or later will not be considered.

A LOA approval must meet the above criteria and the reason for the request must be approved by the Office of the Registrar.

All LOA requests start the day following the student's last date of attendance at National, unless otherwise requested and approved by the Student Leave of Absence Coordinator. Once approved, the LOA will be entered into the student's record and the student will be reported as an approved LOA student. It is the student's responsibility to determine how this status may affect any external institution or agency.

Students who are not in Good Academic Standing may not be eligible for a LOA. Similarly, students who are on LOA and are subsequently placed on Academic Warning, Academic Probation or Academic Suspension may be removed from their LOA status and notified of such action. Please contact the LOA Coordinator for detailed information pertaining to Academic Standing related to LOA at studentloa@nu.edu.

Requesting a LOA does not grant a drop or withdrawal from the current class of attendance. The current class remains subject to the official drop and withdrawal policies as published in the catalog. If an emergency LOA is approved, in the middle of the course, and the student receives a Withdraw, upon return, the student will not be charged tuition to retake the course.

Financial Aid Implications for Students Requesting a Leave of Absence

Financial aid students must contact their Student Finance Advisor as early as possible upon determining they would like to request a LOA to discuss the impact on student aid. Students who do not return from an approved LOA will have all future loan disbursements canceled. The loan repayment grace periods established on all previously disbursed loans will have begun as of the first day of the student's approved LOA. Therefore, if the student does not return from an approved LOA, the student may have exhausted some or all of the grace period and may be required to enter into immediate repayment on previously disbursed loans. Students will need to contact their lender(s) regarding grace period rules and requirements.

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.

Class Scheduling

Any class 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 their academic advisor for assistance in requesting such changes. Scheduling changes should occur prior to the start date of that class.

For students receiving financial aid, changes made to their schedules after processing may delay or cancel their aid. Students should speak to a Student Finance Advisor before withdrawing from a class or requesting a change of schedule or program.

Students may drop a class prior to midnight (PST) of the ninth (9th) day of the session by emailing their academic advisor at advisor@nu.edu or Student Concierge Services at 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 will be entered and tuition will be charged according to the refund policy. (See prior sections on "Refund Policy" and "Class Drop and Withdrawal".)

Grade Reporting

All grades are reported electronically. Students can access their official grades as posted to their record via the student portal on the University's website. Students who need an official printed copy of a grade report can request one through the student portal. Grades are not given over the telephone or via e-mail. All grades are due from instructors within ten (10) calendar days. 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.

National University Transcripts

National University transcripts are ordered online via Parchment at www.parchment.com/u/registration/33382/institution. The transcript fee is $5. An additional $2 surcharge is required when sending official transcripts electronically.

Transcripts contain only coursework completed and GPA earned at National University. A total unit summary of previous external education is reflected on the official transcript.

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 (see chart in Financial Aid and Scholarship section). Students who do not attend for a quarter (a three-consecutive-month period) are considered to be "Withdrawn" for that time period. 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 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 two 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 count toward determining full or part-time status. 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 toward enrollment from the official start date through the published end-date of the class only. Once 90 calendar days have passed after the published end-date of the class, it may no longer be used to determine a full- or half-time student status.

Off-campus agencies may use different definitions for determining full-time status. For example, the definition of "Full-Time Student Status" may not apply to international students who require an F-1 visa.

Students with proper identification can verify enrollment at the Office of the Registrar or obtain enrollment verification via the student portal on the University website. Verifications can also be requested through the mail with an authorized student signature to the following address:

Office of the Registrar
9980 Carroll Canyon Road
San Diego, CA 92131-1136
P 858.642.8260
E registrar@nu.edu

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 may 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 as appropriate. Under no circumstances may a student who has been barred from attendance attend class or receive a grade.

Withdrawal from the University

Students are required to satisfy all registration, code of conduct, attendance, Academic Integrity and enrollment policies required by the program and University at all times. Students who wish to withdraw permanently from National University must take one of two actions:

1. Complete a "University Withdrawal Form" available at each campus, online through the University's website, or via the student web portal; or

2. Contact their Academic 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 withdrawn from the University and all future classes will be deleted from their schedules. Students should be aware that the current term's classes remains subject to the official drop and withdrawal deadlines as published in this Catalog. Federal student aid recipients should refer to the "Financial Aid Refund Policy" in this catalog, as withdrawal from any courses and/or periods of enrollment can have financial consequences and may require the University to return financial aid.

Administrative Withdrawal

Students will be administratively withdrawn from any or all courses if they fail to meet all applicable registration, code of conduct, attendance, Academic Integrity, and enrollment policies at all times. Any withdrawals may impact a student's financial aid awards, academic progress, military funding, residential status and/or student visa status.

Administrative withdrawal from the University may occur for the following reasons:

1. Failure to pay required fees,
2. Failure to provide documents or meet credit requirements to be enrolled,
3. Failure to attend,
4. Violation of College policies, or
5. Emergency administrative withdrawal.

Non-Degree Students

Individuals interested in taking courses for academic credit but not in pursuing a degree or certificate should apply as a non-degree student. Non-degree applicants are not required to undergo a formal admissions process but must submit an application and meet established academic qualifications to enter the courses desired. Applicants who wish to take graduate-level courses must hold a four-year or approved three-year bachelor's degree, or the equivalent, from a regionally accredited institution. Non-degree students who later decide to become degree-seeking must follow the standard admission procedures, including submission of official transcripts from all previously attended regionally accredited postsecondary institutions. Admission as a non-degree student neither implies nor guarantees admission to a degree or certificate program. Students requesting an exception to the number of units must submit a request by completing an exception to policy e-form on the student web portal. Non-degree students are not eligible for financial aid.

TRANSITION PROGRAMS

Transition Program Information

Transition programs are degree programs noted in the catalog where an undergraduate student in an approved transition program who meets certain requirements (length of time remaining in undergraduate degree as well as GPA minimum) may enroll in and take up to three (3) graduate-level courses to be used as upper-division electives in his/her bachelor's program. As a result, when the student finishes the bachelor's degree and enrolls in the graduate transition program, the student will have those classes completed and waived in their graduate program; and will not need to replace units.

The following rules apply:

- A student may enroll in an Undergraduate to Graduate transition program when they are within six (6) classes of completion of the Undergraduate program.
- The required Undergraduate cumulative GPA is at a minimum 3.00.
- Students must enroll in and take the first class in the Graduate program within six (6) months after conferral date of the Undergraduate degree.
- Students must complete the Graduate program within four (4) years with no break in enrollment of 12 months or more.
- Only classes that are identified as transition-program-eligible may be taken and the student must meet all prerequisite requirements for the graduate-level class.
- Graduate courses taken as part of an Undergraduate program do not transfer as graduate-level classes either at National University or at any other university.

- A student must obtain a grade of B or better in a transition class in order for it to be eligible for both a waiver of content and units in the Graduate program.

- A transition course in which a student earns a grade of B-, C+, or C will qualify for a waiver only of the content in the Graduate program but the student must take another Graduate-level approved elective(s) to replace the Graduate-level units. The Graduate-level unit requirement will not be lowered for grades of B- or below.

- If a student gets a grade of C-, D+, D, D-, or F, neither content waiver nor units will be granted toward the graduate program. The student must retake the course within the Graduate program and obtain a better grade. The original grade will remain part of the Undergraduate record as it is considered to be part of an awarded degree, and as such, the GPA is not subject to alteration at any time.

TRANSITION PROGRAM OPTIONS

College of Letters and Sciences (COLS)

- Bachelor of Arts in Political Science to Master of Public Administration

- Bachelor of Science in Biology to Master of Forensic Sciences

College of Professional Studies (COPS)

- Bachelor of Business Administration to Master of Business Administration

- Bachelor of Public Administration to Master of Public Administration

- Bachelor of Science in Accountancy to Master of Business Administration

- Bachelor of Science in Computer Science to Master of Science in Computer Science

- Bachelor of Science in Criminal Justice to Master of Criminal Justice

- Bachelor of Science in Criminal Justice to Master of Forensic Sciences

- Bachelor of Science in Criminal Justice to Master of Public Administration

- Bachelor of Science in Homeland Security and Emergency Management to Master of Criminal Justice

- Bachelor of Science in Homeland Security and Emergency Management to Master of Public Administration

- Bachelor of Science in Homeland Security and Emergency Management to Master of Science in Homeland Security and Emergency Management

Air Force ROTC

The Air Force Reserve Officer Training Corps (AFROTC) is a three- or four-year program designed to equip students with leadership skills and commission officers for tomorrow's Air Force. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full cost of tuition, books, and fees. These scholarships are available for qualified cadets, and may be applied toward tuition, lab fees, and other required items. In addition, scholarship students receive a non-taxable book allowance and monthly stipend.

National University does not have an AFROTC program. Students may, however, enroll in AFROTC courses at the following institutions (where AFROTC courses are conducted) in conjunction with completing their degree programs at National University:

California State University Sacramento (CSUS AFROTC)

Further information on these programs may be obtained from the Aerospace Studies Department, 916.278.7315, or Det088@maxwell.af.mil. The detachment website can be found at www.csus.edu/afrotc.

Loyola Marymount University (LMU AFROTC)

Through arrangements with Loyola Marymount University (LMU) in West Los Angeles, students may participate in the Air Force Reserve Officer Training Corps (AFROTC) program. AFROTC offers a variety of two-, three- and four-year scholarships, many of which pay the full cost of tuition, books, and fees. Successful completion of as little as four semesters of AFROTC academic classes and leadership laboratories can lead to a commission as a second lieutenant in the United States Air Force.

Classes consist of one hour of academics and two hours of laboratory for freshman and sophomores; three hours of academics and two hours of laboratory for juniors and seniors. The academic hours earned can normally be counted as elective credit toward graduation. All AFROTC classes and laboratories are held on Fridays to better accommodate students commuting from other colleges and universities. Currently, LMU does not charge for the courses. Additionally, AFROTC cadets under scholarship and all juniors and seniors receive a monthly tax-free stipend.

For more information, contact the Loyola Marymount University Department of Aerospace Studies (AFROTC) at 310.338.2770 or visit the website at http:// academics.lmu.edu/afrotc.

San Diego State University (SDSU AFROTC)

There is no advance application needed to participate in the Freshmen- or Sophomore-level course; however, an orientation program, held just prior to the start of the semester, is recommended. Required coursework includes lectures, a leadership laboratory practical component, panel discussions, dialogues, problem solving, and physical training. All coursework is completed on site at or near one of the schools, with the exception of a four-week summer Field Training encampment conducted on a military base between the second and third year. Upon successful completion of the AFROTC program and all requirements for a bachelor's degree, cadets are commissioned as Second Lieutenants and serve a minimum of four years in the Active Duty Air Force. Interested students should contact the AFROTC Detachment 075 Unit Admissions Officer at 619.594.5545 or see the website below for more information. AFROTC Detachment 075 Website: http:// www.rohan.sdsu.edu/dept/afrotc/.

Auditing Courses

To audit a course, a person who is not a current student must complete an admission application with an 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 academic credit will be earned for any course that is taken as an audited course.

University alumni are permitted to audit up to a maximum of four (4) classes in total in any content area provided they meet the eligibility and prerequisite requirements of that given year. Courses may be audited for 50% of the prevailing tuition.

Individuals who subsequently enroll in a given degree program will not be eligible to transfer any previously audited course(s) to degree-course status. Audited classes are not eligible for federal financial aid or University tuition assistance funding.

Library Borrowing Privileges and Fines

All current National University students, faculty, and staff are eligible to borrow Library materials. A maximum of 15 books may be checked out at one time. The loan period is four weeks. Periodicals, microforms, reference books, reserve materials and Special Collection items do not circulate.

Materials overdue for one month are considered lost. For lost items, a Library Hold will be placed on the student record, and students are responsible for $30 replacement cost plus the $10 maximum late fee until the items are returned. Once the material is returned, the replacement cost and late fee and late fine will be waived. For more information, see the Research Guide: Circulation (http:// nu.libguides.com/circulation).

Computer Lab Regulations

Computer labs are available at many University locations for use by students, faculty, and staff. Lab assistants or other authorized staff are available at each location to ensure availability and operability of computing resources and 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:

- Students must sign in to use the computer lab facilities. They may be asked to show University identification.

- Students may not install software on University computers. All aspects of the authorized use policy will be enforced, including copyrights are strictly enforced. The Computer Software and Email Policy provides complete details.

- Students may not bring food or drink into the computer labs.

- Computing resources in the lab are for University-related purposes only.

- Students should minimize their use of lab printers. Printing is restricted to 25 pages at a time. Students 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.

- The computers are equipped with headphones for students' use for multi-media 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 policy. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk at helpdesk@nu.edu.

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.

Acceptable Use and Copyright Infringement Policy

National University relies upon every member of our community to act with integrity, professionalism and in a responsible and legal manner when utilizing the University's information technology resources. National University requires all students to review and abide by the Acceptable Use and Copyright Infringement Policy, and to promptly report situations that may violate this policy. This policy can be reviewed at: https://assets.nu.edu/aup.pdf

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 45 days of the day the University receives a request for access. Students should submit to the registrar, school 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. Personally identifiable information may also be disclosed by Federal and State Authorities to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education, and job training, as well as any program that is administered by an education agency or institution. Federal and State Authorities may also release personally identifiable information to researchers performing certain types of studies.

Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive personally identifiable information. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent personally identifiable information and track participation in education and other programs by linking personally identifiable information to information obtained from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.

- 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

- Date of birth

- Place of birth

- Email address

- Major field of study

- Dates of enrollment

- Degrees and dates conferred

- Academic honors and awards received

- Addresses, telephone numbers and email 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, www.nu.edu/studentservices/registrar/. 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.

Visitors On Campus Policy

The safety and wellbeing of the National University community, including students, faculty, staff and visitors are of utmost importance. Accordingly, the National University Visitor policy sets forth guidelines for behavior and conduct while on University premises.

Access to University property shall primarily be limited to students, employees and their visitors or guests for the purposes of study, work, teaching and conducting other University business or activities. As a private institution of higher learning, National University reserves the right to restrict access to University premises and to prohibit certain individuals from being present on University owned or controlled property at any time at its discretion.

Visitors are not allowed in the classroom during class hours without the prior approval of the instructor. Students are not permitted to bring children to the classroom or computer lab or leave them unattended at any University facility while attending class.

All individuals present on University owned or controlled property shall conduct themselves in a safe and professional manner in accordance with the law and University policies. Prohibited conduct includes, but is not limited to, endangerment of the health and safety of any person or property, intentional or negligent disruption of the operations of the University, excess noise, threats, harassment, hate speech, physical abuse, intimidation, or unauthorized entry into, obstruction of, or occupation of a University owned or controlled property. Any violation of this policy may result in removal from University property and/or disciplinary action.

Smoking Policy

See Smoking Policy under Code of Conduct section.

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 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. Additional information is available in the Grade Appeals section below.

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 Office of the Registrar are presumed to be accurate and final. A student who has questions about a grade received in a course should 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 more 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.
- Concerns with academic integrity violation and/or cheating.

Grade 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 an e-form through the student portal to the school dean within 45 days of grade posting for the course. The student must attach to the e-form clear substantiating 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 attach documentary 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 school dean forwards the student's e-form to the instructor for a response, which the instructor must provide within 15 days. The dean then refers all documentation to the grade appeals committee.

Grade Appeals Committee

A standing committee within each school, the Grade Appeals Committee consists of three or more 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 decision within 30 days of receiving the grade appeal e-form information from the School Dean. The office of the school dean will notify all of the following: the student, the instructor, and the Office of the Registrar.

Avoiding Plagiarism

Students are responsible for the work they submit and 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, they 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.

Additional information and resources regarding plagiarism, including videos and tutorials, is available on the National University Library web pages. Visit http://nu.libguides.com/citations/plagiarism and input plagiarism in the search field.

Accelerated Study

Students with a superior academic record and a compelling, demonstrated need may petition the National University dean for an accelerated study allowing them to be enrolled in more than 7.5 quarter units in the same session. The granting of an accelerated study is wholly at the National University dean's discretion. Applications for acceleration must be approved at least a month in advance. Accelerated study cannot violate progression or prerequisite requirements of the program or university. To be eligible, students must have:

- Successfully completed at least 13.5 quarter units at National University prior to the request.
- Maintained a 3.5 Grade Point Average (GPA) for undergraduates or a 3.7 GPA for graduates.
- Completed all prior coursework with no outstanding grades of "Incomplete".
- Maintain 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 military/company reimbursement plan on file in the Student Accounts Office.
- 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 approximately six (6) to eight (8) weeks.

Approval to take more than 18 units in a quarter requires approval from the National University 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 complete an Accelerated Study Request, available as an e-form on the student portal, or see an academic advisor for assistance. The e-form must include justification of the special circumstances that necessitate an accelerated study.

Independent Study

Independent study is a course taught independently to one student. Not all courses in this 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 National University 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 for review 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 formally evaluated by the Office of the Registrar.
3. The student must have completed 13.5 quarter units in residence with a GPA 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, unless approved by the academic program director and National University dean.
6. The student must have 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 military/company reimbursement plan on file in the Student Accounts Office.

7. International students must verify eligibility with International Student Services prior to request.

If a required class is cancelled and not available either on-site or online for at least four months, students may request special consideration to waive the above requirements. 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).

To meet Department of Education (ED) requirements for substantive and regular interactions between faculty and students, faculty must meet the substantive and regular interactions requirement through participation in at least one of the following course activities:

- Participating in regularly occurring class meetings;

- Participating in a regularly occurring online discussion about academic course content;

- Faculty-scheduled consultations with a student to discuss academic course content;

- Substantive and personalized feedback on student assignments;

- Regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience;

- Participating in regularly scheduled learning sessions (synchronously); or

- Proactive and scheduled communication initiated by faculty in response to student progress; or

- Responding to students within 48 hours of an inquiry.

Work in the independent study must not begin until the student and the instructor have been placed in the scheduled class. Students who are not approved for an independent study are notified by the Academic Advisor via e-mail.

For more information please visit:
https://www.nu.edu/studentservices/academicpoliciesandp/independentstudy/.

Guided Study

Guided study is an individualized, variable-unit course that deals with material not covered in any approved catalog course. Guided study course numbers are XXX 490 or XXX 690. 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.

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.

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 to improve cumulative GPA. Only courses completed in residence may be repeated to improve cumulative GPA. In the case of Topics courses, the Topics must be the same.

National University courses may be repeated a maximum of two times, for a total of three attempts. All grades earned remain part of the student's permanent record, but only the most recent grade, regardless of grade earned, is considered in computing cumulative Grade Point Average. Credit is only given once for repeated courses. Grades earned at National University remain counted in the student's Grade Point Average if the course is repeated at another institution.

Students receiving veteran benefits may not be eligible for benefits when repeating courses. Additional information may be obtained from the National University Veterans Affairs' Department.

Financial aid will not be awarded for a repeated course or its equivalent. Students who wish to or are required to repeat a course must do so at their own expense. Additional information is available in the Financial Aid webpage at https://www.nu.edu/admissions/financial-aid-and-scholarships/

Interruption of Study Due to Excessive Incomplete Grades

Students who have two (2) 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 once final grades have been received for all "Incomplete" grades. In the event that these "Incomplete" grades become permanent grades of "F," the student's Academic Standing may be retroactively affected.

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 may 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, and not be on an approved leave of absence.

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 the e-form request for concurrent enrollment located on the student portal no later than four weeks prior to the enrollment date at the other institution.

5. Requests must include a course description or request will be canceled.

6. Request that an official transcript be sent directly to the Office of the Registrar upon completion of the approved course(s).

7. Be in good financial standing.

8. International students must complete 13.5 units prior to concurrent enrollment approval.

Courses must be completed at a regionally accredited institution and needed for current plan of study at National University.

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. Students 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 pay a readmission fee.

Change of Academic Program

Students may apply for a change of academic program, 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 after the Office of the Registrar approves the change of the student's program on their official record. Students on probation or who are disqualified must submit a policy exception request for a change of program. 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 request. 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 in the previous program that do not count toward the student's new major. The University will count credit earned as it applies toward the current program. All coursework attempted will be calculated in determining cumulative Grade Point Average and academic standing, regardless of applicability to the current program. Students are allowed a maximum of two change requests. The third (3rd) and subsequent requests for a change in program must be petitioned. The letter accompanying the petition should explain the reason for the change request along with the plan for completion. Petitions are submitted by eform through the student portal.

Application for Certificate

Awarding a certificate is not automatic upon completion of required courses. Students must submit an application for certificate located on the University website: www.nu.edu/OurPrograms/Graduation.html. Students are advised to submit their application during their final required course. There is no fee to submit an application for certificate. Requirements for a certificate include:

1. Satisfactory completion of required courses or specific courses.

2. Students must complete two-thirds of the certificate program at National University.

3. Have a minimum overall cumulative Grade Point Average of 2.0 for courses in an Undergraduate certificate program or 3.0 for courses in a Graduate certificate program.

Specific certificate course requirements can be found within the National University Catalog under the respective college certificate programs.

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. 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 University website at https://www.nu.edu/studentservices/graduation/.

Note: National University does not backdate degrees. Students applying for graduation will automatically be processed for the next conferral date.

DEGREE CONFERRAL

Degrees post to transcripts monthly in alignment with university conferral dates. National University's degree conferral dates are the third Sunday of each month. Diplomas are mailed four to six weeks following the degree conferral date. A maximum of five duplicate diplomas may be ordered at no additional charge.

Commencement exercises are held annually. 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 conferral and commencement dates. https://www.nu.edu/ studentservices/graduation/

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. No more than 50 percent of the core requirements for the second degree can be completed in a previously conferred degree.

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 or registrar@nu.edu.

Exceptions to Academic Policies

In cases of exceptional circumstance, students can request an exception to a published University academic policy. Convenience or lack of knowledge of a published policy does not constitute sufficient justification for a policy exception request. Some policies are not eligible for petition exception, including changes to and/or backdating of conferral date, retroactive processing of a program change, waiver of minimum GPA, residency and/or unit requirements toward a degree or certificate, waiver of minimum GPA requirement for student teaching/internships/practicum, extension of an Incomplete or In Progress grade past the allowed completion time frame, removal of classes completed and graded with a successful grade (depending on the degree level), adding/ dropping/withdrawing of classes over one calendar year old, utilization of a 400-level course to meet GE requirements. Petitions received requesting exception to policies that are not eligible will be denied or canceled.

Students should make a policy exception request through their academic advisor or by completing an Exception to Academic Policy 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 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. Decisions are typically rendered within four (4) weeks of receipt of student petition; however, the University strives to review and render decisions on all incoming petitions in a timely manner. All decisions rendered are valid for one (1)-year from the date the decision was made. Exceptions to academic policies that are approved will be considered null and void if a student does not take action within the allotted one (1)-year time frame. Rendered decisions may require action be taken within a shorter time frame, based on the student's unique circumstance and the policy to which an exception has been requested.

Students should complete the exception to policy e-form on the student portal or see their academic advisor for assistance. All requests must include both justification and documentation of the special circumstances that necessitate an exception to a published University policy. A petition letter is required. Students are notified through email of final decision.

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 oversight of all research involving human subjects carried out at National University. Review and oversight 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, including any research that utilizes National University faculty, staff or students as subjects. 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.

The Collaborative Institutional Training Initiative (CITI) Program provides research ethics instruction in various aspects of the Responsible Conduct of Research 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 remain in compliance with Federal and institutional policies regarding training as a condition before conducting research on human subjects, as well as to 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). All protocols (including revisions and renewals) must be submitted electronically through IRBNet, and all review decision letters will be issued electronically through IRBNet. Principal investigators (PI), 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 to register for CITI online training.

An interactive IRB training course is available for all applicants, faculty and members of the IRB. You may access IRB Orientation from the main menu in Blackboard using your standard user name and password. There is a separate module for applicants, faculty sponsors, and members of the IRB. User guides, FAQs and PowerPoints are also available from this site for download. Students enrolled in thesis/capstone courses will be automatically enrolled, or contact your academic advisor for enrollment.

The Office of the Institutional Review Board can be contacted at 858.642.8136 or irb@nu.edu.

IRB Orientation

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 students should contact irb@nu.edu or their academic advisor.

EQUAL OPPORTUNITY, HARASSMENT AND NONDISCRIMINATION POLICY

As used in this document, the term "complainant" refers to the person impacted by alleged discrimination. The term "responding party" refers to the person who has allegedly engaged in discrimination.

Applicable Scope

National University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies below are subject to resolution using the University's Equity Resolution Process (ERP) as detailed. When the responding party is a member of the University community, the ERP is applicable regardless of the status of the reporting party who may be a member or non-member of the campus community, including students, student organizations, faculty, administrators, staff, guests, visitors, etc.

Applicable Laws

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination on the basis of sex/gender in education programs or activities operated by recipients of federal financial aid. Sexual harassment and misconduct are a form of sex/gender discrimination prohibited by Title IX, and Title IX prohibits sex/gender discrimination in both educational and employment settings. The Violence Against Women Reauthorization Act of 2013 (VAWA) became effective March 7, 2014, and covers domestic violence, dating violence, sexual assault, and stalking. Any complaints of Sexual Misconduct or other items covered under VAWA must be promptly reported to the Title IX Coordinator.

Title IX Coordinator

The Title IX Coordinator oversees implementation of the University's policies on harassment and nondiscrimination. The Title IX Coordinator acts with

independence and authority, free of conflicts of interest. To raise any concern involving a conflict of interest by the Title IX Coordinator, contact the University President (contact information below). To raise concerns regarding a potential conflict of interest with any other administrator involved in the ERP, please contact the Equity Officer.

Inquiries about and reports regarding this policy and procedure may be made internally to:

Title IX Coordinator
Heather Tyrrell, M.S.
Institutional Equity Officer & Title IX Coordinator
National University
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
Phone: (858) 642-8087
Email: htyrrell @nu.edu

Inquiries may be made externally to:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: http://www.ed.gov/ocr

Office for Civil Rights (OCR)
San Diego Local Office
555 West Beech Street
Suite 504
San Diego, CA 92101
Phone: (800) 669-4000
Fax: (619) 557-7274
TTY: (800) 669-6820

Equal Employment Opportunity Commission (EEOC)

Contact: http://www.eeoc.gov/contact/

REPORTING DISCRIMINATION, HARASSMENT AND/OR RETALIATION

Reports of discrimination, harassment and/or retaliation may be made using any of the following options. There is no time limitation on the filing of allegations. However, if the responding party is no longer subject to the University's jurisdiction, the ability to investigate, respond and provide remedies may be more limited:

1. Report online, by following this link: www.nu.edu/reportit

2. Report directly to the Title IX Coordinator.

3. Report by sending an email to: odei@nu.edu

All reports are acted upon promptly while every effort is made by the University to preserve the privacy of reports. Such reports may also be anonymous. Anonymous reports will be investigated to determine if remedies can be provided. Additionally, all employees of the University are designated as mandated reporters and will share a report with the Title IX Coordinator promptly. Confidentiality and mandated reporting are addressed more specifically below. Reports of misconduct or discrimination committed by the Title IX Coordinator should be reported to the University President.

Office of the President
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
(858) 642-8802

Anonymous Reports

A person may report an incident without disclosing his/her name, identifying the respondent, or requesting any action. While anonymous reports are accepted, the University may be limited in its ability to investigate and respond to any incident that is reported anonymously. The University will balance any request from a reporting party to remain anonymous against its obligations to afford a responding party fundamental fairness by providing notice and an opportunity to

respond to allegations before any action is taken against them. In the event that the circumstances of the complaint dictate a full investigation, the University will take all actions necessary to conduct the investigation, which may include disclosing the identity of the reporting party and other steps that might compromise their request for confidentiality and anonymity. Reports that are made anonymously or by third parties may not initiate the formal ERP process. The University may undertake an initial assessment even in cases where the reporting party chooses not to cooperate or participate.

JURISDICTION

This policy applies to behaviors that take place on the campus, at University sponsored events and may also apply off-campus and to actions online when the Title IX Coordinator determines that the off-campus conduct affects a substantial University interest. A substantial University interest is defined to include:

1. Any action that constitutes a criminal offense as defined by law. This includes, but is not limited to, single or repeat violations of any local, state or federal law.

2. Any situation where it appears that the responding party may present a danger or threat to the health or safety of self or others;

3. Any situation that significantly impinges upon the rights, property or achievements of self or others or significantly breaches the peace and/or causes social disorder; and/or

4. Any situation that is detrimental to the educational interests of the University.

Any online postings or other electronic communication by students, including cyber-bullying, cyber-stalking, cyber-harassment, etc. occurring completely outside of the University's control (e.g. not on University networks, websites or between University email accounts) will only be subject to this policy when those online behaviors can be shown to cause a substantial on-campus disruption. Otherwise, such communications are considered speech protected by the First Amendment. Remedies for such conduct will be provided, but protected speech cannot be legally subjected to discipline. Off-campus discriminatory or harassing speech by employees may be regulated by the University only when such speech is made in an employee's official or work-related capacity.

For situations where a complainant and/or responding party have multiple roles at the university, the context of the alleged interactions will determine the appropriate process. In any of these circumstances, the University will address the situation in the context of the roles of the parties that pertain to the conduct in question when considering remedies for the reporting party and potential discipline of the responding party.

Nondiscrimination Policy

National University adheres to all federal and state civil rights laws prohibiting discrimination in private institutions of higher education. The University will not discriminate against any employee, applicant for employment, student or applicant for admission on the basis of race, religion, color, sex, pregnancy (including childbirth and related medical conditions), creed, ethnicity, national origin (including ancestry), citizenship status, disability, age, marital status, sexual orientation, gender, gender identity/expression, veteran or military status, genetic information, domestic violence victim status or any other protected category under applicable local, state or federal law.

This policy covers nondiscrimination in employment and in access to educational opportunities. Therefore, any member of the campus community who acts to deny, deprive or limit the educational, employment, and/or social access, benefits and/ or opportunities of any member of the campus community, guest or visitor on the basis of their actual or perceived membership in the protected classes listed above is in violation of the Nondiscrimination Policy. When brought to the attention of the University, any such discrimination will be appropriately addressed and remedied, according to the Equity Resolution Process (ERP), described below. Non-members of the National University community who engage in discriminatory actions within university programs or on university property are not under the jurisdiction of this policy but can be subject to actions that limit their access and/or involvement with University programs as the result of their misconduct. All vendors serving the University through third-party contracts are subject by those contracts to the policies and procedures or their employers or to these policies and procedures, if their employer has agreed to be bound.

Discriminatory Harassment Policy

Students, staff, administrators and faculty are entitled to a working environment and educational environment free of discriminatory harassment. National University's harassment policy is not meant to inhibit or prohibit educational content or discussions inside or outside of the classroom that include germane, but controversial or sensitive, subject matters protected by academic freedom. The sections below describe the specific forms of legally prohibited harassment that are also prohibited under University policy.

Discriminatory and Bias-Related Harassment

Harassment constitutes a form of discrimination that is prohibited by University policy as well as the law. National University condemns and will not tolerate discriminatory harassment against any employee, student, visitor or guest on the basis of any status protected by policy or law. When harassment rises to the level of creating a hostile environment, National University may impose sanctions on the harasser through application of the ERP. National University's harassment policy explicitly prohibits any form of harassment, defined as unwelcome conduct on the basis of actual or perceived membership in a protected class, by any member or group of the community.

A hostile environment may be created by harassing verbal, written, graphic, or physical conduct that is severe or persistent/pervasive, and objectively offensive such that it interferes with, limits or denies the ability of an individual to participate in or benefit from educational programs or activities or employment access, benefits or opportunities.

The University reserves the right to address offensive conduct and/or harassment that 1) does not rise to the level of creating a hostile environment, or 2) that is of a generic nature not on the basis of a protected status. Addressing such behaviors may not result in the imposition of discipline under this policy, but will be addressed through respectful confrontation, remedial actions, education and/or effective conflict resolution mechanisms. For assistance with conflict resolution techniques, employees should contact the University Ombudsman at (858) 642- 8368 or ombuds@nu.edu.

Sexual Harassment

Sexual harassment is a form of sex/gender discrimination and, therefore, an unlawful discriminatory practice. National University has adopted the following definition of sexual harassment in order to address the special environment of an academic community which consists not only of employer and employees, but of students as well.

Sexual harassment is:

- unwelcome,
- sexual, sex-based and/or gender-based,
- verbal, written, online and/or physical conduct.

Anyone experiencing sexual harassment in any National University program is encouraged to report it immediately to the Title IX Coordinator. Remedies, education and/or training can be provided in response. Sexual harassment may be disciplined when it takes the form of quid pro quo harassment, retaliatory harassment and/or creates a hostile environment.

A hostile environment is created when sexual harassment is:

- severe,
- persistent,
- pervasive, and
- objectively offensive, such that it:
  » unreasonably interferes with, denies or limits someone's ability to participate in or benefit from the University's educational, employment, and/or social programs.

Quid Pro Quo Sexual Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature by a person having power or authority over another constitutes sexual harassment when submission to such sexual conduct is made either explicitly or implicitly a term or condition of rating or evaluating an individual's educational development or performance.

Consensual Relationships Policy

There are inherent risks in any romantic or sexual relationship between individuals in unequal positions (such as faculty and student, supervisor and employee). These relationships may be less consensual than perceived by the individual whose position confers power. The relationship also may be viewed in different ways by each of the parties, particularly in retrospect. Furthermore, circumstances may change, and conduct that was previously welcome may become unwelcome. Even

when both parties have consented at the outset to a romantic or sexual involvement, this past consent may not remove grounds for a later charge of a violation of applicable sections of this policy. The University does not wish to interfere with private choices regarding personal relationships when these relationships do not interfere with the goals and policies of the University. For the personal protection of members of this community, relationships in which power differentials are inherent (faculty-student, staff-student, supervisor-employee) are generally discouraged. Consensual romantic or sexual relationships in which one party maintains a direct supervisory or evaluative role over the other party are unethical. Therefore, persons with direct supervisory or evaluative responsibilities who are involved in such relationships must bring those relationships to the timely attention of their supervisor and will likely result in the necessity to remove the employee from the supervisory or evaluative responsibilities, or shift a party out of being supervised or evaluated by someone with whom they have established a consensual relationship. This includes teaching assistants and/or any students over whom faculty or staff have direct responsibility. While no relationships are prohibited by this policy, failure to timely self-report such relationships to a supervisor as required may result in disciplinary action for an employee. Violation(s) of this policy between employees is an HR/Employee Relations Matter and will not be addressed under the ERP unless the elements of *Quid Pro Quo* harassment are met. Violation of this policy will be addressed through Human Resources processes.

Sexual Misconduct

State law defines various violent and/or non-consensual sexual acts as crimes. While some of these acts may have parallels in criminal law, National University has defined categories of sex/gender discrimination as sexual misconduct, as stated below, for which action under this policy may be imposed. Generally speaking, National University considers Non-Consensual Sexual Intercourse violations to be the most serious of these offenses, and therefore typically imposes the most severe sanctions, including suspension or expulsion for students, and termination for employees. However, the University reserves the right to impose any level of sanction, ranging from a reprimand up to and including suspension or expulsion/termination, for any act of sexual misconduct or other sex/gender-based offenses, including intimate partner (dating and/or domestic) violence, non-consensual sexual contact and/or stalking based on the facts and circumstances of the particular allegation. Acts of sexual misconduct may be committed by any person upon any other person, regardless of the sex, sexual orientation and/or gender identity of those involved.

Violations include

i. Sexual Harassment

ii. Non-Consensual Sexual Intercourse

Defined as:

- any sexual intercourse
- however slight
- with any object
- by a person upon another person
- that is without consent and/or by force
  » The use of physical force constitutes a stand-alone non-sexual offense as well, and those who use physical force face not just the sexual misconduct allegation, but allegations under the appropriate Code of Conduct for the additional assaultive behavior.

Sexual intercourse includes:

- Vaginal or anal penetration by a penis, tongue, finger or object, or oral copulation (mouth to genital contact) no matter how slight the penetration or contact.

iii. Non-Consensual Sexual Contact

Defined as:

- any intentional sexual touching
- however slight
- with any object
- by a person upon another person
- that is without consent and/or by force

Sexual touching includes:

- Intentional contact with the breasts, groin, or genitals, mouth or touching another with any of these body parts, or making another touch you or themselves with or on any of these body parts; or
- Any other bodily contact in a sexual manner.

iv. Sexual Exploitation

Sexual Exploitation refers to a situation in which a person takes non-consensual or abusive sexual advantage of another, and that behavior does not otherwise fall within the definitions of Sexual Harassment, Non-Consensual Sexual Intercourse or Non-Consensual Sexual Contact.

v. Force and Consent

Force: Force is the use of physical violence and/or imposing on someone physically to gain sexual access. Force also includes threats, intimidation (implied threats) and coercion that overcome resistance or produce consent ("Have sex with me or I'll hit you." "Okay, don't hit me, I'll do what you want.").

Coercion: Coercion is unreasonable pressure for sexual activity. Coercive behavior differs from seductive behavior based on the type of pressure someone uses to get consent from another. When someone makes it clear to you that they do not want sex, that they want to stop, or that they do not want to go past a certain point of sexual interaction, continued pressure beyond that point can be considered coercive.

Consent: Consent is affirmative, conscious, knowing, voluntary, and clear permission and agreement by word or action to engage in mutually agreed upon sexual activity. Since individuals may experience the same interaction in different ways, it is the responsibility of each party to make certain that the other has consented before engaging in the activity. For consent to be valid, there must be a clear expression in words or actions that the other individual consented to that specific sexual conduct. Consent must be ongoing throughout any sexual conduct, and can be withdrawn once given, as long as the withdrawal is clearly communicated. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). A current or previous dating relationship is not sufficient to constitute consent. The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred and any similar previous patterns that may be evidenced.

Silence or the absence of resistance alone is not consent. There is no requirement on a party to resist the sexual advance or request, but resistance is a clear demonstration of non-consent. The presence of consent is not demonstrated by the absence of resistance. Sexual activity that is forced is by definition non-consensual, but non-consensual sexual activity is not by definition forced.

The age of consent in California is 18. It is illegal for anyone to engage in sexual intercourse with a minor (someone under the age of 18), unless they are that person's spouse. This means that sexual contact by an adult with a person younger than 18 years old may be a crime, and a potential violation of this policy, even if the minor wanted to engage in the act.

Incapacitation: A person cannot consent if they are unable to understand what is happening or is disoriented, helpless, asleep or unconscious for any reason, including due to alcohol or other drugs. An individual who engages in sexual activity when the individual knows, or should know, that the other person is physically or mentally incapacitated has violated this policy. It is not an excuse that the responding party was intoxicated and, therefore, did not realize the incapacity of the reporting party. Incapacitation is defined as a state where someone cannot make rational, reasonable decisions because they lack the capacity to give knowing/informed consent (e.g., to understand the "who, what, when, where, why or how" of their sexual interaction). This policy also covers a person whose incapacity results from mental disability, involuntary physical restraint and/or from the taking of incapacitating drugs.

Other Civil Rights Offenses

In addition to the forms of sexual misconduct described above, the following behaviors are also prohibited as forms of discrimination when the act is based upon the reporting party's actual or perceived membership in a protected class:

- Threatening or causing physical harm, extreme verbal abuse, or other conduct which threatens or endangers the health or safety of any person;
- Discrimination, defined as actions that deprive, limit or deny other members of the community of educational or employment access, benefits or opportunities;

- Intimidation, defined as implied threats or acts that cause an unreasonable fear of harm in another;

- Hazing, defined as acts likely to cause physical or psychological harm or social ostracism to any person within the University community, when related to the admission, initiation, pledging, joining, or any other group-affiliation activity (as defined further in the Hazing Policy);

- Bullying, defined as
    » Repeated and/or severe
    » Aggressive behavior
    » Likely to intimidate or intentionally hurt, control or diminish another person, physically or mentally
    » That is not speech or conduct otherwise protected by the 1st Amendment;

- Intimate Partner Violence, defined as violence or abuse between those in an intimate interaction and/or relationship to each other; and

- Stalking
    » Stalking 1:
        - A course of conduct
        - Directed at a specific person
        - On the basis of actual or perceived membership in a protected class
        - That is unwelcome, AND
        - Would cause a reasonable person to feel fear
    » Stalking 2:
        - Repetitive and Menacing
        - Pursuit, following, harassing and/or interfering with the peace and/or safety of another.

Sanctions for the above-listed "Other Civil Rights Behaviors" behaviors range from reprimand through expulsion (students) or termination of employment.

Retaliation

Retaliation is defined as any adverse action taken against a person participating in a protected activity because of their participation in that protected activity. Retaliation against an individual for alleging harassment, supporting a party bringing an allegation or for assisting in providing information relevant to a claim of harassment is a serious violation of National University policy and will be treated as another possible instance of harassment or discrimination. Acts of alleged retaliation should be reported immediately to the Title IX Coordinator and will be promptly investigated. National University is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

Remedial Action

Upon notice of alleged discrimination, the University will implement initial supportive, responsive and/or protective actions upon notice of alleged harassment, retaliation and/or discrimination. Such actions could include but are not limited to: no contact orders, academic support, transportation accommodations, visa and immigration assistance, student financial aid counseling, providing a campus escort, academic or work schedule and assignment accommodations, safety planning, referral to campus and/or community support resources. National University will take additional prompt supportive and/or disciplinary action with respect to any member of the University community, guest or visitor upon a finding that they have engaged in harassing or discriminatory behavior or retaliation. The panel of deputies will maintain as confidential any accommodations or protective measures, provided confidentiality does not impair the University's ability to provide the accommodations or protective measures. Procedures for handling reported incidents are fully described below.

Confidentiality and Reporting of Offenses Under This Policy

All National University employees (faculty, staff, administrators) are expected to report actual or suspected discrimination or harassment to appropriate officials immediately, though there are some limited exceptions. In order to make informed choices, it is important to be aware of confidentiality and mandatory reporting requirements when consulting campus resources. On campus, some resources may maintain confidentiality – meaning they are not required to report actual or suspected discrimination or harassment to appropriate university officials – thereby offering options and advice without any obligation to inform an outside agency or campus official unless a reporting party has requested information to be shared

Other resources exist for reporting parties to report crimes and policy violations and these resources will take action when an incident is reported to them.

The following describes the reporting options at National University:

Confidential Reporting

If a reporting party would like the details of an incident to be kept confidential, the reporting party may speak with:

- **On-campus:** The Office of the University Ombudsman serves as a neutral, impartial, and unaligned party in the resolution of complaints and/or concerns. All communications with the Ombudsman are held in strict confidence. You may contact the National University Ombudsman at (858) 642-8368 or ombuds@nu.edu. Please note that the security of electronic communication cannot be guaranteed. Calling the Ombudsman's confidential line is the most secure communication method.

- **Off-campus:**
    » Licensed professional counselors
    » Local rape crisis counselors
    » Domestic violence resources
    » Local or state assistance agencies
    » Clergy/Chaplains

All of the above-listed individuals will maintain confidentiality except in extreme cases of immediacy of threat or danger or abuse of a minor. The Employee Assistance Program (EAP) is available to help employees free of charge and can be seen on an emergency basis during normal business hours. National University employees listed above will submit anonymous statistical information for Clergy Act purposes unless they believe it would be harmful to their client.

Formal Reporting Options

All National University employees have a duty to report, unless they fall under the "Confidential Reporting" section above. Claimants may want to consider carefully whether they share personally identifiable details with non-confidential employees, as those details must be reported to the Title IX Coordinator. Employees must promptly report all details of the allegations they receive through the Maxient online reporting tool. Generally, climate surveys, classroom writing assignments or discussions, human subjects research, or advocacy events do not provide Notice to the University that must be reported by employees, unless the reporting party clearly indicates that they wish a report to be made. Supportive actions may result from such disclosures without formal University action.

If a claimant does not wish their name to be shared, does not wish an investigation to take place, or does not want a formal resolution to be pursued, the reporting party may make such a request to the Title IX Coordinator, who will evaluate that request in light of the duty to ensure the safety of the campus and comply with federal law. National University's ability to remedy and respond to a reported incident may be limited if the reporting party does not want the institution to proceed with an investigation and/or the ERP.

In cases indicating a pattern of predation, threat, weapons and/or violence, National University will likely be unable to honor a request for confidentiality. In cases where the claimant requests confidentiality and the circumstances allow National University to honor that request, the University will offer interim supports and remedies to the reporting party and the community, but will not otherwise pursue formal action. A claimant has the right, and can expect, to have allegations taken seriously by National University, and to have those incidents investigated and properly resolved through these procedures.

Formal reporting still affords privacy to the claimant, and only a small group of officials who need to know will be told, including but not limited to certain employees in the following departments: Office of Equity, Diversity and Inclusion; Division of Student Services; Manager of Security; and if necessary NUS General Counsel. Information will be shared as necessary with investigators, witnesses and the responding party. The circle of people with this knowledge will be kept as tight as possible to preserve a reporting party's rights and privacy. Additionally, anonymous reports can be made by victims and/or third parties using the online reporting form posted at www.nu.edu/reportit. Note that these anonymous reports may prompt a need for the institution to investigate.

Failure of a non-confidential employee, as described in this section, to report an incident or incidents of sex/gender harassment or discrimination of which they become aware is a violation of National University policy and can be subject to disciplinary action for failure to comply.

Federal Timely Warning Obligations

Parties reporting sexual misconduct should be aware that under the Clery Act, National University administrators must issue timely warnings for incidents reported to them that pose a substantial threat of bodily harm or danger to members of the campus community. National University will ensure that a victim's name and other identifying information is not disclosed, while still providing enough information for community members to make safety decisions in light of the potential danger.

False Allegations

Deliberately false and/or malicious accusations under this policy, as opposed to allegations which, even if erroneous, are made in good faith, are a serious offense and will be subject to appropriate disciplinary action.

Amnesty for Reporting Party and Witnesses

The National University community encourages the reporting of misconduct and crimes by reporting parties and witnesses. Sometimes, reporting parties or witnesses are hesitant to report to University officials or participate in resolution processes because they fear that they themselves may be accused of policy violations, such as underage drinking at the time of the incident. It is in the best interests of this community that reporting parties choose to report to University officials, and that witnesses come forward to share what they know. To encourage reporting, National University pursues a policy of offering reporting parties and witnesses amnesty from minor policy violations related to the incident.

Students: Sometimes, students are hesitant to offer assistance to others for fear that they may get themselves in trouble (for example, a student who has been drinking underage might hesitate to help take a sexual misconduct victim to campus administrators). The University pursues a policy of amnesty for students who offer help to others in need. While policy violations cannot be overlooked, the University will provide educational options, rather than punishment, to those who offer their assistance to others in need.

Employees: Sometimes, employees are also hesitant to report harassment or discrimination they have experienced for fear that they may get themselves in trouble. For example, an employee who has violated the Consensual Relationship policy and is then assaulted in the course of that relationship might hesitate to report the incident to University officials. The institution may, at its discretion, offer employee reporting parties amnesty from such policy violations (typically more minor policy violations) related to the incident. Amnesty may also be granted to witnesses on a case-by-case basis.

Parental Notification (allegations involving students)

National University reserves the right to notify parents/guardians of dependent students regarding any health or safety risk, change in student status or conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under age 21 of alcohol and/or drug policy violations. Where a student is non-dependent, the University will contact parents/guardians to inform them of situations in which there is a significant and articulable health and/or safety risk. The University also reserves the right to designate which University officials have a need to know about incidents that fall within this policy, pursuant to the Family Educational Rights and Privacy Act.

Federal Statistical Reporting Obligations

Certain campus officials—those deemed Campus Security Authorities (CSAs)-have a duty to report sexual assault, domestic violence, dating violence and stalking for federal statistical reporting purposes (Clery Act). All personally identifiable information is kept confidential, but statistical information must be passed along to the Manager of Security regarding the type of incident and its general location (on or off-campus, in the surrounding area, but no addresses are given) for publication in the Annual Security Report. This report helps to provide the community with a clear picture of the extent and nature of campus crime, to ensure greater community safety. Mandated federal reporters include: student affairs/student conduct, campus security officers, local police, coaches, student activities staff, human resources staff, advisors to student organizations and any other official with significant responsibility for student and campus activities. The information to be shared includes the date, the location of the incident (using Clery location categories) and the Clery crime category. This reporting protects the identity of the victim and may be done anonymously.

EQUITY RESOLUTION PROCESS (ERP) FOR ALLEGATIONS OF HARASSMENT, SEXUAL MISCONDUCT AND OTHER FORMS OF DISCRIMINATION

National University will act on any formal or informal allegation or notice of violation of the policy on nondiscrimination that is received by the Title IX Coordinator, a member of the administration, or other employee. All discrimination allegations are exempt from other student/staff/faculty complaint/ grievance processes and replaced with the Equity Resolution Process (ERP) outlined herein.

The procedures described below apply to all allegations of harassment or discrimination on the basis of protected class involving students, staff or faculty members. These procedures may also be used to address collateral misconduct occurring in conjunction with harassing or discriminatory conduct (e.g., vandalism, physical abuse of another, etc.). All other allegations of misconduct unrelated to incidents covered by this policy will be addressed through the procedures elaborated in the respective student, faculty and staff handbooks or codes of conduct.

Overview

Upon notice to the Title IX Coordinator, this resolution process involves a prompt preliminary inquiry to determine if there is reasonable cause to believe the nondiscrimination policy has been violated. If so, the University will initiate a confidential investigation that is thorough, reliable, impartial, prompt and fair. The investigation and the subsequent resolution process determine whether the Nondiscrimination Policy has been violated. If so, the University will promptly implement effective remedies designed to end the discrimination, prevent its recurrence, and address its effects.

Equity Resolution Process (ERP)

Allegations under the policy on nondiscrimination are resolved using the ERP. Members of the ERP pool are announced in an annual distribution of this policy to the NU community, prospective students, their parents and prospective employees. The list of members and a description of the panel can be found at www.nu.edu/ ERP. Members of the ERP pool are trained in all aspects of the resolution process, and can serve in any of the following roles, at the direction of the Title IX Coordinator:

- To provide sensitive intake for and initial advice pertaining to allegations
- To serve in a mediation or restorative justice role in conflict resolution
- To investigate allegations
- To act as process advisors to those involved in the Equity Resolution Process
- To serve on appeal panels for allegations

ERP pool members also recommend proactive policies and serve in an educative role for the entire National University community. The Title IX Coordinator appoints the ERP pool, all of whom report to the Title IX Coordinator for this process. ERP pool members receive annual training organized by the Title IX Coordinator, including a review of National University policies and procedures as well as applicable federal and state laws and regulations so that they are able to appropriately address allegations, provide accurate information to members of the community, protect safety and promote accountability. This training will include but is not limited to: how to appropriately remedy, investigate, render findings and determine appropriate sanctions in reference to all forms of harassment and discrimination allegations; the university's discrimination and harassment policies and procedures (including sexual misconduct); confidentiality and privacy; and applicable laws, regulations and federal regulatory guidance. All ERP pool members are required to attend this annual training to be eligible to serve.

The ERP pool includes:

- Members of Academic Affairs
- Members of Student Services
- Members of Human Resources

ERP pool members are usually appointed to three-year terms. Individuals who are interested in serving in the pool are encouraged to contact the Title IX Coordinator. No member of the pool may be a practicing attorney.

Reporting Misconduct

Any member of the community, guest or visitor who believes that the policy on nondiscrimination has been violated should contact the Title IX Coordinator by using the following University link, www.nu.edu/reportit, which may serve to initiate the resolution process.

It is also possible for employees to notify a supervisor, or for students to notify an Academic Advisor or Faculty Member. All employees receiving reports of a

potential violation of a National University policy are expected to promptly file a report using the following University link, www.nu.edu/reportit, within 48 hours of becoming aware of a report or incident. All initial reports will be treated with privacy: specific information on any allegations received must be reported but, subject to the University's obligation to redress violations, every effort will be made to maintain the privacy of those initiating an allegation. In all cases, National University will give consideration to the reporting party with respect to how the reported misconduct is pursued, but reserves the right, when necessary to protect the community, to investigate and pursue a resolution even when a reporting party chooses not to initiate or participate in the resolution process.

Preliminary Inquiry

Following receipt of notice or a report of misconduct, the Title IX Coordinator will assign two (2) members of the ERP pool to engage in a prompt preliminary inquiry, to determine if there is reasonable cause to believe the Nondiscrimination Policy has been violated. This inquiry may also serve to help the Title IX Coordinator to determine if the allegations have evidence of violence, threat, pattern, predation and/or weapon, in the event that the claimant has asked for no action to be taken. In any case where violence, threat, pattern, predation, and/or weapon is not evidenced, the Title IX Coordinator may respect a reporting party's request for no action and will investigate only so far as necessary to determine appropriate remedies. As necessary, the University reserves the right to initiate resolution proceedings without a formal report or participation by the reporting party.

In cases where the reporting party wishes to proceed, or the University determines it must proceed, and the preliminary inquiry shows that reasonable cause exists, the assigned ERP pool members will recommend to the Title IX Coordinator that a formal investigation commence, and the allegation will be resolved through one of the processes discussed briefly here and in greater detail below:

- Conflict Resolution – typically used for less serious offenses and only when both parties agree to conflict resolution; or

- Administrative Resolution – resolution by a trained administrator.

The process followed considers the preference of the parties but is ultimately determined at the discretion of the Title IX Coordinator. Conflict Resolution may only occur if selected by all parties, otherwise the Administrative Resolution Process applies.

If conflict resolution is desired by the reporting party and appears appropriate given the nature of the alleged behavior, then the case does not proceed to investigation, unless a pattern of misconduct is suspected or there is an actual or perceived threat of further harm to the community or any of its members.

Once a formal investigation is commenced, the assigned investigators will provide written notification of the investigation to the responding party at an appropriate time during the investigation. Notification will be made in writing and may be delivered by one or more of the following methods: in person; mailed to the local or permanent address of the parties as indicated in official University records. Once mailed, emailed and/or received in-person, notice will be presumptively delivered. The claimant is typically copied on such correspondence. The University aims to complete all investigations promptly, but investigations can be extended as necessary for appropriate cause by the Title IX Coordinator.

If, during the preliminary inquiry or at any point during the formal investigation the Title IX Coordinator determines that there is no reasonable cause to believe that policy has been violated, the process will end unless the reporting party requests that the University make an extraordinary determination to re-open the investigation. This decision lies in the sole discretion of the Title IX Coordinator.

Interim Remedies/Actions

The Title IX Coordinator may provide interim remedies intended to address the short-term effects of harassment, discrimination and/or retaliation, i.e., to redress harm to the reporting party and the community and to prevent further violations.

These remedies may include, but are not limited to:

- Referral to the Employee Assistance Program

- Education to the National University community

- Altering work arrangements for employees

- Providing campus escorts

- Providing transportation accommodations

- Implementing contact limitations between the parties

- Offering adjustments to academic deadlines, course schedules, etc.

- Referral to off-campus support services

The University may interim-suspend a student, employee or organization pending the completion of the ERP investigation and procedures, particularly when in the judgment of the Title IX Coordinator, the safety or well-being of any member(s) of the campus community may be jeopardized by the presence on-campus of the responding party or the ongoing activity of a student organization whose behavior is in question. In all cases in which an interim suspension is imposed, the student, employee or student organization will be given the option to meet with the Title IX Coordinator prior to such suspension being imposed, or as soon thereafter as reasonably possible, to show cause why the suspension should not be implemented. The Title IX Coordinator has sole discretion to implement or stay an interim suspension and to determine its conditions. Violation of an interim suspension under this policy will be grounds for expulsion or termination.

During an interim suspension or administrative leave, a student or employee may be denied access to the University campus/facilities/events. As determined by the Title IX Coordinator, this restriction can include classes and/or all other University activities or privileges for which the student might otherwise be eligible. At the discretion of the Title IX Coordinator, alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding party.

The institution will maintain as confidential any interim actions or protective measures, provided confidentiality does not impair the institution's ability to provide the interim actions or protective measures.

Investigation

Once the decision is made to commence a formal investigation, the Title IX Coordinator appoints two (2) members of the ERP pool to conduct the investigation. Investigations are completed as expeditiously as possible; though some investigations take weeks or even months, depending on the nature, extent and complexity of the allegations, availability of witnesses, police involvement, etc.

The University may undertake a delay in its investigation (several days to several weeks, to allow evidence collection) when criminal charges on the basis of the same behaviors that invoked this process are being investigated. The University will promptly resume its investigation and resolution processes once notified by law enforcement that the initial evidence collection process is complete. National University action will not typically be altered or precluded on the grounds that civil or criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

All investigations will be thorough, reliable, impartial, prompt and fair. Investigations entail interviews with all relevant parties and witnesses, obtaining available evidence and identifying sources of expert information, as necessary. The investigators will typically take the following steps, if not already completed (not necessarily in order):

- In coordination with campus partners, initiate any necessary supportive actions;

- Determine the identity and contact information of the claimant;

- Identify all discrimination, harassment and/or retaliation policies allegedly violated;

- Conduct an immediate preliminary inquiry to determine if there is reasonable cause to believe the responding party has violated policy.

  » If there is insufficient evidence to support reasonable cause, the inquiry will be closed with no further action;

- Commence a thorough, reliable and impartial investigation by developing a strategic investigation plan, including a witness list, evidence list, intended timeframe, and order of interviews for all witnesses and the responding party, who may be given notice prior to or at the time of the interview;

- Prepare the notice of allegation on the basis of the preliminary inquiry;

- Meet with the claimant to finalize their statement, if necessary;

- If possible, provide written notification to the parties prior to their interviews that they may have the assistance of an advisor of their choosing present for all meetings attended by the advisee;

- Provide claimant and responding party with a written description of the alleged violation(s), a list of all policies allegedly violated, a description of the applicable procedures and a statement of the potential sanctions/responsive actions that could result;

- Prior to the conclusion of the investigation, provide the claimant and the responding party with a list of witnesses whose information will be used to render a finding;

- Allow each party the opportunity to suggest questions they wish the investigators to ask of the other party and witnesses;

- Provide parties with all relevant evidence to be used in rendering a determination and provide each with a full and fair opportunity to address that evidence prior to a finding being rendered;

- Complete the investigation promptly, and without unreasonable deviation from the intended timeline;

- Provide regular updates to the reporting party throughout the investigation, and to the responding party, as appropriate;

- Once the report is complete, the report is shared with the parties for their review and comment. The investigators may incorporate feedback from the parties as appropriate; and

- Investigators will finalize and present the report to the parties, without undue delay between notifications.

At any point during the investigation, if it is determined there is no reasonable cause to believe that University policy has been violated, the Title IX Coordinator has authority to terminate the investigation and end resolution proceedings.

Witnesses (as distinguished from the parties) are expected to cooperate with and participate in the University's investigation and the ERP. Failure of a witness to cooperate with and/or participate in the investigation or ERP constitutes a violation of policy and may be subject to discipline. Witnesses may provide written statements in lieu of interviews during the investigation and may be interviewed remotely by phone, or by Skype or similar technology, if they cannot be interviewed in person or if the investigators determine that timeliness or efficiency dictate a need for remote interviewing. Parties who elect not to participate in the investigation or to withhold information from the investigation do not have the ability to offer evidence later during the appeal if it could have been offered during the investigation. Failure to offer evidence prior to an appeal does not constitute grounds for appeal on the basis of new evidence. No unauthorized audio or video recording of any kind is permitted during investigation meetings or other ERP proceedings.

Advisors

Each party is allowed to have an advisor of their choice present with them for all ERP meetings and proceedings, from intake through to final determination. The parties may select whomever they wish to serve as their advisor as long as the advisor is eligible and available and usually otherwise not involved in the resolution process, such as serving as a witness. The advisor may be a friend, mentor, family member, attorney or any other supporter a party chooses to advise them who is available and eligible. Witnesses cannot also serve as advisors. The parties may choose advisors from inside or outside the campus community. The Title IX Coordinator will also offer to assign a trained member of the ERP pool to work as an advisor for any party. The parties may choose their advisor from the ERP pool, choose a non-trained advisor from outside the pool, if preferred, or proceed without an Advisor.

The parties may be accompanied by their advisor in all meetings and interviews at which the party is entitled to be present, including intake and interviews. Advisors should help their advisees prepare for each meeting, and are expected to advise ethically, with integrity and in good faith. The University cannot guarantee equal advisory rights, meaning that if one party selects an advisor who is an attorney, but the other party does not, or cannot afford an attorney, the University is not obligated to provide one. However, the University maintains a listing of local attorneys who may offer their services pro bono. Additionally, responding parties may wish to contact organizations such as:

- FACE (http://www.facecampusequality.org)

- SAVE (http://www.saveservices.org)

Reporting parties may wish to contact organizations such as:

- The Victim Rights Law Center (http://www.victimrights.org), or the

- The National Center for Victims of Crime (http://www.victimsofcrime. org), which maintains the Crime Victim's Bar Association.

All advisors are subject to the same campus rules, whether they are attorneys or not. Advisors may not address campus officials in a meeting or interview unless invited to. The Advisor may not make a presentation or represent the reporting party or the responding party during any meeting or proceeding and may not speak on behalf of the advisee to the investigators or hearing panelists. The parties are expected to ask and respond to questions on their own behalf, without representation by their advisor. Advisors may confer quietly with their advisees or in writing as necessary, as long as they do not disrupt the process. For longer or more involved discussions, the parties and their advisors should ask for breaks or step out of meetings to allow for private conversation. Advisors will typically be given an opportunity to meet in advance of any interview or meeting with the administrative officials conducting that interview or meeting. This pre-meeting will allow advisors to clarify any

questions they may have and allows the University an opportunity to clarify the role the advisor is expected to take.

Advisors are expected to refrain from interference with the investigation and resolution. Any advisor who steps out of their role will be warned once and only once. If the advisor continues to disrupt or otherwise fails to respect the limits of the advisor role, the advisor will be asked to leave the meeting. When an advisor is removed from a meeting, that meeting will typically continue without the advisor present. Subsequently, the Title IX Coordinator will determine whether the advisor may be reinstated, may be replaced by a different advisor, or whether the party will forfeit the right to an advisor for the remainder of the process.

The University expects that the parties will wish to share documentation related to the allegations with their advisors. The University provides a consent form that authorizes such sharing. The parties must complete this form before the University is able to share records with an advisor, though parties may share the information directly with their advisor if they wish. Advisors are expected to maintain the privacy of the records shared with them. These records may not be shared with third parties, disclosed publicly, or used for purposes not explicitly authorized by the University. The University may seek to restrict the role of any advisor who does not respect the sensitive nature of the process or who fails to abide by the University's privacy expectations.

The University expects an advisor to adjust their schedule to allow them to attend University meetings when scheduled. The University does not typically change scheduled meetings to accommodate an advisor's inability to attend. The University will, however, make reasonable provisions to allow an advisor who cannot attend in person to attend a meeting by telephone, video and/or virtual meeting technologies as may be convenient and available. A party may elect to change advisors during the process and is not locked into using the same advisor throughout.

The parties must advise the investigators of the identity of their advisor at least one (1) day before the date of their first meeting with investigators (or as soon as possible if a more expeditious meeting is necessary or desired). The parties must provide timely notice to investigators if they change advisors at any time.

Resolution

Proceedings are private. All persons present at any time during the resolution process are expected to maintain the privacy of the proceedings in accord with National University policy. While the contents of the hearing are private, the parties have discretion to share their own experiences if they so choose and should discuss doing so with their advisors.

Conflict Resolution

Conflict Resolution is often used for less serious, yet inappropriate, behaviors and is encouraged as an alternative to the formal hearing process to resolve conflicts. The Title IX Coordinator will determine if conflict resolution is appropriate, based on the willingness of the parties, the nature of the conduct at issue, and the susceptibility of the conduct to conflict resolution. In a conflict resolution meeting, a trained administrator, typically the University Ombudsman will facilitate a dialogue with the parties to an effective resolution, if possible. Sanctions are not possible as the result of a conflict resolution process, though the parties may agree to appropriate remedies. The Title IX Coordinator will be provided with records of any resolution that is reached, which will be kept in Maxient, and failure to abide by the accord can result in appropriate responsive actions.

Conflict resolution will not be the primary resolution mechanism used to address reports of violent behavior of any kind or in other cases of serious violations of policy, though it may be made available after the formal process is completed should the parties and the panel of deputies believe that it could be beneficial. Mediation will not be used in cases of sexual violence. It is not necessary to pursue conflict resolution first in order to pursue Administrative Resolution, and any party participating in conflict resolution can stop that process at any time and request a shift to Administrative Resolution.

Administrative Resolution

Administrative Resolution can be pursued for any behavior that falls within the Nondiscrimination Policy, at any time during the process. In Administrative Resolution, the ERP Officers serve as the Resolution Administrators and have the authority to address all collateral misconduct, meaning that they hear all allegations of discrimination, harassment and retaliation, but also may address any additional alleged policy violations that have occurred in concert with the discrimination, harassment or retaliation, even though those collateral allegations may not specifically fall within the policy on nondiscrimination. Accordingly, investigations should be conducted with as wide a scope as necessary.

Administrative Resolution relies on the evidence, information and recommended findings within the investigation report to render a determination. Upon completion of the investigation, the investigators will provide the Resolution Administrators with a written report summarizing the evidence gathered and examined, including an assessment of credibility of the parties and witnesses, an analysis of the information and a recommended finding. The Resolution Administrators will conduct any additional necessary inquiry and then finalize a determination in accordance with the procedures below. The Resolution Administrators will consider, but are not bound by, the recommendations of the investigation.

Any evidence that the Resolution Administrators believe is relevant and credible may be considered, including history and pattern evidence. The Resolution Administrators may exclude irrelevant or immaterial evidence and may choose to disregard evidence lacking in credibility or that is improperly prejudicial.

Unless the Resolution Administrators determine it is appropriate, the investigation and the finding will not consider: (1) incidents not directly related to the possible violation, unless they show a pattern, (2) the sexual history of the reporting party (though there may be a limited exception made in regard to the sexual history between the parties), or (3) the character of the claimant. While previous conduct violations by the responding party are not generally admissible as information about the present allegation, the investigators will supply the Resolution Administrators with information about previous good faith allegations and/or findings to consider as evidence of pattern and/or predatory conduct.

Neither the Resolution Administrators nor investigators will meet with character witnesses, but investigators will accept up to two (2) letters supporting the character of each of the parties. The Resolution Administrators will base the determination(s) on the preponderance of the evidence, whether it is more likely than not that the responding party violated policy as alleged.

The responding party may choose to admit responsibility for all or part of the alleged policy violations at any point during the investigation or Administrative Resolution process. If the responding party admits responsibility, the Resolution Administrators will render a determination that the individual is in violation of University policy.

If the responding party admits the violation, or is found in violation, the Resolution Administrators, in consultation with the Title IX Coordinator and others as appropriate, will determine an appropriate sanction or responsive action, will implement it, and act promptly and effectively to stop the harassment or discrimination, prevent its recurrence and remedy the effects of the discriminatory conduct.

The Resolution Administrators will inform the parties of the final determination without significant time delay between notifications. Notification will be made in writing in the form of an Outcome Letter and may be delivered by one or more of the following methods: in person; mailed to the local or permanent address of the parties as indicated in official University records. Once mailed, emailed and/or received in-person, notice will be presumptively delivered. The notification of outcome will specify the finding on each alleged policy violation, any sanctions that may result which the University is permitted to share according to state or federal law, and the rationale supporting the essential findings to the extent the University is permitted to share under state or federal law. The notice will also include information on when the results are considered by the University to be final, any changes that occur prior to finalization, and any appeals options that are available.

Sanctions

Factors considered when determining a sanction/responsive action may include:

- The nature, severity of, and circumstances surrounding the violation

- An individual's disciplinary history

- Previous allegations or allegations involving similar conduct

- Any other information deemed relevant by the hearing panel

- The need for sanctions/responsive actions to bring an end to the discrimination, harassment and/or retaliation

- The need for sanctions/responsive actions to prevent the future recurrence of discrimination, harassment and/or retaliation

- The need to remedy the effects of the discrimination, harassment and/or retaliation on the claimant and the community

Student Sanctions

The following are the usual sanctions that may be imposed upon students or organizations singly or in combination:

- **Warning:** A formal statement that the behavior was unacceptable and a warning that further infractions of any National University policy, procedure or directive will result in more severe sanctions/responsive actions.

- **Probation:** A written reprimand for a policy violation that provides for more severe disciplinary sanctions in the event that the student or organization is found in violation of any University policy, procedure or directive within a specified period of time. Terms of the probation will be specified and may include denial of specified social privileges, exclusion from co-curricular activities, non-contact orders and/or other measures deemed appropriate.

- **Suspension:** Termination of student status for a definite period of time not to exceed two years, and/or until specific criteria are met. Students who return from suspension are automatically placed on probation through the remainder of their tenure at University. This sanction may be noted as a Conduct Suspension on the student's official transcript, at the discretion of the Title IX Coordinator.

- **Expulsion:** Permanent termination of student status, revocation of rights to be on campus for any reason or attend University-sponsored events. This sanction will be noted as a Conduct Expulsion on the student's official transcript.

- **Withholding Diploma:** The University may withhold a student's diploma for a specified period of time and/or deny a student participation in commencement activities if the student has an allegation pending, or as a sanction if the student is found responsible for an alleged violation.

- **Revocation of Degree:** The University reserves the right to revoke a degree awarded from the University for fraud, misrepresentation or other violation of National University policies, procedures or directives in obtaining the degree, or for other serious violations committed by a student prior to graduation.

- **Organizational Sanctions:** Deactivation, de-recognition, loss of all privileges (including University registration), for a specified period of time.

- **Other Actions:** In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

Employee Sanctions

Responsive actions for an employee who has engaged in harassment, discrimination and/or retaliation include:

- Warning—Verbal or Written

- Performance Improvement/Management Process

- Required Counseling

- Required Training or Education

- Probation

- Loss of Annual Pay Increase

- Loss of Oversight or Supervisory Responsibility

- Demotion

- Suspension with pay

- Suspension without pay

- Termination

- Other Actions: In addition to or in place of the above sanctions, the University may assign any other sanctions as deemed appropriate.

Withdrawal or Resignation While Charges Pending

Students: The University does not permit a student to withdraw if that student has an allegation pending for violation of the Nondiscrimination Policy. Should a student decide to leave and/or not participate in the ERP, the process will nonetheless proceed in the student's absence to a reasonable resolution and that student will not be permitted to return to University unless all sanctions have been satisfied. The student will not have access to an academic transcript until the allegations have been resolved.

Employees: Should an employee resign with unresolved allegations pending, the records of the Title IX Coordinator will reflect that status, and any University responses to future inquiries regarding employment references for that individual will indicate the former employee is ineligible for rehire.

Appeals

All requests for appeal consideration must be submitted in writing to the Title IX Coordinator to the email address: odei@nu.edu within five (5) days of the delivery of the written finding of the Resolution Administrators.

Any party may appeal the findings and/or sanctions only under the grounds described, below.

A three-member appeals panel chosen from the ERP pool will be designated by the Title IX Coordinator from those who have not been involved in the process previously.

Any party may appeal, but appeals are limited to the following grounds:

- A procedural error or omission occurred that significantly impacted the outcome of the hearing (e.g. substantiated bias, material deviation from established procedures, etc.).

- To consider new evidence, unknown or unavailable during the original hearing or investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

- The sanctions imposed fall outside the range of sanctions the University has designated for this offense and the cumulative record of the responding party.

The appeals panel will review the appeal request(s). The original finding and sanction/responsive actions will stand if the appeal is not timely or is not based on the grounds listed above, and such a decision is final. The party requesting appeal must show that the grounds for an appeal request have been met, and the other party or parties may show the grounds have not been met, or that additional grounds are met. The original finding and sanction are presumed to have been decided reasonably and appropriately. When any party requests an appeal, the Title IX Coordinator will share the appeal request with the other party(ies), who may file a response within five (5) days and/or bring their own appeal on separate grounds. If new grounds are raised, the original appealing party will be permitted to submit a written response to these new grounds within five (5) days. These response or appeal requests will be shared with each party.

Where the appeals panel finds that at least one of the grounds is met by at least one party, additional principles governing the hearing of appeals will include the following:

- Decisions by the appeals panel are to be deferential to the original decision, making changes to the finding only where there is clear error and to the sanction/responsive action only if there is a compelling justification to do so.

- Appeals are not intended to be full re-hearings (de novo) of the allegation. In most cases, appeals are confined to a review of the written documentation or record of the investigation and pertinent documentation regarding the grounds for appeal. An appeal is not an opportunity for appeals panelists to substitute their judgment for that of the original investigator(s) or Resolution Administrators merely because they disagree with its finding and/or sanctions.

- Appeals granted based on new evidence should normally be remanded to the investigator(s) for reconsideration. Other appeals may be remanded at the discretion of the Title IX Coordinator or, in limited circumstances, heard by the three-member appeals panel.

- Sanctions imposed as the result of Administrative Resolution are implemented immediately unless the Title IX Coordinator or designee stays their implementation in extraordinary circumstances, pending the outcome of the appeal.
  - » For students: Graduation, study abroad, internships/externships, etc. do NOT in and of themselves constitute exigent circumstances, and students may not be able to participate in those activities during their appeal.

- The Title IX Coordinator will confer with the Appeals Panel, incorporate the results of any remanded grounds, and render a written decision on the appeal to all parties within five (5) days of the resolution of the appeal or remand.

- Once an appeal is decided, the outcome is final: further appeals are not permitted, even if a decision or sanction is changed on remand. Where appeals result in no change to the finding or sanction, that decision is final. Where an appeal results in a new finding or sanction, that finding, or sanction can be appealed one final time on the grounds listed above, and in accordance with these procedures.

- All parties will be informed in writing within five (5) business days of the outcome of the Appeals Panel, without significant time delay between notifications, and in accordance with the standards for notice of outcome as defined above.

- In rare cases where a procedural or substantive error cannot be cured by the original investigator(s) and/or Resolution Administrators (as in cases of bias), the appeals panel may recommend a new investigation and/or Administrative Resolution process, including new Resolution Administrators from the ERP pool. The results of a remand cannot be appealed. The results of a new Administrative Resolution process can be appealed once, on any of the three applicable grounds for appeals.

- In cases where the appeal results in reinstatement to the University or resumption of privileges, all reasonable attempts will be made to restore the responding party to their prior status, recognizing that some opportunities lost may be irreparable in the short term.

Long-Term Remedies/Actions

Following the conclusion of the ERP and in addition to any sanctions implemented, the Title IX Coordinator may utilize long-term remedies or actions to stop the harassment or discrimination, remedy its effects and prevent their reoccurrence.

These remedies/actions may include, but are not limited to:

- Referral to counseling and health services
- Referral to the Employee Assistance Program
- Education to the community
- Permanently altering the housing situation of the responding party (resident student or resident employee (or the reporting party, if desired))
- Permanently altering work arrangements for employees
- Providing campus escorts
- Climate surveys
- Policy modification
- Providing transportation accommodations
- Implementing long-term contact limitations between the parties
- Offering adjustments to academic deadlines, course schedules, etc.

At the discretion of the Title IX Coordinator, long-term remedies may also be provided even when the responding party is found not responsible. The institution will maintain as confidential any long-term remedies/actions or protective measures, provided confidentiality does not impair the institution's ability to provide the actions or protective measures.

Failure to Complete Sanctions/Comply with Interim and Long-Term Remedies/Responsive Actions

All responding parties are expected to comply with conduct sanctions, responsive actions and corrective actions within the timeframe specified by the Title IX Coordinator. Failure to abide by these conduct sanctions, responsive actions and corrective actions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions/responsive/corrective actions and/or suspension, expulsion and/or termination from the University and may be noted on a student's official transcript. A suspension will only be lifted when compliance is achieved to the satisfaction of the Title IX Coordinator.

Records

In implementing this policy, records of all allegations, investigations, resolutions and hearings will be kept indefinitely in the Maxient database.

Statement of the Rights of the Parties

Statement of the Claimant's rights:

- The right to investigation and appropriate resolution of all credible allegations of sexual misconduct or discrimination made in good faith to University officials;
- The right to be informed in advance of any University public release of information regarding the incident;
- The right not to have any personally identifiable information released to the public by the University without their consent;
- The right to be treated with respect by University officials;

- The right to have University policies and procedures followed without material deviation;

- The right to be offered but not required to mediate or otherwise informally resolve any reported misconduct involving violence, including sexual violence;

- The right not to be discouraged by University officials from reporting sexual misconduct or discrimination to both on-campus and off-campus authorities;

- The right to be informed by University officials of options to notify proper law enforcement authorities, and the option to be assisted by campus authorities in notifying such authorities if the reporting party so chooses. This also includes the right not to be required to report;

- The right to have reports of sexual misconduct responded to promptly and with sensitivity by campus officials;

- The right to be notified of available counseling, mental health, victim advocacy, health, legal assistance, student financial aid, visa and immigration assistance, or other student services, both on campus and in the community;

- The right to request a campus no-contact order (or a no-trespass order against a non-affiliated third party) when someone has engaged in or threatens to engage in stalking, threatening, harassing or other improper behavior that presents a danger to the welfare of the reporting party or others;

- The right to notification of and options for, and available assistance in, changing academic situations after an alleged sexual misconduct incident, if so requested by the reporting party and if such changes are reasonably available (no formal report or investigation, campus or criminal, need occur before this option is available).

  Accommodations may include:
  » Reasonable exam (paper, assignment) rescheduling;
  » Taking an incomplete in a class;
  » Transferring class sections;
  » Temporary withdrawal;
  » Alternative course-completion options.

- The right to have the University maintain such accommodations for as long as is necessary, and for protective measures to remain confidential, provided confidentiality does not impair the institution's ability to investigate or to provide the accommodations or protective measures;

- The right to be fully informed of campus policies and procedures as well as the nature and extent of all alleged violations contained within the report;

- The right to ask the investigators to identify and question relevant witnesses, including expert witnesses;

- The right to be informed of the names of all witnesses whose information will be used to render a finding, in advance of that finding, except in cases where a witness's identity will not be revealed to the responding party for compelling safety reasons (this does not include the name of the reporting party, which will always be revealed);

- The right not to have irrelevant prior sexual history admitted as evidence;

- The right to regular updates on the status of the investigation and/or resolution;

- The right to have reports addressed by Investigators and Resolution Administrators who have received annual relevant training;

- The right to preservation of privacy, to the extent possible and permitted by law;

- The right to meetings and/or interviews that are closed to the public;

- The right to petition that any University representative in the process be recused on the basis of demonstrated bias or conflict of interest;

- The right to bring an advisor of the reporting party's choosing to all phases of the investigation and resolution proceeding;

- The right to be promptly informed of the outcome and sanction of the resolution process in writing, without undue delay between the notifications to the parties; and

- The right to be informed in writing of when a decision by the University is considered final, any changes to the sanction occur before the decision is

finalized, to be informed of the right to appeal the finding and sanction of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by the University.

Statement of the Responding Party's Rights:

- The right to investigation and appropriate resolution of all credible reports of sexual misconduct and/or discrimination made in good faith to University administrators;

- The right to be informed in advance, when possible, of any University public release of information regarding the report;

- The right to be treated with respect by University officials;

- The right to have University policies and procedures followed without material deviation;

- The right to be notified of available counseling, mental health, victim advocacy, health, legal assistance, student financial aid, visa and immigration assistance, or other student services, both on campus and in the community;

- The right to timely written notice of all alleged violations, including the nature of the violation, the applicable policies and procedures, and possible sanctions;

- The right to be informed of the names of all witnesses whose information will be used to render a finding, prior to final determination, except in cases where a witness's identity will not be revealed to the responding party for compelling safety reasons (this does not include the name of the reporting party, which will always be revealed);

- The right not to have irrelevant prior sexual history admitted as evidence in a campus resolution process;

- The right to have reports addressed by Investigators and Resolution Administrators who have received annual training;

- The right to petition that any University representative be recused from the resolution process on the basis of demonstrated bias and/or conflict of interest;

- The right to meetings and interviews that are closed to the public;

- The right to have an advisor of their choice to accompany and assist throughout the campus resolution process;

- The right to a fundamentally fair resolution, as defined in these procedures;

- The right to a decision based solely on evidence presented during the resolution process. Such evidence shall be credible, relevant, based in fact, and without prejudice;

- The right to be promptly informed of the outcome and sanction of the resolution process in writing, without undue delay between the notifications to the parties; and

- The right to be informed in writing of when a decision of the University is considered final, any changes to the sanction to occur before the decision is finalized, to be informed of the right to appeal the finding and sanction of the resolution process, and the procedures for doing so in accordance with the standards for appeal established by the University.

Disabilities Accommodation in the Equity Resolution Process

National University is committed to providing qualified students, employees or others with disabilities with reasonable accommodations and support needed to ensure equal access to the ERP at the University. Anyone needing such accommodations or support should contact the Student Accessibility Services at sas@nu.edu or www.nu.edu/sas who will review the request and, in consultation with the person requesting the accommodation, and the Title IX Coordinator, determine which accommodations are appropriate and necessary for full participation.

Revision

These policies and procedures will be reviewed and updated annually by the Title IX Coordinator. The University reserves the right to make changes to this document as necessary and once those changes are posted online, they are in effect. The Title IX Coordinator may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. The Title IX Coordinator may also vary procedures materially with notice (on the institutional website, with appropriate date of effect identified) upon determining that changes to law or regulation require policy or procedural alterations not reflected in this policy

and procedure. Procedures in effect at the time of the resolution will apply to resolution of incidents, regardless of when the incident occurred. Policy in effect at the time of the offense will apply even if the policy is changed subsequently but prior to resolution, unless the parties consent to be bound by the current policy. If government regulations change in a way that impacts this document, this document will be construed to comply with government regulations in their most recent form. This document does not create legally enforceable protections beyond the protection of the background state and federal laws which frame such codes generally.

This policy and procedure were implemented in September 2018.

UNIVERSITY STUDENT DRUG & ALCOHOL USE POLICY

The unlawful possession, use, sale or distribution of illegal drugs or controlled substances is prohibited at the University or at University-sponsored events and activities. Controlled substances include those drugs listed in the federal Controlled Substances Act. All Code of Conduct standards, policies and expectations detailed in this Catalog apply to the entire University community, and provide additional information regarding the University's disciplinary procedures for students who are found to be in violation of this policy. In compliance with the Drug-Free Schools and Communities Act (DFSCA), the University has implemented protocols, resources, programs and policies intended to prevent the illicit use of drugs and the abuse of alcohol by students, faculty and staff. For additional information please visit www.nu.edu/consumerinfo/.

PREGNANCY AND PARENTING POLICY – STUDENTS

National University is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. National University hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions, and new parents.

Under the Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students should be treated by National University the same way as someone who has a temporary disability and will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests and presentations), tutoring, independent study, online course completion options, and incomplete grades that can be completed at a later date, should all be employed in addition to any other ergonomic and assistive supports typically provided by Student Accessibility Services. To the extent possible, National University will take reasonable steps to ensure that pregnant students who take a leave of absence return to the same position of academic progress that they were in when they took leave, including access to the same course catalog that was in place when the leave began. The Title IX Coordinator or designee has the authority to determine that such accommodations are necessary and appropriate, and to inform faculty members of the need to adjust academic parameters accordingly.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will regard all information associated with such requests as private and will not disclose this information to anyone, unless there is a legitimate need to know. Administrative responsibility for these accommodations lies with the Title IX Coordinator or designee, who will maintain all appropriate documentation related to accommodations.

In situations such as clinical rotations, performances, labs, and group work, the University will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

Students are encouraged to work with their faculty members and National

University's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX Coordinator or designee will assist with plan development and implementation as needed.

Scope of Policy

This policy applies to all aspects of National University's program, including, but not limited to, admissions, educational programs and activities, extracurricular activities, and student leave policies.

Reporting

Any member of the National University community may report a violation of this policy via the following link: www.nu.edu/reportit or they may file a report with any supervisor, manager or the below listed Title IX Coordinator. All employees at National University are considered "responsible employees" and are required to promptly forward such reports to the Office of Diversity, Equity and Inclusion via the above link to the online reporting form. The Title IX Coordinator is responsible for overseeing reports of discrimination involving pregnant and parenting students.

Title IX Coordinator
Heather Tyrrell
11255 N. Torrey Pines Road
La Jolla, CA 92037
Phone: (858) 642-8087
Email: hturrell@nu.edu

Complaints may also be filed with the U.S. Department of Education's Office for Civil Rights at:

Office for Civil Rights (OCR)
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-1100
Customer Service Hotline #: (800) 421-3481
Facsimile: (202) 453-6012
TDD#: (877) 521-2172
Email: OCR@ed.gov
Web: https://www.ed.gov/ocr

Complaints may be filed online, using the form available at www.ed.gov/ocr/complaintintro.html

Definitions

a. **Caretaking:** caring for and providing for the needs of a child.

b. **Medical Necessity:** a determination made by a healthcare provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.

c. **Parenting:** the raising of a child by the child's parents in the reasonably immediate post-partum period.

d. **Pregnancy and Pregnancy-Related Conditions:** include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.

e. **Pregnancy Discrimination:** includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.

f. **Pregnant/Birth-Parent:** refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.

g. **Reasonable Accommodations:** (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of National University.

Reasonable Accommodation of Students Affected by Pregnancy, Childbirth, or Related Conditions

a. National University and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.

b. The benefits and services provided to students affected by pregnancy will be no less than those provided to students with temporary medical conditions.

c. National University students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study or research and may seek assistance from the Office of Diversity, Equity & Inclusion.

d. No artificial deadlines or time limitations will be imposed on requests for accommodations, but National University is limited in its ability to impact or implement accommodations retroactively.

Reasonable accommodations may include, but are not limited to:

1. Providing accommodations requested by a pregnant student to protect the health and safety of the individual and/or the pregnancy (such as allowing the individual to maintain a safe distance from hazardous substances);

2. Making modifications to the physical environment (such as accessible seating);

3. Providing mobility support;

4. Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences;

5. Offering remote learning options;

6. Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division); and

7. Granting leave per National University's Leave of Absence Policy or implementing incomplete grades for classes that will be resumed at a future date.

Breastfeeding individuals must be allowed reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. *Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the essential elements of any academic program. Pregnant students cannot be channeled into an alternative program or school against their wishes.

Modified Academic Responsibilities Policy for Parenting Students

a. Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period up to two (2) quarters during the first six (6) months from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.

b. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration with the Title IX Coordinator or designee, the student's academic advisor, and the appropriate academic department(s).

c. Students seeking a period of modified academic responsibilities may consult with their academic advisor, who will in turn contact the Title IX Coordinator or they may contact the Office of Diversity, Equity & Inclusion directly. The Title IX Coordinator or designee will coordinate accommodation-related efforts with the advisors unless the students specifically requests that their advisors be excluded. Students are provided with a letter that details what approved accommodations are available and students are encouraged to work with their advisors and/or faculty members to reschedule course assignments, lab hours, examinations or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Coordinator or designee. If, for any reason, caretaking/parenting students are not able to work with their advisors/faculty members to obtain appropriate modifications, students should alert the Title IX Coordinator or designee, as soon as possible, who will help facilitate needed accommodations and modifications.

d. In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension of up to twelve (12) months to prepare for and take preliminary and qualifying examinations, and an extension of up to twelve (12) months toward normative time to degree while in candidacy, to the extent those

deadlines are controlled by National University. Longer extensions may be granted in extenuating circumstances.

e. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.

f. While receiving academic modifications, students will remain registered and retain educational benefits accordingly.

Leave of Absence – Academic

a. As long as students can maintain appropriate academic progress, faculty, staff or other National University employees will not require them to take a leave of absence, or to withdraw from or limit their studies as the result of pregnancy, childbirth, or related conditions, but nothing in this policy requires modification of the essential elements of any academic program.

b. Pursuant to Title IX, the University treats pregnancy and related conditions as justification for a leave of absence for as long a period of time as is deemed medically necessary by a student's physician. Enrolled students may elect to take a leave of absence because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity.

c. Students taking a leave of absence under this policy will provide notice of the intent to take leave 30 calendar days prior to the initiation of leave, or as soon as practicable. In unforeseen circumstances, in which the situation prevents the student from doing so, the student may request a retroactive leave of absence under this policy.

d. Intermittent leave may be taken with the advance approval of the Title IX Coordinator or designee, and students' academic department(s), when medically necessary.

e. Students who elect to take leave under this policy may register under an inactive/"on leave", etc. status to continue their eligibility for certain benefits.

f. To the extent possible, National University will take reasonable steps to ensure that upon return from leave, students will be reinstated to their program of study in the same status as when the leave began.

Leave of Absence – Students Receiving Financial Aid or Scholarships

a. To avoid a disruption of financial aid funding, please review the National University leave of absence policy in the General Catalog.

  » A student will need to apply for a leave of absence through the Office of the Registrar to avoid cancellation of future financial aid disbursements and/or a return of Title IV funds due to a break of more than 45 days.

  » If a student is no longer meeting Satisfactory Academic Progress (SAP) due to a break or breaks in attendance, they will be required to submit an appeal and provide supporting documentation to reinstate their eligibility.

b. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.

c. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.

d. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

Employee – Leave of Absence

If an employee is requesting a Leave of Absence, they must contact National University's Benefits Department at benefits@nu.edu or (858) 642-8199.

Student-Employee – Leave of Absence

If a student who is also an employee is requesting a Leave of Absence, they must first contact National University's Benefits Department at benefits@nu.edu, or (858) 642-8199, who will in turn collaborate with the Title IX Coordinator regarding approved accommodations.

Retaliation and Harassment

a. Harassment of any member of National University community based on sex, gender identity, gender expression, pregnancy, or parental status is prohibited.

b. Faculty, staff, and other National University employees are prohibited from interfering with any member of the National University community's right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.

c. Faculty, staff, and other National University employees are prohibited from retaliating against any member of National University for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a member of National University requests leave or accommodation, files a complaint, or otherwise exercises their rights under this policy (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more details).

Dissemination of the Policy and Training

A copy of this policy will be published in the General Catalog and posted on the National University, Office of Diversity, Equity and Inclusion website. All new members of the National University community will be made aware of this policy and the location of this policy during the enrollment and/or new hire process. All students and employees will be provided with a copy annually. The Office of Diversity, Equity and Inclusion will make additional educational materials available to all members of the National University community to promote compliance with this policy and familiarity with its procedures.

STUDENT CODE OF CONDUCT

Preface

National University (NU) is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Consistent with the University mission, rights and responsibilities are extended to all members of our University community.

Community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct which form the basis of the *Student Code of Conduct*. These standards are embodied within the below set of core values.

Core Values of Student Conduct at National University

- **Integrity:** National University students exemplify honesty, honor and a respect for the truth in all of their dealings.

- **Community:** National University students build and enhance their community.

- **Social Justice:** National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.

- **Respect:** National University students show positive regard for each other, for property and for the community.

- **Responsibility:** National University students are given and accept a high level of responsibility to self, to others, and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within this policy. The Office of Student Conduct (OSC) reserves the right to change this code as deemed necessary; posted changes are effective immediately.

Students are encouraged to check online at https://www.nu.edu/studentservices/StudentConduct/ for the most current version of all policies and procedures.

Conflict Resolution Options

Whenever appropriate, community members should consider alternative dispute resolution in the following forms. Some important exceptions include offenses including sexual violence, physical threat/violence, or when there is a concern a physical threat may develop with continued contact between the parties.

- Involvement of a Supervisor or Academic Program Leadership
- **University Ombuds Office**
  - » (858) 642-8368 or ombuds@nu.edu

- Consider switching communication methods (e.g., discussion via phone rather than email)

SECTION 1: MISSION AND PHILOSOPHY STATEMENTS

1.1   Mission Statement

The OSC seeks to enhance student learning and personal development by creating an educationally purposeful, ethical and caring community, while protecting the interests of the larger National University community. Through the fair, timely and consistent administration of the student conduct process, the OSC promotes student learning with the guiding principles of integrity, community, social justice, respect and responsibility.

1.2   Philosophy Statement

The NU community is committed to fostering an environment that is conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The OSC is entrusted to maintain balance between the interests of individual students and those of the University community. This community exists on the basis of shared values and principles, which all members are expected to uphold and abide by. Specific to students, these shared principles of behavior form the basis of the *Student Code of Conduct*. These standards are embodied within a set of core values that include integrity, community, social justice, respect and responsibility.

When members of the University community fail to exemplify these five values by engaging in violation of the standards below, it is the responsibility of all staff, faculty, students, and other community members to encourage behavior change. Specifically, the OSC establishes norms, documents, intervenes, and leads development and assertion of these standards.

The student conduct process at National University is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior in some way compromises the productivity of academic pursuits. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine the student should no longer share in the privilege of participating in this community.

Procedures and rights in student conduct procedures are conducted with fairness to all but are not held to the same protections of due process afforded by the courts during civil or criminal proceedings. Due process, as defined within these procedures, assures written notice and an Educational Conference (EC) with an objective decision-maker (only in the case of an investigation – not solely a complaint). No student will be found in violation of National University policy without showing it is more likely than not that a policy violation occurred and any sanctions will be proportionate to the severity of each violation and to the cumulative conduct history of the student.

SECTION 2: POLICY ADMINISTRATION AND DESIGNATIONS

2.1   Interpretation and Revision

OSC will develop procedural rules for the administration of conduct proceedings and/or appeals that are consistent with provisions of the *Student Code of Conduct*. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The OSC may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The OSC may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the *Student Code of Conduct* will be referred to the OSC, whose interpretation is final. The *Student Code of Conduct* will be updated annually.

2.2   University as Convener

The University is the convener of every action under this Code. Within that action, there are several roles. The Respondent is the person who is alleged to have violated the Code. The party bringing the complaint is the Reporter, who may be a student, employee, visitor or guest.

The Reporter may, if they so choose, be present and participate in the process as fully as the Respondent. There are Witnesses, who may offer information regarding the allegation. There is an Investigator(s) whose role is to present the allegations and share the evidence that the University has obtained regarding the allegations.

2.3 Group Violations

A student group or organization and its officers and membership may be held collectively and individually responsible when violations of this code by the organization or its member(s):

- Take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit;

- Have received the consent or encouragement of the organization or of the organization's leaders or officers; or

- Were known or should have been known to the membership or its officers.

Investigations for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

2.4 Amnesty

Amnesty means that current students can avoid informal and formal University disciplinary action and the creation of a formal disciplinary record under the circumstances described below. Records regarding the provision of amnesty are maintained. Abuse of amnesty requests can result in a decision by the OSC not to extend amnesty to the same person repeatedly.

2.4.1 For Victims

The University provides amnesty to victims who may be hesitant to report to University officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, at the time of the incident. Educational options will be explored, but no conduct proceedings or conduct record will result.

2.4.2 For Those Who Offer Assistance

To encourage students to offer help and assistance to others, the University pursues a policy of amnesty for minor violations when students offer help to others in need. At the discretion of the OSC, amnesty may also be extended on a case-by-case basis to the person receiving assistance. Educational options will be explored, but no conduct proceedings or conduct record will result.

2.4.3 For Those Who Report Serious Violations

Students who are engaged in minor violations but who choose to bring related serious violations by others to the attention of the University are offered amnesty for their minor violations. Educational options will be explored, but no conduct proceedings or record will result.

SECTION 3: JURISDICTION

The *Student Code of Conduct* is published annually in the University General Catalog, and the policy is available on the National University Office of Student Conduct website. Hard copies are available by request from the OSC (osc@nu.edu). Students are responsible for having read and abiding by the provisions of the *Student Code of Conduct*.

The *Student Code of Conduct* and the student conduct process apply to the conduct of all students, both undergraduate and graduate, and all National University-affiliated student organizations. For the purposes of student conduct, National University considers an individual to be a student when an offer of admission has been extended, a student identification number has been issued, and thereafter, as long as the student is eligible to enroll in courses at the University. The Code also applies to guests of students, whose hosts may be held accountable for the misconduct of their guests. Visitors to, and guests of, National University may seek resolution of violations of the *Student Code of Conduct* committed against them by members of the National University student body.

National University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated; for any misconduct that occurred prior to the leave, withdrawal, or graduation. The University will retain jurisdiction even when misconduct is reported after the student has left, withdrawn, or graduated from the University.

There is no time limit on reporting violations of the *Student Code of Conduct*; however, the longer someone waits to report an offense, the harder it becomes for National University officials to obtain information and witness statements, and to make determinations regarding alleged violations.

The *Student Code of Conduct* applies to behaviors that take place on a campus, online, at University-sponsored events and may also apply off-campus when the OSC determines that the off-campus conduct affects National University constituents or its interests. National University interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others;

- Any situation that significantly impinges upon the rights, property, or achievements of self or others, or significantly breaches the peace and/or causes social disorder; and/or

- Any situation that is detrimental to the educational mission and/or interests of National University.

The *Student Code of Conduct* may be applied to behavior conducted online, via email, social media and all other types of electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. However, most online speech by students not involving National University networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as a threat that a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.

- Speech posted online about National University or its community members that causes a significant on-campus disruption.

Though anonymous complaints are permitted, doing so may limit National University's ability to investigate and respond to an allegation. Those who are aware of misconduct are encouraged to file a report as quickly as possible to the OSC.

A responding student facing an alleged violation of the *Student Code of Conduct* is not permitted to withdraw from National University until all allegations are resolved. Official transcripts and/or diploma may be withheld until the allegations are resolved.

University-assigned student email addresses are the primary means of communication at National University as well as the OSC. In addition, students may be required to meet in-person, via phone, or through videoconferencing, when necessary. Students are responsible for keeping their contact information up to date and are responsible for all communications received to their means of contact as they are documented in official University records. Failure to check and/or respond to email or voicemail is NOT an acceptable excuse for failing to respond to an official communication.

SECTION 4: VIOLATIONS OF THE LAW

Alleged violations of federal, state and local laws may be investigated and addressed under the *Student Code of Conduct*. When an offense occurs over which National University has jurisdiction, the National University conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

National University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed until an EC can be held, typically within two (2) weeks. The EC may resolve the allegation or may help to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed, and National University may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases, National University will only delay its process until such time as it can conduct an internal investigation or obtain sufficient information independently or receive a report from law enforcement to proceed. This delay will be no longer than two (2) weeks from notice of the incident unless a longer delay is requested and substantiated in writing by the Reporter or Respondent, or to allow the criminal investigation to proceed before the National University process.

Students accused of crimes may request to take a Leave of Absence (LOA) from National University until the criminal charges are resolved. In such situations, the National University procedure for voluntary leaves of absence is subject to the following conditions:

- The responding student must comply with all campus investigative efforts that will not prejudice their defense in the criminal trial;

- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence;

- The responding student must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus conduct process and must comply with all sanctions that are imposed; and

- This Leave of Absence will not prevent enrollment status from being reported as scheduled. Students receiving Financial Aid should contact the Financial Aid department to help determine impact of voluntary LOA.

SECTION 5: THE RULES

5.1   Core Values and Behavioral Expectations

National University considers the behavior described in the following sub-sections as inappropriate for the NU community and in opposition to the core values set forth in this document. These expectations and rules apply to all students, whether undergraduate, graduate, or non-degree seeking. National University encourages community members to report all incidents that involve the following actions to the OSC. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in the student conduct process.

5.2   General Standards of Conduct for Online Students

Freedom of speech and expression is valued 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 standards 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. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.

- 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 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 this Code of Conduct and all policies as described in the General Catalog.

5.2.1   Integrity

National University students exemplify honesty, honor and a respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

5.2.1.1   Academic Dishonesty

Academic dishonesty violations will be addressed by the instructor utilizing the guidance in the Faculty Handbook on Academic Integrity and Ethics. The instructor will subsequently report any violation that occurs at the University to the OSC at the following link: www.nu.edu/reportit. The OSC is responsible for adjudication utilizing the rubric below and tracking of all academic integrity violations that occur at the University.

In the case of academic integrity violations, the student may be subject to both classroom/program as well as institutional sanctions. Classroom or program-specific sanctions will be issued at the discretion of the instructor of record/program leadership (e.g., penalized grade or program dismissal), whereas the OSC will assess the appropriateness of and enact educational and/or disciplinary sanctions.

An incident or string of incidents will generally be considered a single violation up until the point a student receives notice of the violation; additional infractions occurring after that point will be considered separately for purposes of this rubric. General guidance on substantial issues of interpretation of the sanction rubric may be provided by the Academic Program Lead (APL) or the OSC.

Each incident the student is found responsible for will constitute one cumulative point toward Academic Dishonesty Sanctions listed below. Points are assigned per incident regardless of the number of violations. Also, an additional point may be accrued if the charges involve one or more of the following: senior project, thesis, surrogate, graduate course, altering grades, candidacy/qualifying exam, and/or program professional/clinical standards (credential/nursing/MAC).

Examples of Academic Dishonesty and Plagiarism

Below are examples of academic integrity infractions. This list is NOT all inclusive and students are considered responsible for maintaining integrity in their academic pursuits at all times.

- Referencing content from websites without citation or paraphrase (websites may be referenced for academic work but must be cited by the date referenced).

- Intentional close paraphrasing of the published or unpublished work of another author or authors without proper in-text attribution.

- Submitting as your own original work any paper, article, report, presentation, or book chapter written by another author or authors.

- Submitting as your own original work any assignment that includes content purchased from a commercial service or another person.

- Submitting a paper or other assignment previously written for another course (at National University or other institution) without explicit permission from the faculty of the current course.

- Submitting a paper or other assignment that contains any published materials that have been duplicated word-for-word without citation or proper attribution.

- Writing a paper (or any assignment) on behalf of another student.

- Providing and/or citing references that were not actually used in your work giving the impression that authentic research was conducted.

- Speaking in public (in the form of a speech, lecture or presentation) where any content in that presentation is misrepresented as your own original work or intellectual property.

- Unauthorized collaboration with others on homework assignments.

- Attempting to obtain access to test questions or advance copies of an exam in advance of the exam.

- Publishing or otherwise making available evaluation materials, essay prompts, or other protected documentation from University coursework or services.

Sanction points are cumulative over the length of the student's tenure at National University.

Office of Student Conduct Points/Sanctions

Sanction points for academic dishonesty are as follows:

1 Point = Written Warning

2 Points = Educational Sanction (ex. paper on academic dishonesty/ethics)

3 Points = Educational and Disciplinary Sanctions (ex. paper and disciplinary probation and/or suspension)

4 Points = Separation Proceedings

5.2.1.2 Unauthorized Access

Unauthorized access to any University building (i.e., keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to timely report a lost University identification card or key.

5.2.1.3 Collusion

Action or inaction with another or others to violate the *Student Code of Conduct*, which includes but is not limited to:

- Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.

- Students are subject to disciplinary action for being aware of the existence of a violation of University policies and/or regulations and failing to take reasonable action to report the violations in a timely manner.

- Students are always responsible for the actions of their guests that are on campus visiting a member of the campus community.

5.2.1.4 Trust

Violations of positions of trust within the community and/or deliberately misleading University officials or agents who are attempting to gain information for University business.

5.2.1.5 Election Tampering

Tampering with the election of any National University-recognized student organization (minor election code violations are addressed by the Associate Director of NU Scholars Program).

5.2.1.6 Taking of Property

Intentional and unauthorized taking of National University property or the personal property of another, including goods, services and other valuables; attempting to take, sell or keep in one's possession, including but not exclusively, items of National University property or items belonging to students, faculty, staff, student groups, visitors or to others within the larger community whether on or off campus.

5.2.1.7 Stolen Property

Knowingly taking or maintaining possession of stolen property.

5.2.2 COMMUNITY

National University students build and enhance their community. Behavior that violates this value includes, but is not limited to:

5.2.2.1 Disruptive Behavior

Disruption of University operations including non-adherence to and/or disregard for location-specific rules and behavioral expectations such as, but not limited to, the library, computer, science and/or simulation labs.

Disruptive behaviors are separated into two different categories: Minimum and Significant.

Minimum

Minor disruption of University operations which occur on/off campus or online will be addressed by the Professor, Academic Program Lead, Director or Manager of the University department where the behavior occurred, and documented for the department file.

Examples include, but are not limited to:

- Repeated and disruptive tardiness to class or appointments

- Eating and/or drinking (if not permitted)

- Electronic devices going off

- Email or phone harassment (1-3 separate instances within a short time frame)

- Performing a distracting repetitive act such as tapping feet or fingers, popping gum, or loud talking

- Disrespectful engagement online or in-person

Significant

Substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities which occur on/off campus or online must be reported immediately and will be addressed by the OSC.

Persistent Minimum-level behaviors can become Significant level concerns. When reporting persistent minimum level behaviors, that have risen to the significant level, please provide the OSC with adequate documentation regarding prior occurrences, including all attempts at addressing the behavior at the department level.

Examples include, but are not limited to:

- Persistent Minimum level behaviors (3+ separate instances)

- Invading one's personal space or blocking an entry or exit way

- Moving around the classroom in a threatening manner and/or without authorization (e.g., during a lecture)

- Aggressive confrontation of another person

- Explicit or implicit threats

5.2.2.2 Disorderly Assembly

Causing, inciting or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, which includes, but is not limited to, the following:

1.0 Assembling on campus for the purpose of disrupting classes, seminars, meetings, research projects, or activities of the University

1.1 Assembling on campus for the purpose of creating or attempting to create a riot, destroying property or creating a disorderly diversion that interferes with the normal operation of the University (i.e., water balloon or water gun fights, egging incidents, etc.)

1.2 Obstructing the freedom of movement of other persons to and from University facilities or materially interfering with the normal operation of the University.

1.3 Engaging in abuse of or unauthorized use of sound amplification equipment indoors or outdoors during class hours. (Any use of sound amplification equipment must be cleared in advance though the Center Director of the specific campus where the event will take place. For student organizations, this must first be cleared by the Office of Student Engagement and Leadership and then the Center Director.)

5.2.2.3 Unauthorized Entry

Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping open or unauthorized use of alarmed doors for entry into or exit from a University building.

5.2.2.4 Forgery/Fraud

Altering University documents or knowingly providing false information.

5.2.2.5 Damage and Destruction

Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.

5.2.2.6 IT and Acceptable Use

Violations in this category would include, but are not limited to:

1.0 Unauthorized entry into a file to use, read or change the contents, or for any other purpose

1.1 Unauthorized transfer of a file

1.2 Unauthorized use of another individual's identification and password

1.3 Use of computing facilities to view or send indecent, obscene, threatening or abusive messages

1.4 Use of computer facilities that violate copyright laws including the unauthorized distribution of copyrighted material via file sharing

1.5 Inappropriate use of social media (including but not limited to Facebook, Instagram, Twitter, Snapchat, Vine, blogs, etc.)

1.6 Use of computing facilities to interfere with the normal operation of the Office of Information Technology

5.2.2.7 Gambling

Gambling as prohibited by the laws of the State of California; (Gambling may include video games, dice, raffles, lotteries, sports pools, online betting activities, any other game of skill or chance played for money.)

5.2.2.8 Weapons

Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or objects deemed dangerous such as arrows, axes, machetes, nun chucks, throwing stars, or non-folding knives with a blade of longer than 4 inches, mace or pepper spray, chemical weapons, darts, box cutters, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.

5.2.2.9 Smoking or Tobacco

Smoking or tobacco sale or use in any area of National University facilities, vehicles, and outside stairways.

Students who smoke are required to smoke outside and at a minimum of 25 feet away from a building. Smoking materials must be properly disposed of in appropriately designated receptacles.

5.2.2.10 Fire Safety

Violation of local, state, federal or campus fire policies including, but not limited to:

1.0 Intentionally or recklessly causing a fire which damages University or personal property or which causes injury

1.1 Failure to evacuate a National University-controlled building during a fire alarm

1.2 Improper use of National University fire safety equipment

1.3 Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on National University property. There is the possibility that such action may result in a local fine in addition to National University sanctions.

5.2.2.11 Ineligible Pledging or Association

Pledging or associating with a student organization without having met eligibility requirements established by National University.

5.2.2.12 Animals

Animals and pets, with the exception of service animals for persons with disabilities, are not permitted in any University facility. Students who have questions on whether their animal will be allowed on campus due to a disability are responsible to contact the Student Accessibility Services (SAS) team. (Please visit www.nu.edu/sas for more information).

5.2.2.13 Wheeled Devices

Skateboards, roller blades, roller skates, bicycles and similar wheeled devices are not permitted inside National University buildings. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that be damaged by these activities, and individuals may be liable for damage to National University property caused by these activities.

5.2.3 SOCIAL JUSTICE

National University students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others. Conduct that violates this value includes, but is not limited to:

5.2.3.1 Discrimination

Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status), that is sufficiently severe in that it limits or denies the ability to participate in or benefit from the University's educational programs or activities. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

5.2.3.2 Unwelcome Harassment

Any unwelcome conduct in-person or online, on the basis of an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status). Any unwelcome conduct should be reported to a campus official, who will act to remedy and/or resolve reported incidents on behalf of the parties involved and the community. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

1.0 Hostile Environment

Sanctions can and will be imposed for the creation of a hostile environment only when unwelcome harassment is sufficiently severe, pervasive or persistent, and objectively offensive that it unreasonably interferes with, limits or denies the ability to participate in or benefit from the University educational or employment program or activities. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

5.2.3.3 Retaliatory Discrimination or Harassment

Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant or supporter of a participant in a civil rights grievance proceeding or other protected activity under this Code. To be considered retaliation, a causal connection is required between a materially adverse action and the act of:

1.0 Reporting an allegation; or

1.1 Participating in support of an investigation.

A materially adverse action is one that would dissuade a reasonable person from reporting an allegation of a policy violation under this Code. A determination of whether an action is materially adverse is made on a case-by-case basis. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

5.2.3.4 Bystanding

Students are expected to "reasonably" respond to assist other students in need.

1.0 Complicity with or failure of any student to appropriately address known or obvious violations of the Code of Student Conduct or law

1.1 Complicity with or failure of any organized group to appropriately address known or obvious violations of the Code of Student Conduct or law by its members

5.2.3.5 Abuse of Conduct Process

Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity conferences, including, but not limited to:

1.0 Falsification, distortion, or misrepresentation of information

1.1 Failure to provide, destroying or concealing information during an investigation of an alleged policy violation

1.2 Attempting to discourage an individual's proper participation in, or use of, the campus conduct system

1.3 Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding

1.4 Failure to comply with the sanction(s) imposed by the campus conduct system

1.5 Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system

5.2.4 RESPECT

National University students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

5.2.4.1 Harm to Persons

Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

5.2.4.2 Threatening Behaviors

Students should not be engaged in any behavior that seeks to threaten or intimidate others, thereby disrupting the ability to maintain a positive environment conducive to learning.

1.0 Threat

Written or verbal conduct that causes a reasonable expectation of injury to the physical health, mental health, or safety of any person or damage to any property.

1.1 Intimidation

Intimidation defined as implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

5.2.4.3 Bullying and Cyberbullying

Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.

5.2.4.4 Hazing

Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent, failing to discourage or failing to report those acts may also violate this policy. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information.)

5.2.4.5 Intimate Partner/ Relationship Violence

Violence or abuse by a person in an intimate relationship with another. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

5.2.4.6 Stalking

Stalking is a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear. This would include persistent contact via electronic mediums (Facebook, Instagram, Email, Text Message, etc.). (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information.)

5.2.4.7 Sexual Misconduct

Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation. (Please see National Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

5.2.4.8 Public Exposure

Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts. (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information.)

5.2.5 RESPONSIBILITY

National University students are given and accept a high level of responsibility to self, to others and to the community. Behavior that violates this value includes, but is not limited to:

5.2.5.1 Alcohol

Use, possession or distribution of alcoholic beverages or paraphernalia while on University property.

5.2.5.2 Illegal Drugs

Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia while on University property.

5.2.5.3 Prescription Medications

Abuse, misuse, sale or distribution of prescription or over-the-counter medications while on University property.

5.2.5.4 Failure to Comply

Failure to comply with the reasonable directives of University officials or law enforcement officers during the performance of their duties and/or failure to identify oneself to these persons when requested to do so.

5.2.5.5 Financial Responsibilities

Failure to promptly meet financial responsibilities to the institution, including, but not limited to; knowingly passing a worthless check or money order in payment to the institution or to an official of the institution acting in an official capacity.

5.2.5.6 Arrest

Failure of any student to accurately report an off-campus arrest by any law enforcement agency for any crime (including non-custodial or field arrests) to the OSC within seventy-two (72) hours of release.

5.2.5.7 Other Policies

Violating other published University policies, regulations or rules.

Students are subject to the specific policies in the academic handbook of the program in which they are enrolled. Students registered in courses that involve clinical rotations, student teaching or internships are also subject to the specific policies of those allied third-party sites.

5.2.5.8 Health and Safety

Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).

5.2.5.9 Violations of Law

Evidence of violation of local, state or federal laws, when substantiated through the University's conduct process.

SECTION 6: OVERVIEW OF THE CONDUCT PROCESS

This overview gives a general idea of how the University's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible, and are not the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University rules.[1]

6.1 Notice of Alleged Violation

Any member of the University community, visitor or guest may allege a policy violation(s) by a student for misconduct under this *Code* by filling out the form found at this link (www.nu.edu/reportit) with all pertinent details.

Notice may also be given to the OSC (or designee), the Title IX Coordinator, or any member of the Civil Rights Team, when appropriate. Additionally, administrators may act on notice of a potential violation whether a formal allegation is made or not. All allegations can be submitted by a victim or a third party and should be submitted as soon as possible after the incident occurs. The University has the right to pursue an allegation or notice of misconduct on its own behalf and to serve as convener of the subsequent campus conduct process.

[1] In Title IX related issues, the "administrator" is any "responsible employee" as defined under the National University Civil Rights Equity Resolution for all Faculty, Students, and Employees policy.

6.2 STEP 1: Initial Inquiry Leading to Warning Letter or Notice of Investigation (NOI)

The University conducts a prompt initial inquiry into the nature of the incident or notice, the evidence available, and the parties involved. The underlined initial inquiry may lead to one of the following:

- A determination that there is insufficient evidence to pursue the investigation because the behavior alleged, even if proven, would not violate the *Student Code of Conduct* (e.g., for reasons such as mistaken identity or allegations of behavior that falls outside the *Code*); or

- A determination that there is sufficient evidence to issue student a Warning Letter, describing the problematic behavior in violation of the *Student Code of Conduct* and requesting specific behavior change; (a Warning Letter and the resulting requests do not carry sanctions and are therefore not eligible for appeal); or

- A determination that there is sufficient evidence to conduct a more comprehensive investigation, usually through the use of an EC. A formal notice of investigation will be issued to the responding party.

6.3 STEP 2: Educational Conference (EC)

When an EC is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence. The matter should be closed, and records should so indicate.

- A decision on the allegation, also known as a resolution to an allegation. If necessary, additional investigation and/or ECs may be held prior to closing the investigation and recommending sanction(s).

If a decision on the allegation is made and the finding is that the responding student is not responsible for violating the *Code*, the process will end. If/when the CO conducting the EC determines that it is more likely than not that the responding student is in violation, the CO will close the investigation and recommend final sanction(s) to the OSC.

6.4 STEP 3: Review and Finalize Sanction(s)

If the student is found in violation(s), sanction(s) will be recommended by the CO to the OSC (based on precedent, prior violations of a similar nature that may indicate pattern, etc.), who will review and finalize the sanctions, subject to the University appeals process by any party to the complaint.

6.5 Conduct Sanctions

One or more of following sanctions may be imposed upon any student found responsible for any single violation of the *Student Code of Conduct*:

1.0 Warning

An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in any other violations while the student is enrolled at the University.

1.1 Restitution

Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.

1.2 Community/University Service Requirements

For a student or organization to complete a specific supervised community or University service.

1.3 Loss of Privileges

The student will be denied specified privileges for a designated period of time.

1.4 Confiscation of Prohibited Property

Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the OSC and/or Campus Security.

1.5 Behavioral Requirement

This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.

1.6 Educational Program

Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.

1.7 University Probation

The student is placed on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.

1.8 Eligibility Restriction

The student is deemed "not in good standing" with the University for a specified period of time. Specific limitations or exceptions may be granted by the OSC and terms of this conduct sanction may include, but are not limited to, the following:

a. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or

b. Ineligibility to represent the University to anyone outside the University community in any way including: participating in a study tour or study abroad program, attending conferences, or representing the University at an official function, event or competition as a competitor, manager or student coach, etc.

1.9 Records, Enrollment, and/or Graduation Hold

A hold may be placed on the student's ability to re-enroll and/or obtain official transcripts and/or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/degree conferral.

1.10 University Suspension

Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted in the Decision Letter at the time of suspension. During the suspension period, the student is banned from all university property, functions, events, activities, online classes and/or NU Commons Facebook activity without prior written approval from the OSC (or designee). This sanction may be enforced with a trespass action as necessary.

1.11 University Expulsion

Permanent separation from the University. The student is banned from all University property and the student's presence at any University-sponsored activity or event (including alumni events) is prohibited. This action may be enforced with a trespass action as necessary.

1.12 Revocation of Degree

In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, National University may invoke student conduct procedures and should the former student be found responsible, the University may revoke that student's degree.

1.13 Other Sanctions

Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OSC or designee.

The following sanctions may be imposed upon groups or organizations found to have violated the *Student Code of Conduct*:

- One or more of the sanctions listed above; and/or
- Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/organization), for a specified period.

6.6 Parental Notification

The University reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

6.7 Notification of Outcomes

The outcome of a conduct proceeding is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or non-forcible sex offense, National University will inform the alleged victim in writing of the final results of a conduct proceeding and/or an appeal panel regardless of whether the University concludes that a violation was committed. Such release of information may only include the responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the incident, in addition to the finding and sanction(s).

In cases where National University determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, the University may also release the above information publicly and/or to any third party. FERPA defines "crimes of violence" to include:

1. Arson
2. Assault offenses (includes stalking)
3. Burglary
4. Criminal Homicide—manslaughter by negligence
5. Criminal Homicide—murder and non-negligent manslaughter
6. Destruction/damage/vandalism of property
7. Kidnapping/abduction
8. Robbery
9. Forcible sex offenses
10. Non-forcible sex offenses

6.8 Failure to Complete Conduct Sanctions

All students, as members of the University community, are expected to comply with conduct sanctions within the timeframe specified by the OSC, CO (or designee). Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions and/or suspension from the University.

SECTION 7: THE APPEAL REVIEW PROCESS

Any party may request an appeal of the decision of the OSC by filing a Petition for Appeal, available at: www.nu.edu/studentservices/studentconduct/. All appeals of conduct decisions must be submitted within 5 business days of the original outcome, barring exigent circumstances. Any exceptions are made at the discretion of the OSC. If a party is granted an appeal, the party is granted only one appeal, based on the outline "Grounds for Appeal Requests" provided below. All sanctions imposed by the original decision-maker(s) remain in effect, and all parties will be informed (usually within five business days) of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

7.1 Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

1. A procedural error occurred that significantly impacted the outcome of the investigation (e.g., substantiated bias, material deviation from established procedures, etc.).

2. To consider new evidence, unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.

3. The sanctions imposed are substantially outside the precedent set by National University for the same type of offense and/or the cumulative conduct record of the responding student.

7.2 Appeal Process

The presumptive stance of the University is that all decisions made and sanctions imposed by the original decision-maker are to be implemented during the appellate process. At the discretion of the OSC, implementation of sanctions may be stayed pending review only in extremely exigent circumstances. This does not include proximity to graduation, end of term, or exams. Instead, it refers to an overwhelming likelihood that the appeal would result in a reversal of the finding and/or substantial modification of the sanctions.

[2] Failure to provide information during or participate in an investigation or an EC, even resulting from concern over pending criminal or civil proceedings, does not make evidence "unavailable" at the time of the EC.

[3] The Director of Student Affairs will consult with the original decision maker.

The OSC will share the appeal by one party with the other party(ies) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the Reporter, who may wish to file a response, or request an appeal on the same grounds or different grounds).

In the case of timely and relevant appeals, the OSC will send a response to the appeal requestor(s), explaining whether the request(s) will be granted or denied, and the rationale.

On reconsideration, the party assigned to hear the appeal may affirm or change the findings and/or sanctions of the original investigation in accordance with the granted appeal grounds. Procedural errors should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All appeal decisions are to be made within fifteen (15) business days of submission and are final.

SECTION 8: DISCIPLINARY RECORDS

All conduct records are maintained by the University indefinitely from the time of their creation and in line with University records policy and procedures established by the Office of the Registrar.

STUDENT COMPLAINT

State Contact Information

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Please contact our Student Concierge Services at 1-866-NU-ACCESS (1-866-682-2237) or email scs@nu.edu with any concerns or questions.

Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office

strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns.

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on the website and in the General Catalog. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC (information below).

Alabama Department of Postsecondary Education
PO Box 302130
Montgomery, AL 36130-2000
Phone: 334.242.2959

Alabama Commission on Higher Education
100 North Union Street
Montgomery, AL 36130-2000
Phone: 334.242.2109

Alaska Commission on Postsecondary Education
PO Box 110505
Juneau, AK 99811-0505
Phone: 800.441.2962

Arizona State Board for Private Postsecondary Education
1400 W. Washington Street, Room 260
Phoenix, AZ 85007
Phone: 602.542.5709
www.azppse.gov

Arkansas Higher Education Coordination Board
114 East Capitol Ave.
Little Rock, AR 72201
Phone: 501.371.2000

California Bureau for Private Postsecondary Education
2535 Capital Oaks Drive, Suite 400
Sacramento, CA 95833
Phone: 916.431.6924
Fax: 916.263.1897

Colorado Commission on Higher Education
1560 Broadway, Suite 1600
Denver, CO 80202
Phone: 303.866.2723

Connecticut Department of Higher Education
61 Woodland Street
Hartford, CT 06105
Phone: 860.947.1800

Connecticut Department of Consumer Protection
165 Capitol Avenue, Room 110
Hartford, CT 06106
Phone: 860.713.6300

Delaware Higher Education Office
Carvel State Office Building
5th Floor 820 N. French Street
Wilmington, DE 19801-3509
Phone: 302.577.3240

District of Columbia Education Licensure Commission
Office of the State Superintendent of Education
810 First Street, NE, 9th Floor
Washington, DC 20002
Phone: 202.442.4314

Florida Commission for Independent Education
325 W. Gaines Street, Suite 1414
Tallahassee, FL 32399-0400
Phone: 850.245.3236

Georgia Nonpublic Postsecondary Education Commission
2082 E Exchange Pl. #220
Tucker, GA 30084-5334
Phone: 770.414.3300

Hawaii Post-Secondary Education Authorization Program
Department of Commerce and Consumer Affairs
335 Merchant Street, Rm. 310
Honolulu, Hawaii 96813
Phone: 808.586.7327
cca.hawaii.gov/hpeap

Idaho State Board of Education
PO Box 83720
Boise, ID 83720-0037
Phone: 208.334.2270

Illinois Board of Higher Education
431 East Adams, 2nd Floor
Springfield, IL 62701-1404
Phone: 217.782.2551
www.ibhe.org

Indiana Commission on Proprietary Education
302 W. Washington Street, Room E201
Indianapolis, IN 46204
Phone: 317.232.1320

Iowa College Student Aid Commission
603 E. 12th Street, 5th Floor
Des Moines, IA 50319
Phone: 877.272.4456

Kansas Board of Regents
1000 SW Jackson Street, Suite 520
Topeka, KS 66612-1368
Phone: 785.430.4290

Kentucky Council on Postsecondary Education
1024 Capital Center Dr., #320
Frankfort, KY 40601-7512
Phone: 502.573.1555

Louisiana Board of Regents
PO Box 3677
Baton Rouge, LA 70821
Phone: 225.342.4253

Maine State Board of Education
23 State House Station
Augusta, ME 04333
Phone: 207.624.6616

Maryland Office of the Attorney General
National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution's internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland's Office of the Attorney General. Contact information for these offices' are included below:

Maryland Higher Education Commission
6 N. Liberty St., 10th Floor
Baltimore MD 21201
Phone: 800.974.0203
www.mhec.state.md.us

Maryland Office of the Attorney General Consumer Protection Division
200 Saint Paul St.
Baltimore MD 21202
Phone: 410.528.8662
Toll-Free: 888.743.0823
www.oag.state.md.us

Massachusetts Board of Higher Education
One Ashburton Place, Room 1401
Boston, MA 02108
Phone: 617.994.6950

Michigan Department of Licensing and Regulatory Affairs
PO Box 30714
Okemos, MI 48864
Phone: 517.373.6551

Minnesota Office of Higher Education
1450 Energy Park Drive, Suite 350 St.
Paul, MN 55108-5227
Phone: 651.642.0567

Mississippi Commission on College Accreditation
3825 Ridgewood Road
Jackson, MS 39211-6453
Phone: 601.432.6372

Missouri Department of Higher Education
205 Jefferson Street, PO Box 1469
Jefferson City, MO 65102-1469
Phone: 573.751.2361

Montana Office of the Commissioner of Higher Education
2500 Broadway St., PO Box 203201
Helena, MT 59620-3201
Phone: 406.444.6570

Nebraska Coordinating Commission for Postsecondary Education
PO Box 95005
Lincoln, NE 68509-5005
Phone: 402.471.2847

Nevada Commission on Postsecondary Education Commission
8778 S. Maryland Parkway Suite 115
Las Vegas, NV 89123
Phone: 702.486.7330

New Hampshire Postsecondary Education Commission
3 Barrell Court #300
Concord, NH 03301-8531
Phone: 603.271.2555

New Jersey Commission on Higher Education
20 W. State Street PO Box 542
Trenton, NJ 08625
Phone: 609.292.4310

New Mexico Higher Education Department
2048 Galisteo Street
Santa Fe, NM 87505
Phone: 505.476.8400

New York Office of College and University Evaluation
5 North Mezzanine, Education Building
Albany, NY 12234
Phone: 518.474.2593

North Carolina University of North Carolina General Administration
910 Raleigh Road
Chapel Hill, NC 27515-2688
Phone: 919.962.4558

North Dakota Department of Career and Technical Education
State Capitol – 15th Floor
600 E. Boulevard Ave. Dept. 270
Bismarck, ND 58505-0610
Phone: 701.328.3180

Ohio Board of Regents
30 East Broad Street, 36th Floor
Columbus, OH 43215
Phone: 614.466.6000

Ohio State Board of Career Colleges and Schools
35 East Gay Street, Suite 403
Columbus OH 43225
Phone: 614.466.2752

Oklahoma State Regents for Higher Education
655 Research Parkway, Suite 200
Oklahoma City, OK 73104
Phone: 405.226.9100

Oregon
Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC), can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to complaints@hecc.oregon.gov.

Students may also access our Complaints web page at https://www.oregon.gov/highered/about/Pages/complaints.aspx

Higher Education Coordinating Commission
3225 25th St. SE,
Salem, OR 97302

Puerto Rico Council on Higher Education
PO Box 1900
San Juan, PR 00910.1900

Pennsylvania Department of Higher Education
333 Market Street
Harrisburg, PA 17126-0333
Phone: 717.783.6788

Rhode Island Board of Governors for Higher Education
RI Office of the Postsecondary Commissioner
560 Jefferson Boulevard
Warwick, RI 02886
Phone: 401.736.1118
Website: https://www.riopc.edu/page/student_complaint/

South Carolina Commission on Higher Education
1333 Main Street, Suite 200
Columbia, SC 29201
Phone: 803.737.2260

South Dakota Board of Regents
306 E. Capitol Ave, Suite 200
Pierre, SD 57501-2545
Phone: 605.773.3455

Tennessee Higher Education Commission Division of Postsecondary School Authorization
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243
Phone: 615.471.3605

Texas Higher Education Coordinating Board College Readiness and Success Division
PO Box 12788
Austin TX 78711-2788
Phone: 512.427.6101
www.thecb.state.tx.us/studentcomplaints

Utah Department of Commerce Division of Consumer Protection
160 East 300 South
Salt Lake City, UT 84114
Phone: 801.530.6601

Vermont Department of Education
120 State Street
Montpelier, VT 05620-2501
Phone: 802.828.3135

Virginia State Council of Higher Education for
Virginia James Monroe Building
101 N. 14th St.
Richmond, VA 23219
Phone: 804.225.2600

Washington State Higher Education
917 Lakeridge Way
PO Box 43430
Olympia, WA 98504-3430
Phone: 360.753.7800

West Virginia Higher Education Policy Commission
1018 Kanawha Blvd. East, Suite 700
Charleston, WV 25301
Phone: 304.558.2101

Wisconsin Educational Approval Board
30 W. Mifflin St., 9th Floor
PO Box 8696
Madison, WI 53708
Phone: 608.266.1996

Wyoming Department of Education
2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone: 307.777.7673

Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at wasc@wascsenior.org. Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the WASC Document List.

WASC Senior College and University Commission (WSCUC)
985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510.748.9001
wascsr@wascsenior.org

ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES

ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES

ADMISSION PROCEDURES

Admissions Advising

National University offers year-round admission. Applicants are interviewed by an enrollment advisor, who discusses the applicant's 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.

Qualifications

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

Freshman Admission Applicants:

- Must have attended a regionally accredited high school*
- 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.

* Applicants who attended a non-regionally accredited high school or were home schooled must petition for admission approval.

Home Schooled Applicants

Undergraduate students who indicate they received their secondary school instruction through home schooling will be required to submit an official high school transcript with the following information:

- Student's name
- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum
- Graduation date (if applicable)

Students must also provide a letter from their state Department of Education or local school district confirming home school registration. If the student's home state requires that individuals who were home schooled take an exam to show high school completion, the student must submit official high school proficiency exam test scores to the Office of the Registrar. The student will not be required to submit an official high school transcript if providing official high school proficiency exam test scores.

Students will be considered to be provisionally accepted (see Provisional Acceptance section below) until receipt of the required documentation. Students may be allowed to take courses but should note that final verification of high school completion will be made by the Office of the Registrar at the time official high school transcripts are received. Students who are deemed to not have met the high school completion requirement will be required to submit official high school equivalency test scores prior to continued enrollment.

Transfer Applicants

- Applicants who have not earned an associate's degree from a regionally accredited institution or who have completed fewer than 90 quarter (60 semester) units of transferable college credit (remedial, fail, repeats, and excessive vocational/PE courses are nontransferable) must have graduated from high school, passed a high-school-level proficiency test (standard score for each section must be at least 410 with an overall score of 2250), 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 there is sufficient evidence of potential to complete college studies. See Probationary Admission section below.

- Students who have documents from a foreign country must request a foreign credential pre-evaluation to determine eligibility through their enrollment advisor.

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

All applicants to the University must also:

1. Complete an application for admission
2. Execute an enrollment agreement

If the University determines that a student does not meet stated admissions requirements, his/her studies will be interrupted. A policy exception must be approved for the above admissions requirements before the applicant can be accepted for admission to the University.

International Admissions

Please refer to International Affairs section of this catalog.

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 or by contacting the Office of the Registrar.

Provisional Acceptance

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

- All regionally accredited colleges and universities previously attended.
- All examinations taken including CLEP, AP, DSST, and/or Excelsior College Exams.
- Official Military JST Transcript (Army, Navy, Marine, or Coast Guard).
- Community College of the Air Force transcript.
- High school transcripts (required if the student has not earned an associate's degree from a regionally accredited institution or 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). High school proficiency certificates may be submitted by students who have obtained high school equivalency through an alternative route. Coursework not included in total transferable units include remedial, fail, repeats, and excess vocational and PE.

If the Office of the Registrar does not receive all required documentation within 60 days of the date of admission, the students' studies are temporarily interrupted until the Registrar receives all official documents. 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 20 days to students in provisional status advising them of any outstanding documentation needed for their file to be complete. Students should also view their to-do list on the student web portal to view outstanding documents. 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 completion. Baccalaureate courses may not be taken until proof of the student's high school conferral 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 (GPA) below 2.0 may be accepted on probationary status. Students are ineligible for official admission and will not be processed for degree evaluation or financial aid until students have completed a minimum of 4.5 or a maximum of 13.5 quarter units of college level undergraduate courses with a cumulative GPA of 2.0. Students should be aware that remedial courses will not be calculated in cumulative GPA and should not be completed during the probationary period. Students admitted on probationary status are not permitted to schedule more than 13.5 quarter units during the probationary period. 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 additional courses that issue a letter grade. Students are not permitted to enroll in other courses until official grades have 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 fail to achieve a minimum cumulative GPA of 2.0 during the probationary period are not eligible for admission to the University. Probationary admission students are not eligible for financial aid.

Mathematics Evaluation

It is strongly recommended that all entering undergraduate students take the Accuplacer Mathematics 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 12A and MTH 12B, prior to starting college-level mathematics. Students may test out of one or both of these classes through successful placement by Accuplacer.

MTH 12A and MTH 12B are remedial-level courses and do not grant collegiate credit. Grading for these courses 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
9980 Carroll Canyon Road
San Diego, California 92131-1133

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. Electronic transcripts sent directly from the issuing institution to records@nu.edu will be considered official. Electronic transcripts not sent from the issuing institution or sent to a different nu.edu email address will not be considered official.

Upon request, the University will process the initial request for all domestic transcripts (excluding test scores), including payment of associated fees, on the

student's behalf. If a transcript has not arrived within four weeks, the Office of the Registrar will submit a second request. Thereafter, it becomes the student's responsibility to ensure that the University receives the document(s). Students must provide documents that are outstanding to ensure receipt within the required time frame.

Once student has been officially admitted, any subsequent transcripts are 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 high school proficiency 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 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 Academic Advisement Report (AAR) online through the student portal. As students progress through their program, the AAR will show coursework already completed and courses remaining to be completed. The AAR helps students and advisors determine progress toward completion of program requirements. The AAR is not the official notification of completion of program requirements. An official audit of program requirements is conducted by the Office of the Registrar when a student applies for graduation.

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.

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 Department of Education. In either case, the below process must be followed to request transfer credit consideration.

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. 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 credits 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.

The maximum transfer credit allowed for an associate's degree is 58.5 quarter units. The maximum allowed for a bachelor's degree is 135 quarter units.

Requests for Transfer Credit Consideration

Any student who would like to request consideration of non-regionally accredited coursework must submit the following by completing a policy exception 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.
- Petition letter outlining student's request.

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

Collegiate

The maximum number of collegiate 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 lower-division quarter units (69 semester units) are allowed.

The maximum number of upper-division collegiate 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).

Prior Learning Credit Transfer

National University recognizes knowledge is acquired in many different ways. In addition to the traditional classroom setting, mastery of college-level knowledge and skills may occur as a result of nontraditional learning experiences such as employment, military training and experience, non-collegiate training programs, advanced high school courses, and self-development. The University awards applicable credits earned for nontraditional prior learning, however, credit is not awarded simply for experience but for measurable college-level learning which includes knowledge, skills and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within regular credit course offerings. The maximum number of credits acceptable for non-collegiate learning is 58.5 quarter units (39 semester units) for an associate degree or a cumulative total of 67.5 quarter units (45 semester units) for a baccalaureate degree. This maximum total is cumulative of all non-collegiate coursework. 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:
  - DANTES independent study/credit by examination courses
  - Excelsior College Examinations
  - Council for Adult Experiential Learning (CAEL) Portfolio
  - Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE])
  - Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from a regionally accredited college
  - 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. An additional 9 quarter units of correspondence credit is available to active or veteran Marine Corps students.
- 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.

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. The total number of units awarded for CLEP exams cannot exceed 67.5 quarter units (45 semester units) toward a bachelor's degree.

You can find more information on testing sites and preparation for your exam at www.nu.edu/testingservices. You can also contact the Testing Center at 858.541.7951 or email at testingservices@nu.edu.

Students who have taken a CLEP general examination prior to 2002 may use the credit toward general education requirements, as it applies, up to a maximum of 27 quarter units or 18 semester hours. National University does not accept transfer credits for the mathematics general CLEP examination.

Advanced Placement (AP) Exams

National University awards college credit, as recommended by ACE, for AP 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. Credits from the AP Exams will transfer as outlined in the chart. The AP Code for National University is 0470.

International Baccalaureate (IB)

National University awards college credit to students who successfully obtain the International Baccalaureate Diploma demonstrating the completion of 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. The chart shows how the credit from IB Examinations will be transferred.

Defense Activity for Non-Traditional Education Support (DANTES)

DANTES Subject Standardized Tests (DSST) demonstrates 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.

Note: The DANTES code for National University is 7858.

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 or testingservices@nu.edu for further information.

Military Education Credit

To be awarded credit for courses taken at military service schools on an equivalency basis, students must submit a Community College of the Air Force transcript, or a military JST transcript for those serving in the Army, Navy, Marine Corps or Coast Guard.

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. An additional nine (9) units of correspondence coursework may be granted for active or veteran students who served in the Marine Corps. National University will only accept credit for military courses that have been recommended for credit by the American Council on Education (ACE).

CLEP EXAMINATION	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
American Government	50	4.5	POL 201
American Literature	50	4.5	1 Area D: Humanities
Analyzing & Interpreting Literature	50	4.5	LIT 100
Biology	50	9	BIO 100 and 1 Area A-G
Calculus	50	6	MTH 220
Chemistry	50	9	CHE 141 and CHE 142
College Algebra	50	4.5	MTH 216A
College Composition	50	9	ENG 100, ENG 101 and ENG 240
College Composition Modular	50	4.5	ENG 100 and ENG 101
College Mathematics	50	9	1 Area B and 1 open
English Literature	50	4.5	LIT 100
Financial Accounting	50	4.5	ACC 201
French Language – Level 1	50	9	2 Area D: Language
French Language – Level 2	59	13.5	2 Area D: Language and 1 Area A-G
German Language – Level 1	50	9	2 Area D: Language
German Language – Level 2	60	13.5	2 Area D: Language and 1 Area A-G
History of the United States I: Early Colonization to 1877	50	4.5	HIS 220A
History of the United States II: 1865 to Present	50	4.5	HIS 220B
Human Growth and Development	50	4.5	1 Area E
Humanities	50	4.5	1 Area D: Humanities
Information Systems	50	4.5	1 Area A-G
Introduction to Educational Psychology	50	4.5	1 open elective
Introductory Business Law	50	4.5	LAW 204
Introductory Psychology	50	4.5	PSY 100
Introductory Sociology	50	4.5	SOC 100
Natural Sciences	50	9	2 Area A-G
Precalculus	50	4.5	MTH 215
Principles of Macroeconomics	50	4.5	ECO 204
Principles of Management	50	4.5	1 open elective
Principles of Marketing	50	4.5	1 open elective
Principles of Microeconomics	50	4.5	ECO 203
Social Sciences and History	50	9	2 Area E
Spanish Language – Level 1	50	9	SPN 100 and SPN 101
Spanish Language – Level 2	63	13.5	SPN 100, SPN 101, SPN 200
Spanish with Writing – Level 1	50	9	SPN 100 and SPN 101
Spanish with Writing – Level 2	65	18	SPN 100, SPN 101, SPN 200 and SPN 201
Western Civilization I: Ancient Near East to 1648	50	4.5	1 Area D: Humanities
Western Civilization II: 1648 to Present	50	4.5	1 Area D: Humanities

ADVANCED PLACEMENT (AP) EXAM	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
Art History	3	4.5	ART 100
Biology	3	12	BIO 100, BIO 100A and 1 Area A-G
Calculus AB	3	6	MTH 220
Calculus BC	3	12	MTH 220 and MTH 221
Chemistry	3	12	CHE 101, CHE 101A and 1 Area A-G
Chinese Language and Culture	3	12	2 Area D: Language
Chinese Language and Culture	4	18	3 Area D: Language and 1 Area A-G
Chinese Language and Culture	5	24	3 Area D: Language and 2 Area A-G
Computer Science A	3	6	1 Area D: Language
English Language/Composition	3	9	ENG 100, ENG 101 and ENG 240
English Literature/Composition	3	9	ENG 100, ENG 101 and LIT 100
European History	3	9	2 Area E
French Language	3	9	2 Area D: Language
French Language	4	13.5	3 Area D: Language
French Language	5	18	3 Area D: Language and 1 Area A-G
German Language	3	9	2 Area D: Language
Human Geography	3	4.5	1 Area E
Italian Language and Culture	3	12	2 Area D: Humanities
Italian Language and Culture	4	18	3 Area D: Humanities and 1 Area D: Language
Italian Language and Culture	5	24	3 Area D: Humanities and 2 Area D: Language
Japanese Language and Culture	3	12	2 Area D: Humanities
Japanese Language and Culture	4	18	3 Area D: Humanities and 1 Area D: Language
Japanese Language and Culture	5	24	3 Area D: Humanities and 2 Area D: Language
Latin	3	12	2 Area D: Language
Latin	4	18	3 Area D: Language and 1 Area A-G
Latin	5	24	3 Area D: Language and 2 Area A-G
Macroeconomics	3	4.5	ECO 204
Microeconomics	3	4.5	ECO 203
Music Theory	3	9	2 Area D: Arts
Physics 1	3	6	PHS 171 and 1 Area F Lab
Physics 2: Algebra-Based	3	6	PHS 172 and 1 Area F Lab
Physics C: Electricity and Magnetism	3	6	PHS 231 and Area F Lab
Physics C: Mechanics	3	6	PHS 232 and Area F Lab
Psychology	3	4.5	PSY 100
Research	3	4.5	1 Open Elective
Research	4	9	2 Open Electives
Seminar	3	4.5	1 Open Elective
Seminar	4	9	2 Open Electives
Spanish Language and Culture	3	9	2 Area D: Language
Spanish Language and Culture	4	13.5	3 Area D: Language
Spanish Language and Culture	5	18	3 Area D: Language and 1 Area A-G
Spanish Literature and Culture	3	13.5	3 Area D: Humanities
Spanish Literature and Culture	4	18	3 Area D: Humanities and 1 Area A-G
Statistics	3	4.5	MTH 210
United States History	3	9	HIS 220A and HIS 220B
World History	3	9	HIS 233 and HIS 234

INTERNATIONAL BACCALAUREATE HIGHER LEVEL	SCORE REQUIRED	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR (IB HL) EXAMS
Biology	4-7	9	BIO 161 and BIO 162
Business & Management	4-7	9	Open Elective Units
Chemistry	4-7	9	CHE 141 and CHE 142
Computer Science	4-7	9	Open Elective Units
Design Technology	4-7	9	Open Elective Units
Economics	4-7	9	ECO 203 and ECO 204
Film	4-7	9	Open Elective Units
French A2	4-7	9	2 General Ed Area D: Language
Geography	4-7	9	2 General Ed Area A-G
German A2	4-7	9	2 General Ed Area D: Language
History	4-7	9	1 General Ed Area E and 1 General Ed Area A-G
Japanese A2	4-7	9	2 General Ed Area D: Language
Language A: Language and Literature	4-7	9	General Ed Area A1 and LIT 100
Mathematics or Further Mathematics	4-7	9	1 General Ed Area B and 1 General Ed Area A-G
Music	4-7	9	Open Elective Units
Physics	4-7	9	PHS 171 and PHS 172
Spanish A2	4-7	9	SPN 200 and SPN 201
Spanish B	4-7	9	SPN 200 and SPN 201
Theatre Arts	4-7	9	2 General Ed Area D: Arts
Visual Arts	4-7	9	Open Elective Units

	DSST EXAMINATIONs	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
LOWER-DIVISION	A History of the Vietnam War	400	4.5	Area E
	Art of the Western World	400	4.5	Area D: Art
	Astronomy	400	4.5	A-G
	Business Ethics and Society	400	4.5	Open Elective
	Business Mathematics	400	4.5	Open Elective
	Computing and Information Technology (formerly Introduction to Computing)	400	4.5	Open Elective
	Criminal Justice	400	4.5	Area E
	Environmental Science	400	4.5	Area A-G
	Ethics in America	400	4.5	Area D: Humanities
	Foundations of Education	400	4.5	Open Elective
	Fundamentals of College Algebra	400	4.5	Area B
	Fundamentals of Counseling	400	4.5	Open Elective
	General Anthropology	400	4.5	Area E
	Health and Human Development (formerly Here's to your Health)	400	4.5	Area G
	Human Resource Management	400	4.5	HRM 200
	Introduction to Business	400	4.5	BUS 100
	Introduction to Computing	400	4.5	ITM 200
	Introduction to Geography	400	4.5	Area A-G
	Introduction to Geology	400	4.5	EES 103
	Introduction to Law Enforcement	400	4.5	Area E
	Introduction to World Religions	400	4.5	Area D: Humanities
	Lifespan Developmental Psychology	400	4.5	1 Area E
	Management Information Systems	400	4.5	ITM 210
	Math for Liberal Arts	400	4.5	Area B
	Organizational Behavior	400	4.5	Open Elective
	Principles of Advanced English Composition	400	4.5	ENG 240
	Personal Finance	400	4.5	Open Elective
	Principles of Finance	400	4.5	Open Elective
	Principles of Physical Science I	400	4.5	PHS 102
	Principles of Statistics	400	4.5	MTH 210
	Principles of Supervision	400	4.5	Open Elective
	Technical Writing	400	4.5	Open Elective
	The Civil War and Reconstruction	400	4.5	Area E
	Fundamentals of Cybersecurity	400	4.5	UD CYB Elective
	History of the Soviet Union (formerly Rise and Fall of the Soviet Union)	400	4.5	UD HIS Elective
	Money and Banking	48	4.5	ECO 447
	Principles of Public Speaking	400	4.5	UD COM 103
	Substance Abuse (formerly Drug & Alcohol Abuse)	400	4.5	COH 318

SOPHIA Learning LLC. Courses

National University awards college credit for SOPHIA Learning LLC. courses in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines specify 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 SOPHIA courses, an official SOPHIA transcript must be received by the Office of the Registrar. Additional information can be found at sophia.org. Credits from SOPHIA will transfer as outlined in the chart. A maximum number of 22.5 quarter units (15 semester units) may be earned for ACE recommended credit. Students should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

StraighterLine Courses

National University awards college credit for StraighterLine courses 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 StraighterLine courses, an official StraighterLine transcript must be received by the Office of the Registrar. Additional information can be found at Straighterline.com. Credits from StraighterLine will transfer as outlined in the chart. A maximum number of 22.5 quarter units (15 semester units) may be earned for ACE-recommended credit. Student should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

SOPHIA LEARNING, LLC. ARTICULATION				
SOPHIA COURSE	**SOPHIA COURSE TITLE**	**MINIMUM SCORE**	**UNITS (QTR)**	**TRANSFER CREDIT ALLOWED FOR**
ACCT 1101	Accounting	70%	4.5	ACC 201
PHIL 1001	Ancient Greek Philosophers	70%	4.5	GE AREA D HUMANITIES
REL 1001	Approaches to Studying Religions	70%	4.5	GE AREA D HUMANITIES
ARTHIST 1001	Art History I	70%	4.5	ART 100
ARTHIST 1002	Art History II	70%	4.5	GE AREA D ARTS
CA 1001	College Algebra	70%	4.5	MTH 216A
COLLEGE 1001	College Readiness	70%	4.5	OPEN ELECTIVE
CONRES 1001	Conflict Resolution	70%	4.5	OPEN ELECTIVE
BUS 1200	Developing Effective Teams	70%	1.5	OPEN ELECTIVE
ENG 1001	English Composition I	70%	4.5	ENG 100, ENG 101
ENG 1002	English Composition II	70%	4.5	ENG 240
ENVS 1001	Environment Science	70%	4.5	GE AREA A-G
CA 0050	Foundations of College Algebra	70%	4.5	MTH 12A/12B
ENG 0050	Foundations of English Composition	70%	4.5	NONE, REMEDIAL
ST 0050	Foundations of Statistics	70%	3	MTH 210
HUMBIO 1001	Human Biology	70%	4.5	BIO 110
BUS 1001	Introduction to Business	70%	4.5	BUS 100
PHIL 1002	Introduction to Ethics	70%	4.5	GE AREA D HUMANITIES
CS 1001	Introduction to Information Technology	70%	4.5	OPEN ELECTIVE
PSY 1001	Introduction to Psychology	70%	4.5	PSY 100
SOC 1001	Introduction to Sociology	70%	4.5	SOC 100
STAT 1001	Introduction to Statistics	70%	4.5	MTH 210
ECON 1001	Macroeconomics	70%	4.5	ECO 204
ECON 1002	Microeconomics	70%	4.5	ECO 203
PM 1001	Project Management	70%	4.5	OPEN ELECTIVE
COMM 1002	Public Speaking	70%	4.5	COM 103
SUCCESS 1001	Student Success	70%	1.5	OPEN ELECTIVE
CONRES 1000	The Essentials of Managing Conflict	70%	1.5	OPEN ELECTIVE
HIST 1001	US History I	70%	4.5	HIS 220A
HIST 1002	US History II	70%	4.5	HIS 220B
VISCOMM 1001	Visual Communications	70%	4.5	COM 220

STRAIGHTERLINE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
ACC 150 – Managerial Accounting	70%	4.5	ACC 202
ACC 151 – Financial Accounting	70%	4.5	ACC 201
ANTH 101 – Cultural Anthropology	70%	4.5	1 Area E
BIO 101 – Introduction to Biology	70%	4.5	BIO 101
BIO 101L – Into to Biology Lab	70%	1.5	BIO 101L
BIO 201 – Anatomy & Physiology I	70%	4.5	BIO 201
BIO 201L – Anatomy & Physiology I Lab	70%	1.5	BIO 201A
BIO 202 – Anatomy & Physiology II	70%	4.5	BIO 202
BIO 202L – Anatomy & Physiology II Lab	70%	1.5	BIO 202L
BIO 250 – Microbiology	70%	4.5	BIO 203
BIO 250L – Microbiology Lab	70%	1.5	BIO 203L
BUS 101 – Introduction to Business	70%	4.5	BUS 100
BUS 110 – Business Law	70%	4.5	LAW 204
CHEM 101 – General Chemistry I	70%	4.5	CHE 101
CHEM 101L – Gen Chem I Lab	70%	1.5	CHE 101L
CIV 101 – Western Civilization I	70%	4.5	1 Area D: Humanities
CIV 102 – Western Civiliation II	70%	4.5	1 Area D: Humanities
CIV 103 – Survey of World History	70%	4.5	1 Area E
CJ 101 – Intro to Criminal Justice	70%	4.5	1 Area E
COM 101 – Intro to Communication	70%	4.5	1 Area A3
ECON 101 – Macroeconomics	70%	4.5	ECO 204
ECON 102 – Microeconomics	70%	4.5	ECO 203
ENG 101 – English Composition I	70%	4.5	ENG 100 and 101
ENG 102 – English Composition II	70%	4.5	ENG 240
MAT 101 – College Algebra	70%	4.5	MTH 216A
MAT 201 – Precalculus	70%	4.5	MTH 215
MAT 202 – Introduction to Statistics	70%	4.5	MTH 210
MAT 250 – General Calculus I	70%	4.5	MTH 220
NUTRI 101 – Intro to Nutrition	70%	4.5	1 Area G
PE 101 – Personal Fitness & Wellness	70%	4.5	COH 100
PHL 101 – Intro to Philosophy	70%	4.5	PHL 100
PHY 250+250L/251+251L Gen Physics I & II	70%	12	PHS 171, PHS 172, PHS 173 and PHS 179A
POL S101 – American Government	70%	4.5	POL 201
PSY 101 – Introduction to Psychology	70%	4.5	PSY 100
REL 101 – Introduction to Religion	70%	4.5	1 Area D: Humanities
SOC 101 – Introduction to Sociology	70%	4.5	SOC 100
SPAN 101 – Spanish I	70%	6	SPN 100
SPAN 102 – Spanish II	70%	6	SPN 101
US HIST 101 – United States History I	70%	4.5	HIS 220A
US HIST 102 – United States History II	70%	4.5	HIS 220B

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.

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 cannot challenge a course they have previously attempted regardless of grade earned. Students can apply for Credit by Examination by completing the e-forms link on the Student Portal. Students must submit their e-form after they are formally evaluated by the Office of the Registrar to determine eligibility for the exam. Approval for the exam must be granted before the exam can be taken. Students must pay the required $100 Credit by Examination fee to the Student Accounts.

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. 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.

You can find more information on testing sites and preparation for your exam at: www.nu.edu/testingservices. You can also contact the testing center at 858.541.7951 or email at testingservices@nu.edu.

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.

Undergraduate Course Waivers

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 allow the student to waive the particular course. If the course in question has an available Credit by Examination (or other approved test) then the student must pass the examination and may not request for a waiver.

A course waived 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. Approval of a course waiver does not reduce the total number of credits required for the awarding of the degree, but allows the student to take another approved course for the same number of credits. Waiver requests must be submitted at least four (4) weeks prior to the class' scheduled start date.

Language Proficiency Testing

National University offers competency proficiency testing through an agreement with the University of Pennsylvania Penn Language Center for students who need foreign language proficiency verification. National University will allow students, who have met the Intermediate level of foreign language proficiency through this test, to waive the Area D language requirement in General Education. This service is made available to the students at a reasonable cost.

(**Note:** Students will need to meet the overall unit requirement for General Education.)

The foreign language competency test consists of four components which measure a student's ability to communicate, read and write in a foreign language. The duration of the test varies depending on the language, and could take approximately 1.5–2 hours. The test contains an oral interview between test candidate and the tester, a reading comprehension assignment, and a writing sample.

University of Pennsylvania Penn Language Center will keep a permanent record of the results of the competency testing. Credit by Examination is not available. Website: www.pls.sas.upenn.edu/testing.

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.

Questions regarding pre-evaluations and degree plans of military students may be submitted to student's academic advisor or the Military Evaluations Team (militaryevaluations@nu.edu or 858.642.8047).

Course Applicability For Veteran Students Using VA Benefits (Applies to all GI Bill Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill benefits for students in pursuit of one educational degree at a time. Only courses that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

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 letter or 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   **Failure**

Courses in which a grade of "F" is earned will not count toward degree requirements and may require repetition of course.

I   **Incomplete**

A grade of "I" may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (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. This information remains in place until the "Incomplete" is satisfied or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student can 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 or earlier if specified by the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months have elapsed since the course end date, provided the instructor has not specified a shorter end date. An "Incomplete" 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 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 12 months from course start date 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.

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 computing Grade Point Average. When a course is repeated, all grades remain part of the permanent record but only the most recent grade is calculated in the Grade Point Average. If an undergraduate student changes their plan of study, all completed coursework will be utilized to calculate cumulative Grade Point Average regardless of applicability to current program of study. GPA is truncated to two decimal places. Only courses completed in residence are utilized in calculating GPA.

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

ACADEMIC STANDING

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

Academic Warning 1

A student whose cumulative GPA falls below 2.0 from good standing shall be placed on academic warning. Students are strongly recommended to complete and academic plan with their academic advisor.

Academic Warning 2

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning. Students on second warning are required to complete an academic plan and meet with their academic advisor.

Academic Probation

A student on second warning whose cumulative GPA remains below 2.0 will be placed on academic probation. A registration hold is placed on the student's record until they meet with a success coach. Students may be required to limit the number of classes/units scheduled while on probation. Students must meet with a success coach to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA remains at a minimum 2.0.

Academic Suspension

Students whose term GPA falls below 2.0 will be placed on Academic Suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped.

Students will be placed on Academic Suspension for a minimum of one quarter. If after completing the suspension period the student's GPA has not improved, the student must meet with a success coach to discuss appealing their suspension. Students must submit a letter of intent explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for admission.

A student is placed in good standing at any point once the student's cumulative GPA improves to the minimum 2.0.

Academic Dismissal

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed from the University.

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 program 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 move assigned catalogs and follow the requirements listed in the current catalog; however, students cannot combine requirements from their previous catalog with those in the current catalog. Students may only move to the most current active catalog.

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.

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 each of the following requirements at National University:

- A minimum of 18 quarter units.
- At least two-thirds of the courses/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.

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 toward residency requirements.

GPA Requirements

Students must meet the following GPA requirements for their degree:

- Minimum overall cumulative Grade Point Average of 2.0
- Minimum cumulative Grade Point Average of a 2.0 within their major or core coursework (unless otherwise specified)
- Minimum cumulative Grade Point Average of 2.0 within their minor or concentration coursework (unless otherwise specified).

General Education Requirements

All undergraduate students must complete the University General Education requirements specific to their degree level. Unless otherwise specified in the program, students must meet the requirements located in the General Education section of this catalog. 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.

The general education program consists of a minimum of 34.5 quarter units for associate degrees and 70.5 quarter units for bachelor degrees. As part of the General Education unit requirements, all students must complete at least 4.5 units of diversity-enriched coursework. Students pursuing bachelor degrees must also complete at least 4.5 units of upper-division General Education.

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 must provide an official transcript with the signed certification included or a separate certification form from the community college attended.

National University has general education requirements in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development.

The required number of units in each section can be found in the General Education section of this catalog.

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 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 allow 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.

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 Average:

- 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.

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.

HONOR SOCIETIES

Alpha Kappa Delta International Sociology Honor Society

Alpha Kappa Delta seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Alpha Kappa Delta is a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamannthanein Diakonesin or "to investigate humanity for the purpose of service." At commencement, membership in Alpha Kappa Delta is signified by the wearing of a teal honor cord.

Alpha Phi Sigma Honor Society

Alpha Phi Sigma is a criminal justice honor society affiliated with the Academic of Criminal Justice Sciences whose goals are to honor and promote academic excellence, community service, educational leadership, and unity.

Order of the Sword and Shield Honor Society

Order of the Sword and Shield is a national honor society that recognizes the scholastic and professional achievements of students and alumni from institutions granting degrees in the fields of homeland security, intelligence and protective security.

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.

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 Sanford College 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.

Psi Chi Honor Society

Psi Chi is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology. Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

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 College of Professional Studies 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.

Sigma Tau Delta, International English Honor Society

Sigma Tau Delta, International English Honor Society, was founded in 1924 at Dakota Wesleyan University. The Society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities. Foster all aspects of the discipline of English, including literature, language, and writing. Promote exemplary character and good fellowship among its members, exhibit high standards of academic excellence; and serve society by fostering literacy.

ACADEMIC INFORMATION FOR GRADUATE DEGREES AND CREDENTIALS

ACADEMIC INFORMATION FOR GRADUATE DEGREES AND CREDENTIALS

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 enrollment 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, profit examinations, and program goals to their faculty advisor as well. Faculty advisors help students meet University academic regulations and standards.

Qualifications

Applicants for admission to a graduate or post-baccalaureate program, other than the Doctor of Nursing Practice, must meet one of the following five requirements:

1. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.5 or better, or a Grade Point Average of 2.75 or higher within the last 90 quarter units.

2. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 and a satisfactory score on one of the following tests:

   » Minimum score of 550 on the Graduate Management Admission Test (GMAT)

   » Minimum scores of 152 (verbal) and 147 (quantitative) on the Graduate Record Examination (GRE)

   » Minimum score of 408-413 on the Miller Analogies Test

   » An approved, standardized program-specific exam

3. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 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 with an overall Grade Point Average of 2.0 to 2.49 may be admitted on a probationary status. See the Probationary Admission section below for additional information.

5. Applicants who are within six months of completing a baccalaureate degree may be eligible to apply for admission to National University. See Admission Prior to Completion of a Bachelor's Degree for more information. If an applicant is registered for graduate-level courses and it is determined that they did not complete the bachelor's requirements, the offer of admission will be rescinded.

Applicants for admission to the Doctor of Nursing Practice must meet the admission criteria listed in the College of Professional Studies.

National University's College Board Institutional Code is 4557.

International Admissions

Please refer to International Affairs section of this catalog.

Applicants whose higher education was completed in a foreign country must request a foreign pre-evaluation through an enrollment 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 Office of the Registrar notating that they have earned an equivalent to a four-year United States bachelor's degree.

Graduates of Bologna-compliant degree programs may be eligible for admission to graduate programs at National University under the following criteria:

- The graduate program to which they are seeking admission must be in the same or similar field of study as that in which they earned their undergraduate degree.

- The awarding institution must be a university. Students from vocational or technical institutions are not eligible for admission.

- Applicants must submit an official equivalency report from WES (www.wes.org) or IERF (www.ierf.org) indicating the Bologna-compliant undergraduate degree is comparable to a U.S. undergraduate degree. All applicable fees are the student's responsibility.

- Students must have approval of admission eligibility as determined by the Office of the Registrar.

International students approved to enroll from Bologna-compliant degree programs will be required to meet all additional graduate admission requirements as listed in the University catalog. The Office of the Registrar is responsible for making the final determination regarding admission eligibility after receipt and review of the official evaluation report and admission documents as is the standard procedure for all international students.

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 or by contacting the Office of the Registrar.

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

All applicants to the University must also:

1. Complete an application for admission.

2. Execute an enrollment agreement.

3. 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.

Any exceptions to the above admissions requirements must be considered via a Policy Exception request.

Probationary Admission

Students whose undergraduate GPA was 2.0 to 2.49 may be accepted on probationary status. Students are ineligible for official admission and will not be processed for degree evaluation or financial aid until they have completed a minimum of 4.5 or a maximum of 13.5 quarter units of graduate study with a cumulative GPA of 3.0. Students admitted on probationary status are not permitted to schedule more than 13.5 quarter units during the probationary period. 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 additional courses that issue a letter grade. Students are not permitted to enroll in other courses until official grades have 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 time-frame for submission of grades by instructors.

Students who fail to achieve a minimum cumulative GPA of 3.00 during the probationary period are not eligible for admission to the University. Probationary admission students are not eligible for financial aid.

F-1 students are not eligible for probationary admission.

Admission in the Term Prior to Bachelor's Degree Completion

Undergraduate students in their final semester or term before graduation who want to be admitted to National University for graduate study may be admitted into a post-baccalaureate program if their record to date provides evidence that they will complete the degree as anticipated. They must have a 2.50 (or equivalent) overall cumulative GPA. Students who are determined to not have completed the requirements for a bachelor's degree will have their offer of admission rescinded.

Graduate coursework completed prior to completion of a bachelor's degree will not be eligible for graduate credit at National University or any other institution.

All domestic students must provide a copy of their diploma or final transcript to an enrollment advisor before commencing post-baccalaureate or graduate-level work. International students must provide their final documentation for verification prior to, or at, orientation.

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. Students are considered for eligibility when the Office of the Registrar receives official documentation.

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 60 days 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 20 days to students in provisional status, advising them of what documentation remains outstanding. Students should also view their to-do list, 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 a copy of their transcript in a sealed envelope from the college or university where they completed their baccalaureate degree. The Office of the Registrar will not accept hand-carried official 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
9980 Carroll Canyon Road
San Diego, California 92131

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 when they have been evaluated so the student may view their Academic Advisement Report (AAR) 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. AAR is the official notification of the coursework and other requirements that are required for the program. As students progress through the program, the AAR will show coursework already completed and coursework remaining. The AAR helps students and advisors to determine progress toward completion of program requirements but does not serve as official completion of program requirements. An official audit of program requirements is conducted by the Office of the Registrar when a student applies for graduation.

Applications for financial aid cannot be processed until evaluation has occurred.

SOURCES OF CREDIT

Course Waivers and Unit Transfer Limits

Students who believe that they have taken graduate-level coursework at a regionally accredited institution that is applicable to their current program may submit an e-form waiver through the student portal with the assistance of an enrollment or academic 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 Academic Advisement Report (AAR) will show that course requirement has been met but that zero (0) units have been awarded.

Students who discontinue and apply for readmission must resubmit for approval of previously applied course waivers. This may require additional graduate-level coursework to be taken in order to satisfy requirements for the student's degree.

Course Applicability for Veteran Students Using VA Benefits (Applies to all GI Bill Educational Programs)

U.S. Department of Veterans Affairs pays GI Bill benefits for students in pursuit of one educational degree at a time. Only courses that satisfy the minimum requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. A curriculum guide or graduation evaluation form should be kept in the student's file. When a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

National University students are responsible for notifying the Veterans Affairs' Department of any change of status, class schedule changes, or unsatisfactory progress.

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 Office of the Registrar will 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.

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. National University may consider approving and awarding credit 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.

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.

Time Limit

External 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 college/school dean, a more recent, suitable course may be substituted.

Challenge by Examination

Students in National University graduate programs can waive course requirements through a successfully completed challenge exam. Exams are available for a limited number of courses at the university and are based on faculty availability and review.

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 "Credit by Examination." The fee for each challenge exam is $50. No credit is awarded. Additional coursework may need to be taken to make up the graduate- level units in the degree program. Contact an academic advisor for more information.

Credit by Examination is not allowed at the graduate-level.

You can find more information on testing sites and preparation for your exam at: www.nu.edu/testingservices. You can also call the Testing Center at 858.541.7951 or email attestingservices@nu.edu.

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   **Acceptable Achievement**

D   **Marginal Achievement**

F   **Failure**

Courses in which a grade of "D" or "F" is earned will not count toward degree requirements and may require repetition of course.

I   **Incomplete**

A grade of "I" may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (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 satisfied or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student can 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 or earlier if specified by the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months have lapsed 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 (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 from class start date 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.

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. GPA is truncated to two decimal places.

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

ACADEMIC STANDING

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

Academic Warning 1

A student whose cumulative GPA falls below 3.0 from good standing shall be placed on academic warning. Students are strongly recommended to complete an academic plan with their academic advisor.

Academic Warning 2

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning. Students on second warning are required to complete an academic plan and meet with a student services professional.

Academic Probation

A student on second warning whose cumulative GPA remains below 3.0 will be placed on academic probation. A registration hold is placed on the student's record until they meet with a success coach. Students may be required to limit the number of classes/units scheduled while on second warning. Students must meet with a success coach to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA remains at a minimum 3.0. Students whose term GPA falls below 3.0 will be placed on Academic Suspension.

Academic Suspension

A student whose cumulative GPA and term GPAs have been below a 3.0 for two quarters while on probation is subject to academic suspension. A registration hold

will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped.

Students will be placed on academic suspension for a minimum of one quarter. If after completing the suspension period the student's GPA has not improved, the student must meet with a success coach to discuss appealing their suspension. Students must submit a letter of intent explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for reinstatement.

A student is placed on good standing at any point once the student's cumulative GPA improves to the minimum 3.0.

Academic Dismissal

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed.

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 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, students must meet all prerequisites and major requirements for their academic program that are in effect in the current catalog. Students cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and are approved 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.

1. Minimum overall cumulative Grade Point Average of 3.0

2. Minimum cumulative Grade Point Average of 3.0 within their core requirements

3. Minimum cumulative Grade Point Average of 3.0 within their area of specialization (if one is required or selected)

GRADUATION WITH DISTINCTION

Graduate students whose Grade Point Average is 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.

In the calculation of eligibility for honors, the official cumulative GPA is truncated to two decimal places. Students must have a cumulative GPA of 3.85 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.

HONOR SOCIETIES

Alpha Phi Sigma Honor Society

Alpha Phi Sigma is a criminal justice honor society affiliated with the Academic of Criminal Justice Sciences whose goals are to honor and promote academic excellence, community service, educational leadership, and unity.

Order of the Sword and Shield Honor Society

Order of the Sword and Shield is a national honor society that recognizes the scholastic and professional achievements of students and alumni from institutions granting degrees in the fields of homeland security, intelligence and protective security.

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 Sanford College 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 designates Pi Lambda Theta graduates.

Psi Chi Honor Society

Psi Chi is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology.

Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology.

Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

Sigma Beta Delta Honor Society

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GENERAL EDUCATION

ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE

The following General Education requirements apply to all Associate of Arts and Associate of Science degrees.

The General Education program for the Associate of Arts and Associate of Science degrees promotes the intellectual growth of all students in National University's Associate-level undergraduate degree programs. The General Education curriculum assumes that undergraduates will not concentrate on a major field of study until they have completed a General Education program that provides instruction in writing and mathematical skills as well as introducing the student to subject matter in the Humanities, Information Literacy and Science, and Social Science disciplines. Students will also address 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 encouraged to take a course in informational literacy. Finally, all students are required to have exposure to the natural sciences, the humanities, fine arts, language, and the social and behavioral sciences. 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, arts, language, and social/behavioral sciences. Thus, the curriculum provides coherence to Associate-level undergraduate education.

Program Learning Outcomes

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

- Demonstrate skills for self-development that contribute to lifelong learning.
- Demonstrate literacy in written and oral communication.
- Apply information literacy skills in developing research projects and presentations.
- Demonstrate a capacity for responsible citizenship in a diverse society.
- Demonstrate awareness of past and present human and cultural diversity.
- Identify ethical issues raised in different disciplines.
- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.
- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems, and make decisions.
- Demonstrate the ability to work successfully in a team.

Degree Requirements

The General Education curriculum furnishes students with the basic knowledge necessary to pursue any Associate-level degree program. Students who fulfill the curriculum gain an 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.

General Education Program Requirements

The General Education program consists of a minimum of 34.5 quarter units. Of the 34.5 quarter units students must complete at least 4.5 units in diversity enriched coursework.

AREA A: ENGLISH COMMUNICATION

(Minimum 10.5 quarter units)

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 101	Intro to Oral Communication
	Prerequisite: ENG 100 and ENG 101
COM 103	Public Speaking
COM 120	Intro to Interpersonal Comm

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

MTH 204	Mathematics for Science
	Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement
MTH 209A	Fundamentals of Mathematics I
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 210	Probability and Statistics
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 215	College Algebra & Trigonometry
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 216A	College Algebra I (3 quarter units)
	Prerequisite: Accuplacer test placement evaluation MTH 12A and MTH 12B
MTH 216B	College Algebra II (3 quarter units)
	Prerequisite: MTH 216A
MTH 220	Calculus I
	Prerequisite: MTH 215 or Accuplacer test placement or MTH 216B
MTH 301	Fundamentals of Mathematics II
	Prerequisite: MTH 209A or Accuplacer test placement evaluation
CSC 208	Calculus for Comp. Science I
	Prerequisite: MTH 215
MNS 205	Intro to Quantitative Methods
	Prerequisite: Placement Evaluation
BST 322	Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY

(Minimum 4.5 quarter units)

ILR 260	Information Literacy
	Prerequisite: ENG 100 and ENG 101

AREA D: ARTS, HUMANITIES, AND LANGUAGE

(Minimum 4.5 quarter units)

ACEX 2101X	Philosophy of Coaching
ART 100	Introduction to Art History
	Prerequisite: ENG 100 and ENG 101
ASL 120	American Sign Language I
ASL 220	American Sign Language II
	Prerequisite: ASL 120
ASL 320	American Sign Language III
	Prerequisite: ASL 220
ART 200	Visual Arts
FYA 101	First-Yr Sem: Arts & Human
	Prerequisite: ENG 100 and ENG 101
HIS 233	World Civilizations I
	Prerequisite: ENG 100 and ENG 101
HIS 234	World Civilizations II
	Prerequisite: ENG 100 and ENG 101
LIT 100	Introduction to Literature
	Prerequisite: ENG 100 and ENG 101
LIT 345	Mythology
	Prerequisite: LIT 100 and ENG 240
MUS 100	Fundamentals of Music
MUS 300	Film Music
	Prerequisite: ENG 100 and ENG 101, Recommended Preparation: MUS 100
MUS 327	World Music
	Prerequisite: ENG 100 and ENG 101
PHL 100	Introduction to Philosophy
	Prerequisite: ENG 100 and ENG 101
PHL 337	Ethics
	Prerequisite: ENG 100 and ENG 101

SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II
	Prerequisite: SPN 100
SPN 200	Intermediate Spanish I
	Prerequisite: SPN 101
THR 200	Theater Arts

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(Minimum 4.5 quarter units)

ACEX 2100X	History of Sport
COM 100	Intro to Mass Communication
COM 220	Media Literacy
COM 380 +	Democracy in the Info. Age
	Prerequisite: ENG 100 and ENG 101
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
EDA 200	Schools of the World
FYS 102	First-Yr Sem: Social Sciences
	Prerequisite: ENG 100 and ENG 101
HIS 220A +	United States History I
	Prerequisite: ENG 100 and ENG 101
HIS 220B +	United States History II
	Prerequisite: ENG 100 and ENG 101
POL 100	Introduction to Politics
	Prerequisite: ENG 100 and ENG 101
POL 201	American Politics
	Prerequisite: ENG 100 and ENG 101
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology
	Prerequisite: ENG 100 and ENG 101
SOC 260	Cultural Anthropology
	Prerequisite: ENG 100 and ENG 101
SOC 350 +	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101

+ Diversity Enriched Offering.

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units)

Note: One science lab is required.

Strongly Recommended: Complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience
BIO 100A	Survey of Bioscience Lab (1.5 quarter units)
	Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors
BIO 161	General Biology 1
BIO 162	General Biology 2
	Prerequisite: BIO 161
BIO 201	Human Anatomy & Physiol I
	Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units)
	Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses
BIO 202	Human Anatomy & Physiol II
	Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units)
	Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203	Introductory Microbiology
	Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A
BIO 203A	Introductory Microbiology Lab (1.5 quarter units)
	Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202, and BIO 202A
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

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: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B
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 and MTH 216B
PHS 172	General Physics 2
	Prerequisite: PHS 171

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT

(Minimum 4.5 quarter units)

COH 100	Personal Health
COH 201	Integrative Health
COH 317	Public Health Nutrition
	Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 318	Drug Use and Abuse
	Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 319	Human Sexuality
	Prerequisite: ENG 100, Recommended Preparation: COH 100
ENG 201	Fiction Writing I
	Prerequisite: ENG 101
ENG 202	Poetry Writing I
	Prerequisite: ENG 101
ENG 203	Screenwriting I
	Prerequisite: ENG 101
ENG 375	Nature Writing
	Prerequisite: ENG 100 and ENG 101 and ENG 240 or ENG 334A
FFL 100	Foundation to Academic Success
FYP 103	First-Yr Sem: Psychology
	Prerequisite: ENG 100 and ENG 101
GLS 150	Global Issues and Trends
MUS 200	Music Composition
	Recommended Preparation: MUS 100 or MUS 326 or MUS 327
NSG 280	Human Lifecycle Development
	Prerequisite: ENG 100, ENG 101, and PSY 100
PHL 238	Logical & Critical Thinking
	Prerequisite: ENG 100 and ENG 101

GENERAL EDUCATION FOR BACHELOR DEGREES

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:

Program Learning Outcomes

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

- Demonstrate skills for self-development that contribute to lifelong learning.

- Demonstrate literacy in written and oral communication.

- Apply information literacy skills in developing research projects and presentations.

- Demonstrate a capacity for responsible citizenship in a diverse society.
- Demonstrate awareness of past and present human and cultural diversity.
- Identify ethical issues raised in different disciplines.
- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.
- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems and make decisions.
- Demonstrate the ability to work successfully in a team.

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. A maximum of 13.5 upper-division units may be utilized to meet General Education requirements.

National University has General Education requirements in the following areas:

AREA A: ENGLISH COMMUNICATION

(Minimum 15 quarter units)

Category 1—Writing

(10.5 quarter units required)

ENG 100	Effective College English I (3 quarter units)
ENG 101	Effective College English II (3 quarter units)
	Prerequisite: ENG 100
ENG 240	Advanced Composition
	Prerequisite: ENG 100 and ENG 101

or

| ENG 334A | Technical Writing |
| | *Prerequisite: ENG 100 and ENG 101 (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)* |

Category 2—Oral Communication

(4.5 quarter units required)

COM 101	Intro. to Oral Communication
	Prerequisite: ENG 100 and ENG 101
COM 103	Public Speaking
COM 120	Intro to Interpersonal Comm

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

MTH 204	Mathematics for Science
	Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement
MTH 209A	Fundamentals of Mathematics I
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 210	Probability and Statistics
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 215	College Algebra & Trigonometry
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 216A	College Algebra I (3 quarter units)
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 216B	College Algebra II (3 quarter units)
	Prerequisite: MTH 216A
MTH 220	Calculus I
	Prerequisite: MTH 215 or Accuplacer test placement or MTH 216B
MTH 301	Fundamentals of Mathematics II
	Prerequisite: MTH 209A or Accuplacer test placement evaluation
CSC 208	Calculus for Comp. Science I
	Prerequisite: MTH 215
MNS 205	Intro to Quantitative Methods
BST 322	Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY

(Minimum 4.5 quarter units)

| ILR 260 | Information Literacy |
| | *Prerequisite: ENG 100 and ENG 101* |

AREA D: ARTS, HUMANITIES, AND LANGUAGES

(Minimum 18 quarter units in at least 2 areas)

ARTS

ART 100	Introduction to Art History
	Prerequisite: ENG 100 and ENG 101
ART 200	Visual Arts
FYA 101	First-Yr Sem: Arts & Human
	Prerequisite: ENG 100 and ENG 101
MUS 100	Fundamentals of Music
MUS 300	Film Music
	Prerequisite: ENG 100 and ENG 101, Recommended Preparation: MUS 100
MUS 327 +	World Music
	Prerequisite: ENG 100 and ENG 101
THR 200	Theater Arts

+ Diversity Enriched Offering

HUMANITIES

ACEX 2101X	Philosophy of Coaching
HIS 233	World Civilizations I
	Prerequisite: ENG 100 and ENG 101
HIS 234	World Civilizations II
	Prerequisite: ENG 100 and ENG 101
LIT 100	Introduction to Literature
	Prerequisite: ENG 100 and ENG 101
LIT 345	Mythology
	Prerequisite: LIT 100 and ENG 240
PHL 100	Introduction to Philosophy
	Prerequisite: ENG 100 and ENG 101
PHL 337	Ethics
	Prerequisite: ENG 100 and ENG 101

LANGUAGES

ASL 120	American Sign Language I
ASL 220	American Sign Language II
	Prerequisite: ASL 120

ASL 320	American Sign Language III
	Prerequisite: ASL 220
SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II
	Prerequisite: SPN 100
SPN 200	Intermediate Spanish I
	Prerequisite: SPN 101

Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:

CSC 242	Intro to Programming Concepts
	Prerequisite: MTH 215
CSC 252	Programming in C + +
	Prerequisite: CSC 242
CSC 262	Programming in JAVA
	Prerequisite: MTH 215

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(Minimum 13.5 quarter units)

ACEX 2100X	History of Sport
COM 100	Intro to Mass Communication
COM 220	Media Literacy
COM 380 +	Democracy in the Info. Age
	Prerequisite: ENG 100 and ENG 101
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
EDA 200	Schools of the World
FYS 102	First-Yr Sem: Social Sciences
	Prerequisite: ENG 100 and ENG 101
HIS 220A +	United States History I
	Prerequisite: ENG 100 and ENG 101
HIS 220B +	United States History II
	Prerequisite: ENG 100 and ENG 101
POL 100	Introduction to Politics
	Prerequisite: ENG 100 and ENG 101
POL 201	American Politics
	Prerequisite: ENG 100 and ENG 101
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology
	Prerequisite: ENG 100 and ENG 101
SOC 260	Cultural Anthropology
	Prerequisite: ENG 100 and ENG 101
SOC 350 +	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101

+ Diversity Enriched Offering.

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units)

Note: One science lab is required.

Strongly Recommended: Complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience
BIO 100A	Survey of Bioscience Lab (1.5 quarter units)
	Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors
BIO 161	General Biology 1
BIO 162	General Biology 2
	Prerequisite: BIO 161
BIO 201	Human Anatomy & Physiol I
	Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units)
	Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses
BIO 202	Human Anatomy & Physiol II
	Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units)
	Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203	Introductory Microbiology
	Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A

BIO 203A	Introductory Microbiology Lab (1.5 quarter units)
	Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202, and BIO 202A
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
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: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B
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 and MTH 216B
PHS 172	General Physics 2
	Prerequisite: PHS 171

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT

(Minimum 4.5 quarter units)

COH 100	Personal Health
COH 201	Integrative Health
COH 317	Public Health Nutrition
	Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 318	Drug Use and Abuse
	Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 319	Human Sexuality
	Prerequisite: ENG 100, Recommended Preparation: COH 100
ENG 201	Fiction Writing I
	Prerequisite: ENG 101
ENG 202	Poetry Writing I
	Prerequisite: ENG 101
ENG 203	Screenwriting I
	Prerequisite: ENG 101
ENG 375	Nature Writing
	Prerequisite: ENG 100 and ENG 101 and ENG 240 or ENG 334A
FFL 100	Foundation to Academic Success
FYP 103	First-Yr Sem: Psychology
	Prerequisite: ENG 100 and ENG 101
GLS 150	Global Issues and Trends
MUS 200	Music Composition
	Recommended Preparation: MUS 100 or MUS 326 or MUS 327
NSG 280	Human Lifecycle Development
	Prerequisite: ENG 100, ENG 101 and PSY 100
PHL 238	Logical & Critical Thinking
	Prerequisite: ENG 100 and ENG 101

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
	Prerequisite: ENG 100 and ENG 101
ART 329 +	World Art
	Prerequisite: ENG 100 and ENG 101
BRO 210	History of Television
	Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103
COM 360 +	Representation in the Media
	Prerequisite: ENG 100 and ENG 101
COM 380 +	Democracy in the Info. Age
	Prerequisite: ENG 100 and ENG 101

EES 301	Earth & Planetary Sciences	
EES 322	Oceanography	
EES 335	Environmental Science	
ENG 375	Nature Writing	

ENG 375   Nature Writing
Prerequisite: ENG 100, ENG 101 and ENG 240, or ENG 334A

FYM 104   First-Yr Sem: Math & Sci
Prerequisite: ENG 100 and ENG 101

LIT 311   British Literature I
Prerequisite: LIT 100 and ENG 240

LIT 312   British Literature II
Prerequisite: LIT 100 and ENG 240

LIT 321   American Literature I
Prerequisite: LIT 100 and ENG 240

LIT 322   American Literature II
Prerequisite: LIT 100 and ENG 240

MUS 326 +   American Music
Prerequisite: ENG 100 and ENG 101

PHL 320 +   World Religions
Prerequisite: ENG 100 and ENG 101

PHL 375   Environmental Ethics
Prerequisite: ENG 100 and ENG 101

PHS 102   Survey of Physical Science

PSY 300   Social Psychology of Sport
Prerequisite: ENG 100, ENG 101 and PSY 100

PSY 301   Child Development
Prerequisite: ENG 100 and ENG 101

SCI 300 +   Geography

SOC 325   Popular Culture
Prerequisite: ENG 100 and ENG 101

SOC 336 +   American Film and Society
Prerequisite: ENG 100 and ENG 101

SOC 344   Marriage, Sex and the Family
Prerequisite: ENG 100 and ENG 101

SOC 350 +   Cultural Diversity
Prerequisite: ENG 100 and ENG 101

SOC 352   Modern Chinese Culture
Prerequisite: ENG 100 and ENG 101

 + Diversity Enriched Offering.

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.

COLLEGE OF LETTERS AND SCIENCES

Dean, Carol P. Richardson
Ed. D. Music Education, University of Illinois at Urbana-Champaign

Associate Dean, Nicole Polen-Petit
Ph.D., Human Development, University of California, Davis

DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Associate of Arts

with a Major in:

- General Education 🖥

  with a Concentration in:

  » Business Administration 🖥

Associate of Science

with Majors in:

- General Education
- Human Biology

Bachelor of Arts

with Majors in:

- English 🖥
- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- General Studies 🖥
- Global Studies 🖥
- History 🖥
- Integrative Psychology 🖥
- Interdisciplinary Studies 🖥
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- Political Science 🖥
- Psychology 🖥
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Sociology 🖥
- Sport Psychology 🖥
- Strategic Communications 🖥

Bachelor of Science

with a Major in:

- Biology

FOREIGN CREDENTIAL BRIDGE PROGRAM

Transition Programs

- Bachelor of Arts in English to Master of Arts in English
- Bachelor of Arts in English to Master of Fine Arts in Creative Writing
- Bachelor of Arts in Political Science to Master of Public Administration
- Bachelor of Science in Biology to Master of Forensic Science

MINORS

- Communications 🖥
- Creative Writing 🖥
- English 🖥
- Global Studies 🖥
- History 🖥
- Honors Fellow for Social Change 🖥
- Political Science 🖥
- Psychology 🖥
- Sociology 🖥

GRADUATE DEGREES

Master of Arts

with Fields of Study in:

- Counseling Psychology

  with Options in:

  » Licensed Professional Clinical Counseling
  » Marriage and Family Therapy

- English 🖥

  with Specializations in:

  » Gothic Studies
  » Rhetoric

- Human Behavior 🖥
- Performance Psychology 🖥
- Strategic Communications 🖥

Master of Fine Arts

with Fields of Study in:

  » Creative Writing 🖥
  » Professional Screenwriting 🖥

Master of Forensic Sciences

with Specializations in:

  » Criminalistics
  » Investigation 🖥

The following programs are also listed in the Sanford College of Education section:

Bachelor of Arts

with Majors in:

- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

UNDERGRADUATE CERTIFICATE

- Alcohol and Drug Abuse Counseling 🖥

GRADUATE CERTIFICATE

- Forensic and Crime Scene Investigations 🖥

DEPARTMENT OF ARTS AND HUMANITIES

Bachelor of Arts

with Majors in:

- English ▣
- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- General Studies ▣
- Strategic Communications ▣

MINORS

- Communications ▣
- Creative Writing ▣
- English ▣

Master of Arts

- English ▣

  with Specializations in:

  » Gothic Studies
  » Rhetoric
- Strategic Communications ▣

Master of Fine Arts

with Fields of Study in:

- Creative Writing ▣
- Professional Screenwriting ▣

DEPARTMENT OF MATHEMATICS AND NATURAL SCIENCES

Associate of Science

with a Major in:

- Human Biology

Bachelor of Science

with a Major in:

- Biology

Master of Forensic Sciences

with Specializations in:

» Criminalistics
» Investigation ▣

GRADUATE CERTIFICATE

- Forensic and Crime Scene Investigations ▣

DEPARTMENT OF PSYCHOLOGY

Bachelor of Arts

with Majors in:

- Integrative Psychology
- Psychology ▣
- Sport Psychology ▣

MINOR

- Psychology ▣

UNDERGRADUATE CERTIFICATE

- Alcohol and Drug Abuse Counseling ▣

Master of Arts

with Fields of Study in:

- Counseling Psychology

  with Options in:

  » Licensed Professional Clinical Counseling
  » Marriage and Family Therapy
- Human Behavior ▣
- Performance Psychology ▣

DEPARTMENT OF SOCIAL SCIENCES

Associate of Arts

with a Major in:

- General Education ▣

  with a Concentration in:

  » Business Administration ▣

Bachelor of Arts

with Majors in:

- Global Studies ▣
- History ▣
- Interdisciplinary Studies ▣
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- Political Science ▣
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Sociology ▣

MINORS

- Global Studies ▣
- History ▣
- Honors Fellows for Social Change ▣
- Political Science ▣
- Sociology ▣

▣ Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.
- Consult an admissions advisor for online course availability.

FACULTY

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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.

SPECIAL PROGRAMS OFFERED

General Education Curriculum

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.

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 and cultural issues in daily life. 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 between National University faculty and scholars at other institutions, artists and community members. 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.

COLLEGE OF LETTERS AND SCIENCES

THE FOLLOWING PROGRAMS ARE NOT ACCEPTING APPLICANTS AT THIS TIME

- Bachelor of Arts in Mathematics w/Inspired Teaching and Learning Preliminary Single Subject Credential
- Bachelor of Arts in Spanish w/Optional Inspired Teaching and Learning Preliminary Single Subject Credential
- Bachelor of Science in Mathematics
- Bachelor of Science in Organizational Behavior
- Minor in Mathematics
- Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential
- Master of Arts in Film Studies

UNDERGRADUATE DEGREES

ASSOCIATE OF ARTS

MAJOR IN GENERAL EDUCATION

Program Lead: Janet Baker; (858) 642-8472; jbaker@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.

General Education Program Requirements

To receive the AA degree in General Education, students must complete at least 90 quarter units, 18 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 as listed below. A list of courses for each category can be found in the General Education section of the Catalog under General Education for Bachelor Degrees. In the absence of transfer credit, additional general elective courses may be taken to fulfill the total unit requirement for the degree.

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.

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.

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, HUMANITIES, AND LANGUAGES

(Minimum 18 quarter units in at least 2 areas)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(Minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units)

Note: one science lab is required

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT

(Minimum 4.5 quarter units)

AREA A-G: GENERAL EDUCATION

(Minimum 4.5 quarter units)

Available concentration for the Associate of Arts in General Education degree:

Concentration in Business Administration

Program Lead: Alfred Ntoko; antoko@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.

Requirements for the Concentration

(8 courses; 36 quarter units)

MNS 205	Intro to Quantitative Methods	
ECO 203	Principles of Microeconomics	
ECO 204	Principles of Macroeconomics	
ACC 201	Financial Accounting Funds.	
ACC 202	Managerial Accounting Funds.	
	Prerequisite: ACC 201	
FIN 310	Business Finance	
	Prerequisite: ACC 201	
LAW 204	Legal Aspects of Business I	
MGT 309	Prin. of Mgmt & Organizations	

ASSOCIATE OF SCIENCE

MAJOR IN GENERAL EDUCATION

Program Lead: Dawn Tamarkin; (858) 642-8856; dtamarkin@nu.edu

The Associate of Science (AS) degree is designed to give students a solid foundation for continuing professional and traditional studies as well as continued intellectual growth.

General Education Program Requirements

To receive the AS degree in General Education, 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 as listed below. A list of courses for each category can be found in the General Education section of the Catalog under General Education for Bachelor Degrees. In the absence of transfer credit, additional general elective courses may be taken to fulfill the total unit requirement for the degree.

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.

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 skills for self-development that contribute to lifelong learning.

- Demonstrate literacy in written and oral communication.

- Apply information literacy skills in developing research projects and presentations.

- Demonstrate a capacity for responsible citizenship in a diverse society.

- Demonstrate awareness of past and present human and cultural diversity.

- Identify ethical issues raised in different disciplines.

- Demonstrate scientific and quantitative literacy skills in appraising information and solving problems.

- Demonstrate the ability to use the elements of critical thinking to analyze issues, solve problems, and make decisions.

- Demonstrate the ability to work successfully in a team.

AREA A: ENGLISH COMMUNICATION

(Minimum 15 quarter units)

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 9.0 quarter units)

AREA C: INFORMATION LITERACY

(Minimum 4.5 quarter units)

AREA D: ARTS, HUMANITIES, AND LANGUAGE

(Minimum 9 quarter units over at least 2 areas)

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(Minimum 13.5 quarter units)

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 18 quarter units required)

AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT

(Minimum 4.5 quarter units)

AREA A-G: GENERAL EDUCATION

(Minimum 4.5 quarter units)

MAJOR IN HUMAN BIOLOGY

Program Lead: Ana Maria Barral; (714) 429-5148; 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 AS 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's 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*   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 and 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

* May be used to meet a General Education requirement.

\# 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 + 201A, 202 + 202A, 203 + 203A.

PSY 100   Introduction to Psychology
SOC 100   Principles of Sociology
            Prerequisite: ENG 100 and ENG 101
BIO 201   Human Anatomy & Physiol I
            Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A   Human Anatomy & Physiol Lab I (1.5 quarter units)
            Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses.
BIO 202   Human Anatomy & Physiol II
            Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A   Human Anatomy & Physiol Lab II (1.5 quarter units)
            Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203   Introductory Microbiology
            Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201, BIO 201A, BIO 202, and BIO 202A
BIO 203A   Introductory Microbiology Lab (1.5 quarter units)
            Corequisite: BIO 203
            Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended: Prior completion of: BIO 201, BIO 201A, BIO 202, and BIO 202A
BST 322   Intro to Biomedical Statistics

BACHELOR OF ARTS

MAJOR IN ENGLISH

Program Lead: Julie Wilhelm; (714) 429-5114; jwilhelm@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 Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (CALIFORNIA).

BA English/MA English and BA English/MFA Creative Writing Transition Programs

Students enrolled in the BA English program who have a cumulative GPA of at least 3.0 and are within six courses of completing the BA program may register for the BA English/MA English or BA English/MFA Creative Writing transition programs. They do so by asking their Admission Advisor to submit a plan change into the transition program.

Students in the **BA English/MA English** transition program may take any one 600-level ENG course (excluding ENG 689 or ENG 699) as an elective within the BA English program. For students in the **BA English/MA English** transition program, the University will waive one MA English course taken as part of the BA degree if the grade earned is a "B" or higher.

Students in the **BA ENG/MFA Creative Writing** transition program may take one or two courses from among the following:

- Any 600-level ENG courses (excluding ENG 689 and ENG 699).
- MCW, 600, MCW 610, or MCW 635 (note that MCW 635 is an eight-week course and should not be taken concurrently with other courses).

For students in the **BA English/MFA Creative Writing transition program**, the University will waive up to two MFA Creative Writing courses taken as part of the BA degree if the grade earned is a "B" or higher.

No graduate units will be awarded; instead the University will waive the MA English or MCW course taken as part of the BA degree. However, students must still meet the residency requirements for the MA English or MFA Creative Writing programs (45 quarter units). Students must apply to and begin the MA English or MFA Creative Writing programs within six months of completing the BA English program. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

Program Learning Outcomes

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

- Knowledgeably discuss the 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.

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, 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

(1 course; 4.5 quarter units)

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

* May be used to meet a General Education requirement.

Requirements for the Major

(9 courses; 40.5 quarter units)

Choose any **FOUR** of the following **FIVE** survey courses:

LIT 311   British Literature I
Prerequisite: ENG 240 and LIT 100
or
LIT 312   British Literature II
Prerequisite: ENG 240 and LIT 100
or
LIT 321   American Literature I
Prerequisite: ENG 240 and LIT 100
or
LIT 322   American Literature II
Prerequisite: ENG 240 and LIT 100
or
LIT 360   History of Literary Theory
Prerequisite: ENG 240 and LIT 100
and
LIT 338   Shakespeare
Prerequisite: ENG 240 and LIT 100
LIT 365   Contemporary Literary Theory
Prerequisite: ENG 240 and LIT 100
LIT 463   20th Century World Literature
Prerequisite: ENG 240 and LIT 100

Any **ONE** of the following **THREE** courses:

LIT 410   African American Literature
Prerequisite: LIT 100 and ENG 240
or
LIT 420   U.S. Latino Literature
Prerequisite: LIT 100 and ENG 240
or
LIT 460   Gender and Literature
Prerequisite: ENG 240 and LIT 100
and
LIT 498   English Capstone Course
Prerequisite: Satisfactory completion of 8 upper-division LIT courses

Upper-Division Electives for English Major

(7 courses; 31.5 quarter units)

Any **TWO** additional upper-division LIT courses

and

ONE of the following:

ART 315   Film as Art
Prerequisite: ENG 100 and ENG 101
BRO 305   Media Storytelling
Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103 or COM 220
COM 310   Communication Theory
Prerequisite: ENG 101
COM 334   Persuasion
Prerequisite: ENG 101
COM 360   Representation in the Media
Prerequisite: ENG 100 and ENG 101
COM 385   Interactive Storytelling
Prerequisite: ENG 101
COM 394   Strategic Writing
Prerequisite: ENG 101
ENG 310   English Grammar
Prerequisite: ENG 101
ENG 350   Fundamentals of Linguistics
Prerequisite: ENG 100 and ENG 101
ENG 375   Nature Writing
Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A
GLS 330   Film in a Global Context
Prerequisite: ENG 240
ENG 352   Origins of English
Prerequisite: ENG 100 and ENG 101
SOC 325   Popular Culture
Prerequisite: ENG 100 and ENG 101

SOC 336   American Film and Society
Prerequisite: ENG 100 and ENG 101
AND

Any **FOUR** additional upper-division courses in the College of Letters and Sciences.

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

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's General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for 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
LIT 321   American Literature I
              Prerequisite: ENG 240 and LIT 100
and
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

Any **ONE** of the following **THREE** courses:

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

and

Any **ONE** additional upper-division Literature (LIT) course from available offerings.

CREDENTIAL 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 candidate's single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400   Becoming a Teacher

Students must complete ITL 400 and credential packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402   Context: Education in the U.S.
              Prerequisite: ITL 400 and Students must complete the credential packet.

ITL 404	Learners and Learning I
	Prerequisite: ITL 402
ITL 406	Learners and Learning II
	Prerequisite: ITL 404
ITL 408	Design and Process of Teaching
	Prerequisite: ITL 406

Single Subject Credential Methods

(5 courses; 22.5 quarter units)

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

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

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

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

MAJOR IN GENERAL STUDIES

Program Lead: Laine Goldman; (858) 642-8786; lgoldman@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, law, computer science, leadership) 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 nontradional 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 critical thinking abilities on scholarly discourses within a specific range of disciplines.
- Demonstrate the ability with parenthetical citations within texts and other references.
- Develop oral and written communication skills.
- Demonstrate consistent proficiency with the mechanics of academic writing.
- Explain the role of education in occupational choices.
- Discuss ethical issues involved in research and academic writing.

Degree Requirements

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

In addition to the above general education requirements, two depth areas are required. A depth area for the General Studies degree program is defined as 22.5 upper-division quarter units in a given discipline. The first depth area requirement is fulfilled by acquiring 22.5 upper-division quarter units in an Arts and Sciences discipline such as natural sciences, mathematics, literature, history, or social science. For example: If a student was pursuing a literature depth area, they would need five courses with a Literature prefix. The second depth area requirement is fulfilled by completing 22.5 upper-division quarter units in either a single Applied Studies or Arts and Science discipline. If a student selects the second depth area 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 depth area in Arts and Sciences rather than Applied Studies. If a second depth area 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.

Requirements for Major

(13 courses; 58.5 quarter units)

BGS 301	Intro. to General Studies
BGS 385	Methods of Research
	Prerequisite: BGS 301 and four additional courses from the major

Depth Area Requirement

(10 courses; 45 quarter units)

Each student in the BAGS program is required to complete two depth area requirements of 22.5 upper-division quarter units each. Students can choose from a variety of subject areas to satisfy the Arts and Sciences depth area 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 depth area 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 depth area 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

Capstone Requirement

(1 course; 4.5 quarter units)

BGS 499   Capstone Project
Prerequisite: Completion of other major requirements. Must be taken within last three classes prior to graduation.

Upper-Division Electives

(3 courses; 13.5 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

THIS PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME

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 careers as well as graduate studies in international relations, development, education, social science, immigration, law and government, and non-governmental sectors. In short, the program provides students with the ability to think locally and act globally.

The global environment in which economics, culture and technology converge is diverse, changing, complex and interdependent. By combining course work from multiple disciplines, this program provides a framework 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 talents. Students in this program learn to use global communications and information technologies to conduct and present research. 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 in a culminating project to the solution of a real world problem. This portfolio, which graduates post on a website of their own design, includes course projects and the full-length culminating project.

Program Learning Outcomes

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

- Analyze issues as they impact the global environment.

- Explain the varied experiences of different social groups interacting with the global economy over the past several hundred years.

- Analyze a global problem such as poverty, hunger, the spread of disease, or environmental degradation from several disciplinary perspectives.

- Evaluate scholarship on globalization for its veracity and reliability.

- Describe the relationships between economic and cultural change in 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.

Degree Requirements

To obtain a Bachelor of Arts in Global Studies, 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 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 regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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, or IBU International Experience, 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

(2 courses; 9 quarter units)

GLS 150*   Global Issues and Trends
and
HIS 234*   World Civilizations II
Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Requirements for the Major

(10 courses; 45 quarter units)

HIS 320   Culture of Global Capitalism
Prerequisite: ENG 100 and ENG 101
SCI 300   Geography
PHL 320   World Religions
Prerequisite: ENG 100 and ENG 101
POL 340   Comparative Politics
Prerequisite: ENG 100 and ENG 101
LIT 463   20th Century World Literature
Prerequisite: ENG 240 and LIT 100
GLS 410   Gender and Global Society
Prerequisite: ENG 240
GLS 420   Ecological Revolutions
Prerequisite: ENG 240
GLS 430   The Global Economy
Prerequisite: ENG 240
COM 385   Interactive Storytelling
Prerequisite: ENG 101
GLS 499   Seminar and Portfolio Project
Prerequisite: ENG 240

Upper-Division Electives

(6 courses; 27 quarter units)

ART 329*   World Art
Prerequisite: ENG 100 and ENG 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
IBU 540   International Experience
HIS 325   Modern World Migration
Prerequisite: ENG 100 and ENG 101
HIS 434   Modern World, 1500 to Present
Prerequisite: ENG 100, ENG 101 and HIS 234
MUS 327   World Music
Prerequisite: ENG 100 and ENG 101
PHL 375   Environmental Ethics
Prerequisite: ENG 100 and ENG 101

SOC 328	Intercultural Thinking
	Prerequisite: ENG 100 and ENG 101
POL 320	Politics of Social Movements
	Prerequisite: ENG 100 and ENG 101
POL 350	International Relations
	Prerequisite: ENG 100 and ENG 101
EES 335	Environmental Science
MKT 430	Intro to Global Marketing
	Prerequisite: MKT 302A

* May be used to meet a General Education requirement.

MAJOR IN HISTORY

Program Lead: Duncan Campbell; (858) 642-8149; dcampbell2@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 archaeological 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 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:

- Assess the significance of major trends in World History.

- Assess the significance of major trends in U.S. History.

- Analyze a variety of primary sources.

- Analyze secondary sources for their arguments and use of supporting evidence.

- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.

- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

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, 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of the University General Education requirements. 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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
	Prerequisite: ENG 100 and ENG 101
HIS 220A*	United States History I
	Prerequisite: ENG 100 and ENG 101
HIS 220B*	United States History II
	Prerequisite: ENG 100 and ENG 101
HIS 233*	World Civilizations I
	Prerequisite: ENG 100 and ENG 101
HIS 234*	World Civilizations II
	Prerequisite: ENG 100 and ENG 101

* May be used to meet General Education requirements.

Required for the Major

(10 courses; 45 quarter units)

HIS 431	The Ancient World
	Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 432	The Classical World
	Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 433	The Post-Classical World
	Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 434	Modern World, 1500 to Present
	Prerequisite: ENG 100, ENG 101 and HIS 234
HIS 400	Historical Theories & Methods
	Prerequisite: ENG 240
HIS 360	American Colonial Experience
	Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 361	Making and Sundering of Union
	Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 362	U.S. Between Wars, 1865-1917
	Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 363	U.S. Since World War I
	Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 499	Capstone Research Project
	Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major

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 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
	Prerequisite: ENG 100 and ENG 101
SOC 350*	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101
HIS 410	California History
	Prerequisite: ENG 100 and ENG 101
PHL 320*	World Religions
	Prerequisite: ENG 100 and ENG 101
POL 540	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 325   Modern World Migration
             Prerequisite: ENG 100 and ENG 101
HIS 339   The Middle East, 600-1600 C.E.
             Prerequisite: ENG 100 and ENG 101
HIS 341   History Through Theater
             Prerequisite: ENG 100 and ENG 101
HIS 342   History of Modern Middle East
             Prerequisite: ENG 100 and ENG 101
HIS 345   Latin American Studies
             Prerequisite: ENG 100 and ENG 101
HIS 346   Chinese History and Culture I
             Prerequisite: ENG 100 and ENG 101
HIS 348   Asian Studies
             Prerequisite: ENG 100 and ENG 101
HIS 349   African Studies
             Prerequisite: ENG 100 and ENG 101
HIS 355   Chinese History and Culture II
             Prerequisite: ENG 100 and ENG 101
HIS 370   History of the American S/W
             Prerequisite: ENG 100 and ENG 101
HIS 490   Guided Study (variable units)
MUS 326*   American Music
             Prerequisite: ENG 100 and ENG 101
SOC 325   Popular Culture
             Prerequisite: ENG 100 and ENG 101
SOC 328   Intercultural Thinking
             Prerequisite: ENG 100 and ENG 101
SOC 336*   American Film and Society
             Prerequisite: ENG 100 and ENG 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

* May be used to meet a General Education requirement.

MAJOR IN INTEGRATIVE PSYCHOLOGY

Program Lead: Renee Barragan; (530) 226-4014; rbarragan@nu.edu

The Bachelor of Arts in Integrative Psychology offers a complementary alternative to the traditional science-based psychology major and focuses on subjective human experience and the human condition. Subjective human experience is viewed as a reflection of people's values, emotions, inter- and intrapersonal relationships, and relationships between people and their physical and spiritual world. Courses focus on the whole person by developing knowledge and skills integral to health and growth, such as self-reflection, consciousness and creativity, through existential-humanistic, phenomenological, transpersonal, and scientific perspectives. This major is aimed toward students who wish to work in their local and/or global community, to bring back to their world what it means to be human, and to increase acceptance and responsibility for their lives, the lives of others, and the planet. Graduates of this program are well prepared to pursue advanced study. Students are also equipped to pursue careers in local and global communities where they can serve diverse populations and effect change in meaningful ways.

Program Learning Outcomes

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

- Articulate an understanding of human experience using major theories, concepts, and historical trends in psychology.

- Explain the dynamic relationships among nature, health, and humanity.

- Examine cultural and spiritual practices that influence self-awareness and well-being.

- Evaluate sociocultural contributions to personal growth, expression, and knowledge.

- Demonstrate skills in multiple modes of communication, presentations and projects utilizing different literary and methodological formats.

- Exhibit original learning by gathering and critically evaluating information using current technologies.

- Apply one's knowledge using holistic approaches to solve a real-world problem.

Degree Requirements

To receive a Bachelor of Arts in Integrative Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 units of which must be completed at the upper-division level, 45 units which must be completed in residence at National University and a minimum 70.5 units of the University General Education requirements. 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(3 courses; 13.5 quarter units)

PSY 100*   Introduction to Psychology
MTH 210*   Probability and Statistics
             Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
COM 324   Critical Thinking and Ethics
             Prerequisite: ENG 101

* May be used to meet a General Education requirement.

Requirements for the Major

(10 courses; 45 quarter units)

PSY 426   History & Philosophy of Psych
             Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 466   Personal Growth & Development
             Prerequisite: ENG 100 and ENG 101
PSY 467   Multicultural Mental Health
             Prerequisite: ENG 100 and ENG 101
PSY 468   Spirituality and Global Health
             Prerequisite: ENG 100 with a minimum grade of C and ENG 101 with a minimum grade of C
PSY 470   Qualitative Analysis
             Prerequisite: ENG 100 and ENG 101
PSY 471   Intimate Relationships
             Prerequisite: ENG 100 and ENG 101
PSY 472   Social Construction
             Prerequisite: ENG 100 and ENG 101
PSY 473   Somatic Psychology
             Prerequisite: ENG 100 and ENG 101
PSY 474   Ecopsychology
             Prerequisite: ENG 100 and ENG 101
PSY 484   Senior Project
             Prerequisite: ENG 100, ENG 101 and Completion of all core courses prior to enrollment in PSY 484 is required.

Electives Area 1

(4 courses; 18 quarter units)

Students must select **FOUR** courses from **Area 1**.

PSY 441   Global Psychology
             Prerequisite: PSY 100
PSY 455   Psychology of Bereavement
             Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 458   Health Psychology
             Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 475   Psychology of Consciousness
             Prerequisite: ENG 100 and ENG 101
PSY 476   Symbolic Expression
             Prerequisite: ENG 100 and ENG 101
PSY 477   Play

Electives Area 2

(1 course; 4.5 quarter units)

Students must select **ONE** course from **Area 2**.

ART 329*   World Art
             Prerequisite: ENG 100 and ENG 101
MUS 327*   World Music
             Prerequisite: ENG 100 and ENG 101

PHL 320*   World Religions
             Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Electives Area 3

(1 course; 4.5 quarter units)

Students must select **ONE** course from **Area 3**.

COM 305   Intercultural Communication
            Prerequisite: ENG 101
COM 385   Interactive Storytelling
            Prerequisite: ENG 101
GLS 310   Global Communications
            Prerequisite: ENG 240
GLS 410   Gender and Global Society
            Prerequisite: ENG 240

MAJOR IN INTERDISCIPLINARY STUDIES

Program Lead: Joshua Olsberg; (559) 256-4908; jolsberg@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 views

- 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, 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of the University General Education requirements. 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(3 courses; 13.5 quarter units)

ENG 310   English Grammar
            Prerequisite: ENG 101
or
ENG 375   Nature Writing
            Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A
HIS 220A*   United States History I
            Prerequisite: ENG 100 and ENG 101
or
HIS 220B*   United States History II
            Prerequisite: ENG 100 and ENG 101
LIT 100*   Introduction to Literature
            Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Requirements for the Major

(13 courses; 58.5 quarter units)

COM 380   Democracy in the Info. Age
            Prerequisite: ENG 100 and ENG 101
SOC 336   American Film and Society
            Prerequisite: ENG 100 and ENG 101
or
SOC 350   Cultural Diversity
            Prerequisite: ENG 100 and ENG 101
BIS 301   Intro to Interdisc. Studies
BIS 401   Interdisciplinary Practice: In
            Prerequisite: BIS 301 and four additional courses from the major

4.5 quarter units in literature (LIT) are required. The following are recommended:

LIT 321   American Literature I
            Prerequisite: ENG 240 and LIT 100
LIT 322   American Literature II
            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 446   Studies in Poetry
            Prerequisite: ENG 240 and LIT 100
LIT 450   Studies in the Novel
            Prerequisite: ENG 240 and LIT 100
LIT 460   Gender and Literature
            Prerequisite: ENG 240 and LIT 100

4.5 quarter units in social sciences (HIS, POL, SOC) are required. The following are recommended:

HIS 320   Culture of Global Capitalism
            Prerequisite: ENG 100 and ENG 101
HIS 341   History Through Theater
            Prerequisite: ENG 100 and ENG 101
HIS 410   California History
            Prerequisite: ENG 100 and ENG 101
SOC 325   Popular Culture
            Prerequisite: ENG 100 and ENG 101
SOC 344   Marriage, Sex and the Family
            Prerequisite: ENG 100 and ENG 101
SOC 445   Contemporary Social Problems
            Prerequisite: ENG 100 and ENG 101
SOC 540   Power and Social Change
            Prerequisite: ENG 100 and ENG 101

4.5 quarter units in behavioral sciences (HUB, PSY) are required. The following are recommended:

HUB 420   Human Communication
            Prerequisite: ENG 100, ENG 101 and PSY 100
HUB 440   Organizational Development
            Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 426   History & Philosophy of Psych
            Prerequisite: ENG 100, ENG 101 and PSY 100
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 432   Social Psychology
            Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 433   Cognitive Psychology
            Prerequisite: ENG 100, ENG 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
	Prerequisite: BIO 161, BIO 162, BIO 163, BIO 100A, CHE 141, CHE 142, CHE 143 and CHE 101A
BIO 411	Biodiversity
	Recommended Prior completion of: BIO 161, BIO 162, BIO 163 and BIO 100A, or BIO 100 and BIO 100A or equivalent
BIO 450	Natural History of California
	Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A or BIO 100 and BIO 100A
MTH 301*	Fundamentals of Mathematics II
	Prerequisite: MTH 209A or Accuplacer test placement evaluation
MTH 317	Mathematical Modeling
	Prerequisite: MTH 215 or MTH 216A and MTH 216B and MTH 210
MTH 410	Technology in Math Education
	Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301
MTH 411	Number Theory
	Prerequisite: MTH 216B or MTH 215 or MTH 301
MTH 412	History of Mathematics
	Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B
MTH 417	Foundations of Geometry
	Prerequisite: MTH 216A and MTH 216B or MTH 215 and MTH 311
MTH 418	Statistical Analysis
	Prerequisite: MTH 210 and MTH 220
BIS 405	Genetic Anthropology
	Prerequisite: BIS 301, Recommended Prior completion of: MTH 215

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
	Prerequisite: ENG 100 and ENG 101
ART 323	Modern Art
	Prerequisite: ENG 100 and ENG 101
ART 329	World Art
	Prerequisite: ENG 100 and ENG 101
GLS 410	Gender and Global Society
	Prerequisite: ENG 240
HIS 345	Latin American Studies
	Prerequisite: ENG 100 and ENG 101
HIS 348	Asian Studies
	Prerequisite: ENG 100 and ENG 101
HIS 349	African Studies
	Prerequisite: ENG 100 and ENG 101
HIS 370	History of the American S/W
	Prerequisite: ENG 100 and ENG 101
MUS 326	American Music
	Prerequisite: ENG 100 and ENG 101
MUS 327	World Music
	Prerequisite: ENG 100 and ENG 101
PHL 320	World Religions
	Prerequisite: ENG 100 and ENG 101
PHL 339	Study of a Major Philosopher
	Prerequisite: ENG 100 and ENG 101
PHL 375	Environmental Ethics
	Prerequisite: ENG 100 and ENG 101
PHL 337	Ethics
	Prerequisite: ENG 100 and ENG 101
SOC 328	Intercultural Thinking
	Prerequisite: ENG 100 and ENG 101
SOC 500	Cultural Pluralism in the USA
	Prerequisite: ENG 100 and ENG 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 Program Lead for more information (including fees).

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

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

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Arts in Interdisciplinary Studies and with a California Inspired Teaching in Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge, connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subjects Teaching Credential.

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

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

Program Disclosure Information

The Bachelor of Arts in Interdisciplinary Studies With an Inspired Teaching and Learning Preliminary Multiple Subject Teaching 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

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 contact and engage in collaborative research across disciplines.

- Identify and appreciate the cultural perspectives of worldview.

- Use information communications technology for knowledge sharing and the interdisciplinary approach.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Multiple Subjects Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level, including a minimum 70.5 units of the University General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All candidates must meet California's Basic Skills Requirement and Subject Examination for Teachers (CSET) prior to starting the multiple subject credential method courses.

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

Preparation for the Major

(3 courses; 13.5 quarter units)

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

HIS 410　　　California History
　　　　　　　Prerequisite: ENG 100 and ENG 101
MTH 209A*　Fundamentals of Mathematics I
　　　　　　　*Prerequisite: Accuplacer test placement evaluation or MTH 12A
　　　　　　　and MTH 12B*

* May be used to meet a General Education requirement.

Requirements for the Major

(26 courses; 112.5 quarter units)

Interdisciplinary Study Core Requirements

(6 courses; 27 quarter units)

BIS 301　　Intro to Interdisc. Studies
ENG 350　　Fundamentals of Linguistics
　　　　　　Prerequisite: ENG 100 and ENG 101
MTH 301　　Fundamentals of Mathematics II
　　　　　　Prerequisite: MTH 209A or Accuplacer test placement evaluation
ART 329　　World Art
　　　　　　Prerequisite: ENG 100 and ENG 101
BIS 401　　Interdisciplinary Practice: In
　　　　　　Prerequisite: BIS 301 and four additional courses from the major
BIS 499　　Interdisciplinary Studies Proj

Upper-Division Requirements

(5 courses; 22.5 quarter units)

COM 380*　Democracy in the Info. Age
　　　　　　Prerequisite: ENG 100 and ENG 101
HIS 320　　Culture of Global Capitalism
　　　　　　Prerequisite: ENG 100 and ENG 101
SCI 300*　　Geography
BIS 405　　Genetic Anthropology
　　　　　　Prerequisite: BIS 301, Recommended Prior completion of: MTH 215
MTH 410　　Technology in Math Education
　　　　　　Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

* May be used to meet a General Education requirement.

UNDERGRADUATE CREDENTIAL INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

Students are required to take the courses in this sequence.

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

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

There is an application process for applying to Student Teaching (clinical practice).

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Multiple Subject Teaching Credential

(15 courses; 63 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400　　Becoming a Teacher

Students must complete ITL 400 and Credential Packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402　　Context: Education in the U.S.
　　　　　　*Prerequisite: ITL 400 and Students must complete the credential
　　　　　　packet.*
ITL 404　　Learners and Learning I
　　　　　　Prerequisite: ITL 402
ITL 406　　Learners and Learning II
　　　　　　Prerequisite: ITL 404
ITL 408　　Design and Process of Teaching
　　　　　　Prerequisite: ITL 406

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, pass CSET, and meet any other related program requirements. This coursework will not transfer as graduate-level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

ITL 510　　Language-Literacy: Foundations
ITL 512　　Language/Literacy: Strategies
　　　　　　Prerequisite: ITL 510
ITL 514　　Language-Literacy: Assessment
　　　　　　Prerequisite: ITL 512
ITL 516　　Mathematics Integrative Design
　　　　　　Prerequisite: ITL 514
ITL 518　　Science Integrative Design
　　　　　　Prerequisite: ITL 516
ITL 530　　Optimized Learning Community

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Core, Multiple Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A　　Student Teaching A
　　　　　　　Corequisite: ITL 551A

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

MAJOR IN POLITICAL SCIENCE

THIS PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME

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 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 ensure 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.

BA Political Science/Master of Public Administration (MPA) Transition Program

Students who are currently enrolled in the BA Political Science program who have at least a cumulative GPA of 3.0 and are within six courses of completion of the BA program may register for the BA Political Science/MPA transition program. They may do this by asking their Advisor to submit a plan change into the transition program allowing them to take two MPA classes as electives during the BA Political Science program. To be eligible, students must apply for and begin the MPA program within six months of completing their Political Science degree. Students may choose up to two 600-level public administration (PAD) courses with the exception of PAD 631 and PAD 644.

For students in the BA Political Science/MPA transition program, the University will waive 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.

Program Learning Outcomes

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

- Explain 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.

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, 76.5 of which must be completed at the upper-division level and 70.5 units of the University General Education 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(1 course; 4.5 quarter units)

| POL 100* | Introduction to Politics |
| | *Prerequisite: ENG 100 and ENG 101* |

* 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
	Prerequisite: ENG 100 and ENG 101
POL 330	Political Theory
	Prerequisite: ENG 100 and ENG 101
POL 340	Comparative Politics
	Prerequisite: ENG 100 and ENG 101
POL 350	International Relations
	Prerequisite: ENG 100 and ENG 101
POL 360	Public Policy
	Prerequisite: ENG 100 and ENG 101
POL 400	European Politics
	Prerequisite: ENG 100 and ENG 101
POL 410	Middle Eastern Politics
	Prerequisite: ENG 100 and ENG 101
POL 540	American Political System
POL 499	Capstone Seminar in Politics
	Prerequisite: 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	Intl. & Domestic Terrorism
COM 380*	Democracy in the Info. Age
	Prerequisite: ENG 100 and ENG 101
GLS 410	Gender and Global Society
	Prerequisite: ENG 240
GLS 430	The Global Economy
	Prerequisite: ENG 240
HIS 320	Culture of Global Capitalism
	Prerequisite: ENG 100 and ENG 101
SOC 350*	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101
HUM 501	Global Civic Culture
	Prerequisite: ENG 100 and ENG 101
PAD 403	Government Relations
PHL 320*	World Religions
	Prerequisite: ENG 100 and ENG 101
PHL 375	Environmental Ethics
	Prerequisite: ENG 100 and ENG 101
POL 490	Guided Study (variable units)
POL 539	Dynamics of World Politics
SOC 385	Methods of Social Inquiry
	Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 445	Contemporary Social Problems
	Prerequisite: ENG 100 and ENG 101
SOC 540	Power and Social Change
	Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

MAJOR IN PSYCHOLOGY

Program Lead: Brenda Shook; (916) 855-4108; 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, 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:

- Articulate major theories, concepts, and historical trends in psychology.

- Explain behavior, cognition, and emotion from multiple schools of thought and multicultural perspectives.

- Identify a problem in psychology, examine available evidence, analyze assumptions, and apply research methods to solve the problem. This includes the ability to interpret numbers and apply basic statistical procedures.

- Write papers in psychology using different literary formats, e.g., narrative, exposition, critical analysis, and APA format.

- Perform information searches relevant to psychology and organize and evaluate the soundness of the information.

- Use current technologies in both research and communication.

Degree Requirements

To receive a Bachelor of Arts in Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 units of which must be completed at the upper-division level, 45 units which must be completed in residence at National University and a minimum 70.5 units of the University General Education requirements. 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. 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 meet a General Education requirement.

Requirements for the Major

(11 courses; 49.5 quarter units)

PSY 426   History & Philosophy of Psych
Prerequisite: ENG 100, ENG 101 and PSY 100
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 441   Global Psychology
Prerequisite: PSY 100
HUB 441   Research Design and Analysis
Prerequisite: ENG 100, ENG 101, MTH 210 and PSY 100
CHD 440   Drugs, Values and Society
PSY 480   Senior Project
Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.
or
PSY 491   Guided Study for Honors Students (variable units)
Prerequisite: Satisfactory completion of core courses with a GPA of 3.75 or higher

Upper-Division Electives

(5 courses; 22.5 quarter units)

Students not pursuing a minor must choose **FIVE** upper-division electives from the following:

BIO 420   Animal Behavior
Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A
CJA 400   Gangs in America
BIS 301   Intro to Interdisc. Studies
CJA 431   Criminology
CJA 448   Violence and Society
HUB 400   Group Structure & Dynamics
Prerequisite: ENG 100, ENG 101 and PSY 100
HUB 401   Conflict Resolution
Prerequisite: ENG 100, ENG 101 and PSY 100

HUB 420   Human Communication
Prerequisite: ENG 100, ENG 101 and PSY 100
HUB 410   Psychology for Managers
Prerequisite: ENG 100, ENG 101 and PSY 100
HUB 440   Organizational Development
Prerequisite: ENG 100, ENG 101 and PSY 100
HUB 500   Cross-Cultural Dynamics
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 302   Foundation of Sport Psychology
Prerequisite: ENG 100, and ENG 101 PSY 100
PSY 340A   Counseling Techniques I
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 431   Psychological Testing
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 445   Applied Sport Psychology
Prerequisite: PSY 100 and PSY 302
PSY 446   Positive Psychology
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 454   Psychology of Religion
Prerequisite: PSY 100 with a minimum grade of C and ENG 100 with a minimum grade of C
PSY 455   Psychology of Bereavement
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 457   Forensic Psychology
Prerequisite: ENG 100 and PSY 100
PSY 458   Health Psychology
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 469   Human Sexuality
SOC 344   Marriage, Sex and the Family
Prerequisite: ENG 100 and ENG 101
SOC 443   Sociology of Deviance
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 445   Contemporary Social Problems
Prerequisite: ENG 100 and ENG 101

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.

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

Program Lead: Duncan Campbell; (858) 642-8419; dcampbell2@nu.edu

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Arts in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures—including their own—in ways they have never considered, and they develop strong skills in critical thinking, reading, writing and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subjects Teaching Credential.

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

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

Program Disclosure Information

The Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements

To receive a Bachelor of Arts with a Major in Social Science with a Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(9 courses; 40.5 quarter units)

HIS 220A*	United States History I	
	Prerequisite: ENG 100 and ENG 101	
HIS 220B*	United States History II	
	Prerequisite: ENG 100 and ENG 101	
HIS 233*	World Civilizations I	
	Prerequisite: ENG 100 and ENG 101	
HIS 234*	World Civilizations II	
	Prerequisite: ENG 100 and ENG 101	
POL 100*	Introduction to Politics	
	Prerequisite: ENG 100 and ENG 101	
POL 201*	American Politics	
	Prerequisite: ENG 100 and ENG 101	
SCI 300*	Geography	
ECO 203*	Principles of Microeconomics	
ECO 204*	Principles of Macroeconomics	

* May be used to meet a General Education requirement.

Requirements for Major

(25 courses; 108 quarter units)

Social Science Requirements

(11 courses; 49.5 quarter units)

HIS 431	The Ancient World	
	Prerequisite: ENG 100, ENG 101 and HIS 233	
HIS 432	The Classical World	
	Prerequisite: ENG 100, ENG 101 and HIS 233	
HIS 433	The Post-Classical World	
	Prerequisite: ENG 100, ENG 101 and HIS 233	
HIS 434	Modern World, 1500 to Present	
	Prerequisite: ENG 100, ENG 101 and HIS 234	
HIS 400	Historical Theories & Methods	
	Prerequisite: ENG 240	
HIS 360	American Colonial Experience	
	Prerequisite: ENG 100, ENG 101 and HIS 220A	
HIS 361	Making and Sundering of Union	
	Prerequisite: ENG 100, ENG 101 and HIS 220A	
HIS 362	U.S. Between Wars, 1865-1917	
	Prerequisite: ENG 100, ENG 101 and HIS 220B	
HIS 363	U.S. Since World War I	
	Prerequisite: ENG 100, ENG 101 and HIS 220B	

HIS 410	California History	
	Prerequisite: ENG 100 and ENG 101	
HIS 499	Capstone Research Project	
	Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major	

CREDENTIAL INSPIRED TEACHING AND LEARNING WITH A PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL

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 classrooms (grades 7-12) representing the candidate's single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

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

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400   Becoming a Teacher

Students must complete ITL 400 and credential packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S.	
	Prerequisite: ITL 400 and Students must complete the credential packet.	
ITL 404	Learners and Learning I	
	Prerequisite: ITL 402	
ITL 406	Learners and Learning II	
	Prerequisite: ITL 404	

ITL 408   Design and Process of Teaching
               Prerequisite: ITL 406

Single Subject Credential Methods

(5 courses; 22.5 quarter units)

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

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

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the University and the respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K-12 classrooms.

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

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

MAJOR IN SOCIOLOGY

Program Lead: Jacque Lynn Foltyn; (619) 296-5872; jfoltyn@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

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

- Identify and distinguish between sociological research methods.

- Describe the roles of individuals and groups in the social construction of reality.

- Apply major sociological theories 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.

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, 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 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major

(2 courses; 9 quarter units)

SOC 100*   Principles of Sociology
               Prerequisite: ENG 100 and ENG 101
MTH 210*   Probability and Statistics
               Prerequisite: Accuplacer

* May be used to meet a General Education requirement.

Requirements for the Major

(9 courses; 40.5 quarter units)

SOC 344   Marriage, Sex and the Family
               Prerequisite: ENG 100 and ENG 101
SOC 443   Sociology of Deviance
               Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 385   Methods of Social Inquiry
               Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 455   Organizational Sociology
               Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 365   Classical Social Theory
               Prerequisite: SOC 100 and ILR 260
SOC 500   Cultural Pluralism in the USA
               Prerequisite: ENG 100 and ENG 101
SOC 375   Contemporary Social Theory
               Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 540   Power and Social Change
               Prerequisite: ENG 100 and ENG 101
SOC 499**   Sociology Senior Project
               Prerequisite: SOC 100 and ENG 240 or equivalent

** SOC 499 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.

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.

CHD 440   Drugs, Values and Society

CJA 448	Violence and Society
GLS 310	Global Communications
	Prerequisite: ENG 240
GLS 330	Film in a Global Context
	Prerequisite: ENG 240
GLS 410	Gender and Global Society
	Prerequisite: ENG 240
GLS 420	Ecological Revolutions
	Prerequisite: ENG 240
GLS 430	The Global Economy
	Prerequisite: ENG 240
GLS 440	Study Abroad
	Prerequisite: HIS 320
HUM 501	Global Civic Culture
	Prerequisite: ENG 100 and ENG 101
MTH 412	History of Mathematics
	Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B
PHL 320*	World Religions
	Prerequisite: ENG 100 and ENG 101
PHL 375	Environmental Ethics
	Prerequisite: ENG 100 and ENG 101
POL 320	Politics of Social Movements
	Prerequisite: ENG 100 and ENG 101
POL 360	Public Policy
	Prerequisite: ENG 100 and ENG 101
SCI 300*	Geography
SOC 325	Popular Culture
	Prerequisite: ENG 100 and ENG 101
SOC 328	Intercultural Thinking
	Prerequisite: ENG 100 and ENG 101
SOC 331	Sociology of Health & Illness
	Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 336*	American Film and Society
	Prerequisite: ENG 100 and ENG 101
SOC 350*	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101
SOC 445	Contemporary Social Problems
	Prerequisite: ENG 100 and ENG 101
SOC 490	Guided Study (variable units)

* May be used to meet a General Education requirement.

MAJOR 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 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 both individual and team contexts within sport psychology.

- Analyze how psychological factors influence performance in sport, 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 and psychology terminology.

- Discuss the legal and ethical issues in sport 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 meet a General Education requirement.

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 440	Sport Psychology for Coaches
	Prerequisite: PSY 100 and PSY 302
PSY 443	Culture and Sport Psychology
	Prerequisite: PSY 100 and PSY 302
BIO 385	Biomechanics of Sport
	Prerequisite: BIO 100 and BIO 100A
BIO 386	Exercise Physiology
	Prerequisite: BIO 100 and BIO 100A
PSY 340A	Counseling Techniques I
	Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 445	Applied Sport Psychology
	Prerequisite: PSY 100 and 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

MAJOR IN STRATEGIC COMMUNICATIONS

Program Lead: Louis Rumpf; (858) 642-8057; lrumpf@nu.edu

The Bachelor of Arts in Strategic Communications prepares students for leadership positions in corporate communication, public relations, advertising, and integrated marketing. The program offers a unique blend of human and professional communication theory and skills so students learn to communicate appropriately and effectively in interpersonal, intercultural, organizational and mediated settings. Graduates can apply the strategic thinking and message creation skills they acquire to work in most industries. Skills taught will empower students to create print, presentations, and digital media messages. The program covers the theory and skills needed to exercise organizational leadership to produce communication campaigns and materials, disseminated through traditional, digital, Internet, social, and emerging media. Students learn through academic work, case studies and hands-on experience, creating messages across media platforms. Completion of the program enables graduates to succeed in positions that require strategic thinking, planning, project management, content creation, and leadership.

Program Learning Outcomes

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

- Develop communication campaign messaging strategies.

- Apply persuasion theory to communication campaigns and media messages.

- Create content that fulfills strategic communications campaign objectives.

- Explain strategic communication plans and present them online.

- Working in a group, create strategic communication messages.

- Apply research data to guide the development of strategic communication campaigns and messages.

- Develop multi-platform, multi-public message dissemination plans.

- Identify communication settings and apply appropriate theoretical precepts and practical skills to formulating messages.

Degree Requirements

To receive a Bachelor of Arts in Strategic Communications, students must complete at least 180 quarter units as follows: 76.5 units must be completed at the upper-division level, and 45 units must be completed in online residence through National University. Students must also complete a minimum 70.5 units of the University's General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for Major

(2 courses; 7.5 quarter units)

ENG 101* Effective College English II (3 quarter units)
            Prerequisite: ENG 100
COM 103* Public Speaking

* May be used to meet a General Education requirement.

Requirements for the Major

(17 courses; 76.5 quarter units)

Core Requirements

(14 courses; 63 quarter units)

COM 300 Interpersonal Communication
           Prerequisite: ENG 101
COM 305 Intercultural Communication
           Prerequisite: ENG 101
COM 310 Communication Theory
           Prerequisite: ENG 101
COM 315 Communication Research Methods
           Prerequisite: ENG 101

COM 324 Critical Thinking and Ethics
           Prerequisite: ENG 101
COM 402 Communication Technologies
           Prerequisite: ENG 101
COM 334 Persuasion
           Prerequisite: ENG 101
COM 344 Organizational Communication
           Prerequisite: ENG 101
COM 354 Professional Presentations
           Prerequisite: ENG 101
COM 385 Interactive Storytelling
           Prerequisite: ENG 101
COM 394 Strategic Writing
           Prerequisite: ENG 101
COM 400 Mediated Messaging
           Prerequisite: COM 385 and COM 394
COM 404 Media Management
           Prerequisite: COM 400
COM 499 Communication Program Capstone
           Prerequisite: Completion of 13 core and advanced core courses.

Advanced Core Requirements

(3 courses; 13.5 units)

COM 441 Communication Strategies
           Prerequisite: COM 334
COM 442 Communication Campaigns
           Prerequisite: COM 441
COM 443 Interactive & Mobile Campaigns
           Prerequisite: COM 442

BACHELOR OF SCIENCE

MAJOR IN BIOLOGY

Program Lead: Michael Maxwell; (858) 642-8413; mmaxwell@nu.edu

The Bachelor of Science in Biology offers personal and academic fulfillment and growth as students discover the amazing world of biology. This degree prepares students for graduate and professional study, careers in life science education, research, health sciences, and applied biology. The BS Biology provides a solid foundation in all levels of biological organization, from molecules to ecosystems. Such a comprehensive curriculum is crucial to meeting modern challenges in science, which include new and emerging diseases, rapid advances in our understanding of genetics, physiology and biodiversity, threats to species and ecosystem functioning, and global population increase and sustainability. A degree in biology is common preparation for careers in the various medical professions, genetics, molecular and cell biology, biotechnology, microbiology, conservation biology, evolutionary biology, ecology, animal and plant science, as well as science writing, editing and education.

Students who wish to include an interdisciplinary approach to their academic training should look closely at the benefits provided by this major. In addition to meeting requirements for BS Biology, this degree allows for the integration of study in the life sciences with coursework in the physical and earth sciences, as well as applied fields such as forensics. Furthermore, in keeping with the commitment of the College of Letters and Sciences to the complete academic development of its students, science courses involve writing and diversity components, as well as fundamental critical thinking components.

Bachelor of Science in Biology to Master of Forensic Science Transition Program

The BS Biology to MFS transition program allows students who are enrolled in BS Biology 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 MFS 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. The number of courses required to earn an MFS degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the Biology program cannot be applied as graduate credit to the Master of Forensic Science program, nor will it transfer as graduate-level credit to any other university because it becomes part of the undergraduate degree program. Students must enroll in and complete the first class in the master's degree within 6 months of the conferral date of their undergraduate degree. The MFS program must be completed within 4 years

with no break in enrollment of 12 months or more. Further rules and requirements for Transition programs are located in the University Catalog.

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.

- Explain the importance of unifying concepts in biology, including cell theory, genetics and evolution.

- Describe the structure and function of Earth's organisms, as well as their roles in the natural world.

- Apply the scientific method in laboratory-based and field-based inquiry.

- 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 biology, as well as current and contemporary research and challenges.

Degree Requirements

To receive a Bachelor of Science, Major in Biology, 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. Refer to the section on Undergraduate Admission Requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

* Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163, 169A for fulfillment of the courses in the BS Biology degree.

Preparation for the Major

(16-17 courses; 60-61.5 quarter units)

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

or

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

and

MTH 216B* College Algebra II (3 quarter units)
Prerequisite: MTH 216A
CHE 141*   General Chemistry 1
Prerequisite: MTH 215 or equivalent
CHE 142*   General Chemistry 2
Prerequisite: CHE 141
CHE 143*   General Chemistry 3
Corequisite: CHE 149A, Prerequisite: CHE 142
BIO 161*   General Biology 1
BIO 162*   General Biology 2
Prerequisite: BIO 161
BIO 163*   General Biology 3
Prerequisite: BIO 161 and BIO 162
PHS 171*   General Physics 1
Prerequisite: MTH 215 or MTH 216A and MTH 216B
PHS 172*   General Physics 2
Prerequisite: PHS 171
PHS 173*   General Physics 3
Prerequisite: PHS 171 and PHS 172

CHE 150   Introductory Organic Chemistry
Prerequisite: CHE 101 and CHE 101A or CHE 141, CHE 142, CHE 143 and CHE 149A
CHE 150A   Introductory Organic Chem Lab (1.5 quarter units)
Corequisite: CHE 150
BIO 169A   General Biology Lab (1.5 quarter units)
Corequisite: BIO 163, Prerequisite: BIO 161 and BIO 162,
CHE 149A   General Chemistry Laboratory (1.5 quarter units)
Corequisite: CHE 143
PHS 179A   General Physics Lab (1.5 quarter units)
Prerequisite: PHS 171, PHS 172 and PHS 173

* May be used to meet a General Education requirement.

Requirements for the Major

(12 courses; 42 quarter units)

BIO 330   Ecology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
BIO 305   Genetics
Prerequisite: BIO 163, BIO 169A, CHE 143 and CHE 149A
BIO 310   Evolution
Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 169A
BIO 406   Cellular Biology
Corequisite: BIO 406A, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
BIO 406A   Cellular Biology Lab (1.5 quarter units)
Corequisite: BIO 406, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
BIO 407   Molecular Biology
Corequisite: BIO 407A, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143, CHE 149A and BIO 305
BIO 407A   Molecular Biology Lab (1.5 quarter units)
Corequisite: BIO 407, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143, CHE 149A and BIO 305
BIO 414   Invertebrate Zoology
Corequisite: BIO 414A, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
BIO 414A   Invertebrate Zoology Lab (1.5 quarter units)
Corequisite: BIO 414
BIO 416   Vertebrate Zoology
Corequisite: BIO 416A, Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
BIO 416A   Vertebrate Zoology Laboratory (1.5 quarter units)
Corequisite: BIO 416
BIO 440   Botany
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Upper-Division Electives

(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 quarter units of Upper-Division Electives for the degree. Suggested upper-division courses are given below.

BIO 420   Animal Behavior
Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A
BIO 430   Immunology
Recommended Preparation: BIO 406 or BIO 203
BIO 450   Natural History of California
Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A or BIO 100 and BIO 100A
BIO 460   Marine Biology
Prerequisite: BIO 161 with a minimum grade of C, BIO 162 with a minimum grade of C and BIO 163 with a minimum grade of C
BIO 461** Marine Biology Field Studies
Recommended Preparation: BIO 162 with a minimum grade of C
BIO 470   Bioinformatics
Corequisite: BIO 470A, Prerequisite: BIO 161 with a minimum grade of C-, BIO 162 with a minimum grade of C- and BIO 163 with a minimum grade of C-
BIO 470A   Bioinformatics Lab (1.5 quarter units)
Corequisite: BIO 470
BIO 480   Studies in Field Biology

CHE 350	Organic Chemistry I
	Prerequisite: CHE 142
CHE 350A	Organic Chemistry I Lab (1.5 quarter units)
	Corequisite: CHE 350
CHE 351	Organic Chemistry II
	Prerequisite: CHE 350
CHE 351A	Organic Chemistry II Lab (1.5 quarter units)
	Corequisite: CHE 351
CHE 360	Biochemistry I
	Prerequisite: CHE 35, CHE 350A and CHE 351
CHE 361	Biochemistry II
	Prerequisite: CHE 360
EES 322	Oceanography
EES 335	Environmental Science
MTH 317	Mathematical Modeling
	Prerequisite: MTH 215 or MTH 216A and MTH 216B and MTH 210
SCI 303	GIS: Geographic Info Systems
SCI 400	History of Science
	Prerequisite: One 4.5 quarter unit science course from the natural sciences.
SCI 490	Guided Study (variable units)

** Enrollment in this course requires Instructors permission.

Approved transition program students may select up to **TWO** FSC courses from below to meet up to 9 quarter units of the elective requirement.

FSC 630	Forensic Pathology I
FSC 633	Advanced Forensic Toxicology
FSC 634	Forensic Serology and DNA
FSC 635	Forensic Anthropology
FSC 642	Forensic Pathology II
	Prerequisite: FSC 630

FOREIGN CREDENTIAL BRIDGE PROGRAM (FOR STUDENTS WITH FOREIGN CREDENTIALS)

Program Lead: Ramin Sarraf; (858) 642-8580; rsarraf@nu.edu

The Foreign Credential Bridge Program (FCBP) is designed as a prequalifying 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 Enrollment 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)
ENG 101	Effective College English II (3 quarter units)
	Prerequisite: ENG 100
ENG 240	Advanced Composition
	Prerequisite: ENG 100 and ENG 101

or

| ENG 334A | Technical Writing |
| | *Prerequisite: ENG 100 and ENG 101 (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)* |

CATEGORY 2: Oral Communication

(4.5 quarter units required)

COM 101	Intro. to Oral Communication
	Prerequisite: ENG 100 and ENG 101
COM 103	Public Speaking

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(Minimum 4.5 quarter units)

MTH 210	Probability and Statistics
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 215	College Algebra & Trigonometry
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
MTH 216A	College Algebra I (3 quarter units)
	Prerequisite: Accuplacer test placement evaluation MTH 12A and MTH 12B
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
	Prerequisite: ENG 100 and ENG 101
ART 200	Visual Arts
HIS 233	World Civilizations I
	Prerequisite: ENG 100 and ENG 101
HIS 234	World Civilizations II
	Prerequisite: ENG 100 and ENG 101
LIT 100	Introduction to Literature
	Prerequisite: ENG 100 and ENG 101
LIT 345	Mythology
	Prerequisite: ENG 240 and LIT 100
MUS 100	Fundamentals of Music
MUS 327	World Music
	Prerequisite: ENG 100 and ENG 101
PHL 100	Introduction to Philosophy
	Prerequisite: ENG 100 and ENG 101

AREA E: SOCIAL AND BEHAVIORAL SCIENCES

(13.5 quarter units required)

COM 380	Democracy in the Info. Age
	Prerequisite: ENG 100 and ENG 101
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
HIS 220A	United States History I
	Prerequisite: ENG 100 and ENG 101
HIS 220B	United States History II
	Prerequisite: ENG 100 and ENG 101
HIS 300	Roots of Western Civilization
	Prerequisite: ENG 100 and ENG 101
SOC 350	Cultural Diversity
	Prerequisite: ENG 100 and ENG 101
POL 201	American Politics
	Prerequisite: ENG 100 and ENG 101
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology
	Prerequisite: ENG 100 and ENG 101
SOC 260	Cultural Anthropology
	Prerequisite: ENG 100 and ENG 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 for non-science majors (GE) or BIO 163 for science majors
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
EES 103   Fundamentals of Geology
EES 103A   Fundamentals of Geology Lab (1.5 quarter units)
            Prerequisite: EES 103
PHS 104   Introductory Physics
            *Prerequisite: 2 years of high school algebra and MTH 204 or
            MTH 215 or MTH 216A and MTH 216B*
PHS 104A   Introductory Physics Lab (1.5 quarter units)
            Prerequisite: PHS 104 or PHS 171 for science majors
BIO 201   Human Anatomy & Physiol I
            *Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101,
            and CHE 101A*
BIO 201A   Human Anatomy & Physiol Lab I (1.5 quarter units)
            *Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101,
            CHE 101A or equivalent courses*
BIO 202   Human Anatomy & Physiol II
            Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A   Human Anatomy & Physiol Lab II (1.5 quarter units)
            Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203   Introductory Microbiology
            *Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A,
            CHE 101 and CHE 101A or equivalent courses, Recommended
            Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A*
BIO 203A   Introductory Microbiology Lab (1.5 quarter units)
            Corequisite: BIO 203
            *Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A,
            Recommended Prior completion of: BIO 201 and BIO 201A,
            BIO 202, and BIO 202A*

MINORS

MINOR IN COMMUNICATION

Program Lead: Louis Rumpf; (858) 642-8057; lrumpf@nu.edu

The Minor in Communication program equips students with top employability
skills that employers seek when hiring: writing, speaking, listening, interpersonal
effectiveness, teamwork, computer literacy, critical thinking, planning and
organization. Students will be better prepared to relate with others in relational,
interpersonal, intercultural and workplace environments and to succeed in
achieving their communication objectives.

Program Learning Outcomes

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

- Display communication competence in interpersonal, intercultural, group
  and organizational contexts.

- Understand the use of ethics and critical thinking processes in formulating
  messages.

- Analyze an audience/market to achieve a specific communication objective.

Prerequisites for the Minor

(3 courses, 10.5 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

* May be used to meet General Education requirements.

Requirements for the Minor

(6 courses; 27 quarter units)

Communication Minor courses may be used to satisfy preparation for the major
requirements or general education requirements.

COM 300   Interpersonal Communication
            Prerequisite: ENG 101
COM 305   Intercultural Communication
            Prerequisite: ENG 101
COM 310   Communication Theory
            Prerequisite: ENG 101
COM 324   Critical Thinking and Ethics
            Prerequisite: ENG 101

COM 344   Organizational Communication
            Prerequisite: ENG 101

Choose **ONE** of the following:

COM 334   Persuasion
            Prerequisite: ENG 101
COM 354   Professional Presentations
            Prerequisite: ENG 101
COM 400   Mediated Messaging
            Prerequisite: COM 385 and COM 394

MINOR IN CREATIVE WRITING

Program Lead: Colin Dickey; (310) 662-2131; cdickey@nu.edu

The Minor in Creative Writing is designed for students in other majors who wish
to develop their creative writing skills.

Program Learning Outcomes

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

- Discuss the basic conventions of at least two different contemporary
  creative genres.

- Produce polished, completed works in those genres.

- Read their own work critically and employ revision strategies to improve it.

- Critique the writing of others and offer constructive suggestions for
  improving it in a collegial setting.

- Produce a significant project in one genre.

Preparation for the Minor

(2-3 courses, 9-13.5 quarter units)

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

* May be used to meet a General Education requirement.

Students will also need to take **one** or more of the following prerequisites for the
upper-division requirements:

ENG 201*   Fiction Writing I
            Prerequisite: ENG 101
ENG 202*   Poetry Writing I
            Prerequisite: ENG 101
ENG 203*   Screenwriting I
            Prerequisite: ENG 101

* May be used to meet a General Education requirement.

Requirements for the Minor

(6 courses; 27 quarter units)

TWO of the following:

ENG 301   Fiction Writing II
            Prerequisite: ENG 201
ENG 302   Poetry Writing II
            Prerequisite: ENG 202
ENG 375   Nature Writing
            Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A

ONE of the following:

LIT 401   Contemporary Fiction
            Prerequisite: ENG 240 and LIT 100
LIT 402   Contemporary Poetry
            Prerequisite: ENG 240 and LIT 100

ONE of the following:

ENG 401   Fiction Workshop
            Prerequisite: ENG 301
ENG 402   Poetry Workshop
            Prerequisite: ENG 302

TWO of the following:

ART 315   Film as Art
            Prerequisite: ENG 100 and ENG 101

or

COM 360   Representation in the Media
           Prerequisite: ENG 100 and ENG 101

or

COM 385   Interactive Storytelling
           Prerequisite: ENG 101

or

Upper-division ENG

or

Upper-division LIT courses

MINOR IN ENGLISH

Program Lead: John Miller; (714) 429-5146; jmiller@nu.edu

The Minor in English is designed to provide students with a grounding in some of the major periods, movements and authors of British and American literature, and the opportunity to pursue further study of topics of interest to them.

Requirements for the Minor

(6 courses; 27 quarter units)

Choose at least **THREE** of the following courses:

LIT 311   British Literature I
           Prerequisite: ENG 240 and LIT 100
LIT 312   British Literature II
           Prerequisite: ENG 240 and LIT 100
LIT 321   American Literature I
           Prerequisite: ENG 240 and LIT 100
LIT 322   American Literature II
           Prerequisite: ENG 240 and LIT 100
LIT 338   Shakespeare
           Prerequisite: ENG 240 and LIT 100

Choose the remaining course(s) from available upper-division LIT courses or the following:

ART 315   Film as Art
           Prerequisite: ENG 100 and ENG 101
ENG 301   Fiction Writing II
           Prerequisite: ENG 201
ENG 302   Poetry Writing II
           Prerequisite: ENG 202
ENG 303   Screenwriting II
           Prerequisite: ENG 203
ENG 350   Fundamentals of Linguistics
           Prerequisite: ENG 100 and ENG 101
ENG 375   Nature Writing
           Prerequisite: ENG 100, ENG 101 and ENG 240, or ENG 334A

MINOR IN GLOBAL STUDIES

Program Lead: Raphi Rechitsky; (858) 642-8775; rrechitsky@nu.edu

The Global Studies Minor provides students an opportunity to complement their major with a focus on global interconnections that affect the wealth and well-being of people throughout the world. Students gain appreciation and understanding of the processes of globalization, knowledge that is essential to understanding our society.

Program Learning Outcomes

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

- Demonstrate cultural and global awareness to be responsible citizens in a diverse society.

Requirements for the Minor

(6 courses; 27 quarter units)

Choose **SIX** of the following courses:

GLS 310   Global Communications
           Prerequisite: ENG 240
GLS 330   Film in a Global Context
           Prerequisite: ENG 240
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
           Prerequisite: ENG 100 and ENG 101
PHL 320   World Religions
           Prerequisite: ENG 100 and ENG 101
SCI 300   Geography
MUS 327   World Music
           Prerequisite: ENG 100 and ENG 101
POL 320   Politics of Social Movements
           Prerequisite: ENG 100 and ENG 101
POL 350   International Relations
           Prerequisite: ENG 100 and ENG 101
LIT 463   20th Century World Literature
           Prerequisite: ENG 240 and LIT 100
GLS 440   Study Abroad
           Prerequisite: HIS 320

MINOR IN HISTORY

Program Lead: Duncan Campbell; (858) 642-8919; dcampbell2@nu.edu

Requirements for the Minor

(6 courses; 27 quarter units)

Please choose any **SIX** of the following:

HIS 360   American Colonial Experience
           Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 361   Making and Sundering of Union
           Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 362   U.S. Between Wars, 1865-1917
           Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 363   U.S. Since World War I
           Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 431   The Ancient World
           Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 432   The Classical World
           Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 433   The Post-Classical World
           Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 434   Modern World, 1500 to Present
           Prerequisite: ENG 100, ENG 101 and HIS 234

MINOR HONORS FELLOWS FOR SOCIAL CHANGE

Program Lead: Robert Johnson; (858) 642-8408; rjohnson@nu.edu

The Honors Fellows for Social Change is a course of study designed for a select group of students who show a unique commitment to the goals of their education, the potential for original research in their field, and the desire to connect their education to the larger goal of social change. The course of study centers on a rich interdisciplinary curriculum that challenges students to formulate their educational goals and personal vision through creative exploration, reflection, understanding, and concrete application. Students enter the program as a cohort, they have opportunities for experiential learning, and they receive one-on-one faculty mentoring at the thesis state.

Admission Requirements

- Students will be invited to participate in the Honors minor.

- Students must have a minimum of 90 quarter units.

- Students cannot be on academic or disciplinary probation.

- Students' accounts must be in good standing.

Program Learning Outcomes

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

- Demonstrate the capacity for life-long learning by articulating personal goals and by understanding the process of creation, analysis and materialization of those goals.

- Conceptualize, execute and present an original creative/research project aimed at social change in the student's discipline for a broader interdisciplinary public.

- Apply disciplinary knowledge (facts, theories, etc.) from one or more fields of academic concentration to the participation in civic life and social change.
- Understand and articulate the role of disciplinary expertise, including the ethics and politics of knowledge production and action, within the broader context of the student's liberal arts education.

Degree Requirements

To receive the designation of Honors Fellow for Social Change, students must complete the non-credit Honors Introductory Module and the 27 quarter units listed below.

Requirements for Minor

(7 courses; 27 quarter units)

Non-Credit Orientation Course

(1 course; 0 units)

HON 100   Honors Introductory Module (0 quarter units)
Prerequisite: "Acceptance into the Honors Scholars for Social Change."

Requirements for Minor

(6 courses; 27 quarter units)

HON 301   Creativity in Life and Society
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 100
HON 302   Science & the Scheme of Things
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 100
HON 303   Individual and Social Change
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 100
HON 304   Experiential Learning Seminar
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 100
HON 500   Honors Thesis
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 301, HON 302, HON 303
HON 501   Senior Honors Symposium
Prerequisite: "Acceptance into the Honors Scholars for Social Change.", HON 500

MINOR IN POLITICAL SCIENCE

Program Lead: Shak Hanish; (858) 642-8494; shanish@nu.edu

Preparation for the Minor

POL 100*   Introduction to Politics
Prerequisite: ENG 100 and ENG 101
POL 201*   American Politics
Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Requirements for the Minor

(6 courses; 27.0 quarter units)

Choose **SIX** courses from the following:

POL 320   Politics of Social Movements
Prerequisite: ENG 100 and ENG 101
POL 330   Political Theory
Prerequisite: ENG 100 and ENG 101
POL 340   Comparative Politics
Prerequisite: ENG 100 and ENG 101
POL 350   International Relations
Prerequisite: ENG 100 and ENG 101
POL 360   Public Policy
Prerequisite: ENG 100 and ENG 101
POL 400   European Politics
Prerequisite: ENG 100 and ENG 101
POL 410   Middle Eastern Politics
Prerequisite: ENG 100 and ENG 101

POL 539   Dynamics of World Politics
SOC 385   Methods of Social Inquiry
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 540   Power and Social Change
Prerequisite: ENG 100 and ENG 101

MINOR IN PSYCHOLOGY

Program Lead: Brenda Shook; (916) 855-4108; bshook@nu.edu

The minor in psychology represents current trends in the field of psychology and is designed to augment the major in numerous disciplines such as nursing, health, sociology, criminal justice, biology, business, management and education.

Requirements for the Minor

(6 courses; 27 quarter units)

Choose **SIX** from the following courses:

PSY 426   History & Philosophy of Psych
Prerequisite: ENG 100, ENG 101 and PSY 100
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 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 441   Global Psychology
Prerequisite: PSY 100
PSY 455   Psychology of Bereavement
Prerequisite: ENG 100, ENG 101 and PSY 100
PSY 457   Forensic Psychology
Prerequisite: ENG 100 and PSY 100
PSY 458   Health Psychology
Prerequisite: ENG 100, ENG 101 and PSY 100

MINOR IN SOCIOLOGY

Program Lead: Jacque Lynn Flotyn; (858) 642-8437; jfoltyn@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
Prerequisite: ENG 100 and ENG 101
SOC 328   Intercultural Thinking
Prerequisite: ENG 100 and ENG 101
SOC 344   Marriage, Sex and the Family
Prerequisite: ENG 100 and ENG 101
SOC 443   Sociology of Deviance
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 445   Contemporary Social Problems
Prerequisite: ENG 100 and ENG 101
SOC 365   Classical Social Theory
Prerequisite: SOC 100 and ILR 260
SOC 375   Contemporary Social Theory
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 385   Methods of Social Inquiry
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 455   Organizational Sociology
Prerequisite: ENG 100, ENG 101 and SOC 100
SOC 500   Cultural Pluralism in the USA
Prerequisite: ENG 100 and ENG 101
SOC 540   Power and Social Change
Prerequisite: ENG 100 and ENG 101

GRADUATE DEGREES

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Program Lead: Brian Tilley; (760) 268-1550; btilley@nu.edu

The Master of Arts in Counseling Psychology degree provides an academic pathway for students who are committed to the practice of professional counseling. All students must complete the course work in Marriage and Family Therapist (MFT) during their program. The MFT sequence 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 course work meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California.

Students who are interested in also pursuing the Licensed Professional Clinical Counselor (PCC) pathway will complete three (3) additional courses at the end of their program, or where appropriate in their individual schedule, upon consultation with their Faculty Advisor. Students who participate in both the MFT and PCC pathways will be allowed to sit for licensing as both an LMFT and an LPCC (Licensed Professional Clinical Counselor). The PCC courses emphasize counseling techniques and theories, including those related to career development, and is designed for students who are committed to the practice of individual and group counseling. This version of the degree meets the academic requirements to be eligible for licensing as a Professional Clinical Counselor by the Board of Behavioral Sciences 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 licensure outside of California. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

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 section of the catalog, 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 for whom English is not their primary language must take the Test of English as a Foreign Language (TOEFL) exam and receive one of the below scores before beginning the program:

- Paper-based - 550
- Computer-based - 213
- Internet-based - 79

Students must submit their TOEFL score with their application.

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.

Program Fees

There is a fee of $350 assessed during PSY 611B for materials that are integrated into program courses and designed to assist students in the preparation for the California licensing examination for LPCC or LMFT.

Program Requirements

- Students who do not have an undergraduate degree in psychology must take PSY 501A and PSY 501B as the first two courses in their program.
- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 611B and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 225 hours (MFT Option) or 280 hours (Combined Option) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum class.
- Under exceptional circumstances requests for independent studies in courses without experiential clinical work may be considered for approval by the department.

- Students seeking licensure in California must register with the Board of Behavioral Sciences (BBS) after graduation and fulfill all BBS licensing requirements for the license relevant to the student's MAC sequence option.
- Students are also urged to join a professional association. Students in the MFT track should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the PCC track should consider joining the American Counseling Association and/or the California Association for Licensed Professional Clinical Counselors. Students must obtain malpractice insurance, which may be obtained through the relevant association listed above or another professional organization.
- Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.
- In regional offerings of the program where applicable, students in the Master of Arts in Counseling Psychology may choose to take a regular evening course simultaneously with PSY 680A or PSY 680B.

NOTE: The courses in the online version of the program are designed to be completely asynchronous. However, there are two exceptions: the skills development residencies and practicum consultation. The practicum sequence in the online program includes a required video presentation and live consultation with faculty each week. The schedule for these requirements differs by instructor and situation; online students are encouraged to reach out to practicum instructors to learn more about the specifics of the consultations.

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 (MFT Sequence) or as a Licensed Professional Clinical Counselor (Combined Option), 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 (MFT Sequence) or Professional Clinical Counseling (PCC Sequence).

Program Disclosure Information

The MA in Counseling Psychology degree is designed for **California only**, and either option may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. Students who reside outside of California and wish to take this program must gain special permission to do so.

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

Program Learning Outcomes

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

- Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy and mental health counseling.
- Critically evaluate the relevant methods of research used in the study of behavior and their limitations.
- Understand and demonstrate current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
- Demonstrate cultural competence in addressing the mental health needs of people of diverse backgrounds and circumstances, including an appreciation for the wide cultural diversity among California's multiple diverse communities.
- Evaluate psychological distress and/or impairment, mental disorders, and problems in living in diverse individuals and systems within various mental health settings.
- Develop culturally appropriate strategies, treatment plans, and professional relationships for successful interventions with diverse client groups in various clinical contexts.
- Apply related therapeutic interventions with diverse clients using a variety of psychotherapeutic models.
- Apply a working knowledge of a range of topics important to mental health practice including (but not limited to) psychopharmacology, addictive and compulsive disorders, structured psychological assessment, relational violence, gender and sexuality, and trauma/crisis.

- Understand norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, and recovery-oriented care to work with clients.

- Integrate professional development through self-reflection emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination and personal presence.

Degree Requirements

To receive the Master of Arts in Counseling Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students for whom English is a second language must take and pass an English Language Proficiency exam prior to beginning any coursework. Students should refer to the section on Graduate Admissions for specific information regarding additional application and evaluation requirements.

Prerequisites for the Major

(2 courses; 9 quarter units)

Students who hold a bachelor's degree in Psychology may request these courses to be waived. Please contact the Program Lead.

PSY 501A   Foundations in Counseling I
PSY 501B   Foundations in Counseling II

Core Requirements I

(6 courses; 27 quarter units)

Students will take classes from this sequence, then take 3 area of specialization courses in Core Course Sequence II.

PSY 605   Lifespan Development
            Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
PSY 620   Perspectives on Psychology
            Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
PSY 610   Case Management
            Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
PSY 611A   Counseling Paradigms I
            Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B
PSY 612A   Clinical Assessment I
PSY 612B   Clinical Assessment II
            Prerequisite: PSY 612A

MFT Core Requirements II

(3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Marriage and Family Therapist will take these courses between Core Sequence I and III.

PSY 636   Child and Adolescent Therapy
PSY 632A   Family Therapy
PSY 632B   Couples Therapy

Core Requirements III

(11 courses; 49.5 quarter units)

PSY 627   Legal & Ethical Issues
PSY 611B   Counseling Paradigms II
PSY 680A   Counseling Practicum I
            Prerequisite: PSY 611B with a minimum grade of S
PSY 628   Group Therapy
PSY 637   Cultural Competencies
CHD 640   Treatment of Addictions
PSY 626   Human Sexuality
PSY 679   Psychology of Trauma
PSY 680B   Counseling Practicum II
            Prerequisite: PSY 680A
PSY 678   Clinical Biopsychology
PSY 638   Wellbeing & Wellness

Optional Sequence IV: PCC Option

(3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Professional Clinical Counselor will take these courses between Core Sequence I and III.

PSY 653   Research and Evaluation
PSY 624A   Testing and Assessment
CED 612   Career & Academic Counseling

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 MA 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, nonfiction, 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: Pictures that Speak

(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: *Dark Romanticism*
ENG 620B	Literary Period or Movement II: *American Gothic*
ENG 640	Seminar in Poetry: *Graveyard Poetry*
ENG 668	Film Genre Studies: *Horror Films*
ENG 680A	Seminar in a Theme I: *Vampires Gothic Literature*
ENG 680B	Seminar in a Theme II: *Gothic Prisons or Romantic Spaces or Female Gothic*
ENG 690A	Major Author Seminar I: *Ann Radcliffe*
ENG 690B	Major Author Seminar II: *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** of the **FIVE** 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: Pictures that Speak

MASTER OF ARTS IN HUMAN BEHAVIOR

Program Lead: 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 practice of behavioral science.

- Demonstrate multicultural awareness and appreciation of human diversity.

Degree Requirements

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.

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 and 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.)

MASTER OF ARTS IN PERFORMANCE PSYCHOLOGY

Program Lead: Doug Barba; dbarba@nu.edu

The Master of Arts in Performance Psychology program focuses upon the intersection of performance psychology techniques, counseling, peak performance, and sport science. The coursework covers theory, research and applied techniques across the fields of business, exercise physiology, the fine arts, military and combat psychology and sport psychology. Coursework fulfills the student's academic requirements toward becoming a Certified Mental Performance Consultant (CMPC) as administered by the Association for Applied Sport Psychology (AASP), the premier sport, exercise, and health psychology organization in North America.

By participating in practical and tailored learning experiences, graduates are able to apply their knowledge to settings including university and professional athletes, fine arts performance settings, corporate settings, children in school and community sports organizations, coaching, and teaching.

Degree Requirements

To receive a Master of Arts in Performance Psychology degree, students must complete at least 67.5 quarter units. 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 procedures for specific information on admission and evaluation.

Program Disclosure Information

The Master of Arts in Performance Psychology program is currently operating using guidelines from the Association for Applied Sport Psychology (AASP) to become a Certified Mental Performance Consultant (CMPC). Students who wish to become certified must pass extra exams and have completed approved mentor hours. Please see the CMPC website https://appliedsportpsych.org/certification/become-certified/.

Please note that students who obtain a CMPC may use the letters CMPC after their name and highest university degree. It does not designate the individual as a "sport psychologist." Requirements for providing psychological services are determined by individual state, provincial, and/or territorial licensing boards.

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

Program Learning Outcomes

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

- Analyze the means by which psychological factors influence performance.

- Analyze empirical and theoretical research related to the major.

- Apply theoretically sound performance enhancement assessments and techniques with individual performers and teams representing various competitive arenas.

- Integrate theoretical perspectives from counseling and sport psychology and related fields into performance settings.

- Apply counseling skills to working relationships with clients and athletes.

- Apply ethical principles in a professional and culturally appropriate manner.

Degree Requirements

To receive a Master of Arts in Performance Psychology degree, students must complete at least 67.5 quarter units. 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 procedures for specific information on admission and evaluation.

Core Requirements

(15 courses; 67.5 quarter units)

PSY 602	Sport/Performance Psychology	
HUB 601A	Organizational Behavior	
HUB 641	Stages of Adult Development	
PSY 637A	Multicul Iss Perform Consult	
PSY 603	Performance Psy Alt Population	
PSY 614	Counseling in Performance Psy	
PSY 613	Performance Consulting Skills	
	Prerequisite: PSY 602 and PSY 603	
HUB 650	Behavioral Research	
HUB 642	Theories of Behavior Change	
PSY 604	Performance Psy Corporate Pops	
PSY 607	Ethics in Performance Psy	
PSY 606	Motor Behavior	
PSY 609	Psychopathology	
PSY 639	Consulting Practice Dev.	
PSY 615	Fieldwork	
	Prerequisite: Successful completion of all core requirements	

MASTER OF ARTS IN STRATEGIC COMMUNICATIONS

Program Lead: Federica Fornaciari; (310) 614-8779; ffornaciari@nu.edu

The Master of Arts in Strategic Communications prepares students to assume professional positions in organizations that must meet the challenges of operating in an increasingly complex and interdependent global environment. A master's in strategic communications equips graduates with both theoretical and practical approaches to developing strategic communications programs that enable organizations to meet their goals and objectives. Each course provides an essential stepping stone on the way to planning, executing and evaluating effective strategic communications efforts.

The objective of the MA in Strategic Communications program is to develop effective, strategically sophisticated professionals who possess the full complement of analytical and practical tools to lead communication efforts. It fosters strategic thinking, logical analysis, and solution generation. Upon completion of the degree, graduates will have the skills to develop and implement communications initiatives using both traditional and emerging channels such as social networks, blogs, podcasts and mobile media.

Graduates will acquire an array of intellectual, managerial and communication skills and competencies, including: an understanding of communications opportunities; the ability to carry out analyses of organizational communications needs; the knowledge to conduct audience analysis, as well as formative and evaluative research; the training to develop, implement and evaluate appropriate strategies and tactics to reach multiple publics; and professional-level writing and presentation skills.

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.

This degree requires that students be able to write in English at an advanced level. If writing skills need improvement, the student may be required to enroll in a 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.

Program Learning Outcomes

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

- Produce multi-public, multi-channel communication campaign planning documents.

- Manage communication campaigns by producing budgets, task lists and schedules.

- Apply formative research to develop communication campaigns and messages.

- Create persuasive campaigns that meet professional ethical standards.

- Evaluate communication campaigns by conducting summative research.

- Deliver professional communication presentations online.

- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

Degree Requirements

To receive a Master of Arts in Strategic Communications, students must complete at least 45 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 4.5 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 Lead. Refer to the section on Graduate Admission Requirements for additional specific information regarding application and matriculation.

Core Requirements

(10 courses; 45 quarter units)

COM 600	Comm in Global Environment	
COM 603	Emerging Interactive Media	
COM 610	Integrated Marketing Comm	
COM 615	Research Methods	
COM 620	Crisis Communications	
COM 625	Campaign & Program Management	
COM 630	Campaign & Program Evaluation	
	Prerequisite: COM 610 and COM 615	
COM 640	Persuasion	
COM 650	Legal and Ethical Issues	
COM 660	Capstone Project	

MASTER OF FINE ARTS IN CREATIVE WRITING

THIS PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME

The Master of Fine Arts in Creative Writing is a studio degree where students produce creative work and refine it through workshops that focus on developing craft in fiction, creative nonfiction, poetry, or screenwriting. In online workshops, students write constructive critiques of the work of their classmates, read contemporary texts from the writer's perspective, and participate in generative writing activities.

Courses are taught by established writers in the field who share their perspective and expertise in the craft. Participating in seminars and workshops, students build valuable skills in their chosen concentration. The culmination of the program is the thesis project, a publishable quality full-length book or screenplay. During the thesis process, students work one-on-one with a faculty mentor in drafting and revising a publishable-quality thesis.

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 for those who desire to teach creative writing at the college or university level.

Students are expected to focus in one genre but are required to take seminar workshops in different genres in order to broaden the scope of their reading and writing. Students are encouraged to take graduate courses in English Literature as electives, as the critical study of literature goes hand in hand with its composition. Interested students may submit to, or volunteer to work on, the student literary journal, the *GNU*.

The Master of Fine Arts in Creative Writing program is entirely online with no on-ground residency requirement.

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 one of the following: 20-30 (double-spaced) pages of fiction or literary nonfiction (a novel chapter, short stories, or essays), 10-20 pages of poetry, an act of a screenplay, or a 20-30-page sample of work mixing several genres. Based on the portfolio, applicants may be advised to complete one or more undergraduate workshops prior to enrolling in the advanced writing workshops.

BA English to MFA Transition Program

Students who are in the process of completing a BA with a major in English and concentration in creative writing at National University may be eligible for the BA to MFA transition program. Requirements for the transition program are listed in the Catalog under the Bachelor's Degree with a major in English.

Program Learning Outcomes

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

- Evaluate various aesthetic theories of fiction, literary nonfiction, poetry or screenwriting.

- Formulate practical and theoretical models of teaching and learning the writing of fiction, literary nonfiction, poetry and screenwriting.

- Critique specific works of literature and screenwriting.

- Develop publishable-quality writing in fiction, literary nonfiction, poetry or screenwriting.

- Evaluate different literary formats.

- Implement craft principles of plot, characterization, style, point of view, narrative technique, and language in the creation of fiction.

- Implement craft principles of plot, characterization, style, point of view, narrative technique, and language in the creation of literary nonfiction.

- Implement craft principles of language, style, themes, technique, rhythm and form in the creation of poetry.

- Implement craft principles of plot, characterization, style, point of view, narrative technique, language, form, dialogue, and other issues of screenwriting.

Degree Requirements

To receive the MFA in Creative Writing, students must complete at least 58.5 quarter units; a total of 13.5 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

(5 courses; 22.5 quarter units)

Students are required to take MCW 659 and MCW 610, one seminar in their chosen specialty, and two additional courses of their choice in different areas.

Students are encouraged to begin the program with:

MCW 610   Textual Strategies

and

Choose **THREE** of the following courses:

MCW 630   Seminar in Fiction
MCW 645   Seminar in Poetry
MCW 650   Seminar in Creative Nonfiction
MCW 685   Basics of Screenwriting

Students should preferably conclude the core requirements with:

MCW 659   Pedagogy of Creative Writing

MCW 659 and MCW 610 are four-week courses; all other MCW courses are eight weeks in duration.

Core Specialized Study

(2 courses; 9 quarter units)

Students are expected to take two advanced workshops 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
            Prerequisite: MCW 630
and
MCW 630B   Adv Workshop in Fiction
            Prerequisite: MCW 630
or
MCW 640A   Advanced Workshop in Poetry
            Prerequisite: MCW 645
and
MCW 640B   Advanced Workshop in Poetry
            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: MCW 685
and
MCW 680B   Adv Workshop in Screenwriting
            Prerequisite: MCW 685 and MCW 680A

Elective Requirements

(4 courses; 18 quarter units)

A minimum of **TWO** electives should be chosen from the list below. All graduate courses with the prefix ENG except the capstone courses are approved electives for the MCW program.

MCW 635   Writing for Young Adults
MCW 636   Genre Fiction Workshop

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 655   Composition Pedagogy
ENG 656   History of Rhetoric
ENG 657   Modern Rhetoric
ENG 660   Seminar in Literary Hypermedia
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 680A   Seminar in a Theme I
ENG 680B   Seminar in a Theme II
ENG 685   American Directors
ENG 686   International Directors
ENG 599   Intro to Grad English Studies
MCW 636   Genre Fiction Workshop
ENG 690A   Major Author Seminar I
ENG 690B   Major Author Seminar II

The remaining **TWO** electives may be from the above list or if the student wants to take more workshop courses, additional advanced MCW writing workshops that the student has not already taken as part of her/his specialized study may be taken as electives. These include:

MCW 630A   Advanced Workshop in Fiction
            Prerequisite: MCW 630
MCW 630B   Adv Workshop in Fiction
            Prerequisite: MCW 630
MCW 640A   Advanced Workshop in Poetry
            Prerequisite: MCW 645
MCW 640B   Advanced Workshop in Poetry
            Prerequisite: MCW 645
MCW 650A   Adv Workshop in Lit Nonfiction
            Prerequisite: MCW 650
MCW 650B   Adv Workshop in Lit Nonfiction
            Prerequisite: MCW 650
MCW 680A   Adv Workshop in Screenwriting
            Prerequisite: MCW 685
MCW 680B   Adv Workshop in Screenwriting
            Prerequisite: MCW 685 and MCW 680A

Thesis Courses

(2 courses; 9 quarter units)

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.

MCW 660   Thesis I (Practicum)
            Prerequisite: Requires completion of MFA CW portfolio all core, specialized study and elective courses
MCW 670   Thesis II (Revision)
            Prerequisite: MCW 660

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 FINE ARTS IN PROFESSIONAL SCREENWRITING
THIS PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME

The MFA in Professional Screenwriting program provides an in-depth study of the art of film, TV and transmedia writing wherein students learn to create compelling, well-structured stories with memorable characters. Students will also acquire a foundational understanding of how to market themselves and their work in the entertainment industry.

This program is hybrid, with the majority of classes delivered online. There is a two-week residency, the second week of which can be offered online or on site, circumstances permitting. Graduate candidates develop skills in advanced film, television and/or transmedia writing, the ability to critically evaluate film, television and/or transmedia scripts for practical and commercial outcomes and critical acumen in the area of media studies.

After foundational screenwriting instruction, students may choose one of three advanced tracks: screenwriting, television writing or transmedia writing. Students may take courses within the three areas and produce thesis projects in more than one area. Graduate candidates will complete the program with one project; feature length screenplay, a TV pilot or Transmedia project. Other thesis deliverables include an aesthetic statement reflecting their artistic development and a marketing plan and pitch.

The program prepares graduates to work in a variety of capacities in the following fields: commercial, industrial or independent film, TV and transmedia writing and/or development, digital entertainment media and communication, and educational or instructional media programs. Course work covers screenwriting, television writing, transmedia writing (graphic novels, comics, web narratives, etc.), script analysis, script development, pitching and marketing as well as business aspects of entertainment programming. Internships and special extra-curricular electives are also available.

Upon completion of the Master of Fine Arts in Professional Screenwriting program, students will possess the knowledge and skills needed to evolve their writing to a professional level, participate in ongoing scholarly and critical discussions of issues in the field of film, TV and Transmedia writing and present their work to the entertainment industry. The MFA also provides the graduate with the degree required to teach at the university level.

Application Requirements and Program Prerequisites

To be considered for admission, prospective students must meet the University graduate admission requirements listed in the catalog. Students 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. Students need to have access to a DVD rental and/or streaming service or other reliable source for obtaining access to films, television shows and transmedia. Students must have personal access to a computer that meets the system requirements for viewing films and film clips online and other relevant media.

The following software (at a minimum) is required: Microsoft Office (Word, Excel, PowerPoint) or comparable software capable of outputting PDF documents, and a variety of standard browser plug-ins (i.e., JavaScript, Flash, Shockwave, QuickTime, RealPlayer etc.) Access to screenwriting software such as Final Draft or Scriptwriter is necessary. The use of free screenwriting software is discouraged due to technical issues. Students must also have reliable access to a headset and microphone capable of supporting online course technological requirements.
Students enrolling in the program are expected to have written and spoken proficiency in English at the graduate-level. If in doubt about your English language skills, please contact the Program Lead for the program.

Program Prerequisites

The Professional Screenwriting MFA is a rigorous, 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. Proficiency in basic writing skills such as spelling and grammar is a must. Prospective students are expected to have written and spoken proficiency in English at the graduate-level.

Students who do not have such experience or skills should take appropriate courses before entering the program. It is recommended (although not absolutely required) that students have had undergraduate courses or experience in one or more of the following areas: communication, film, television, English, literary or media studies, history, philosophy, psychology or sociology, or other relevant areas.

Faculty and Content Creators

Instructors bring the benefit of professional film, television and other industry experience to their teaching. Faculty, content creators and guest speakers include writers, directors, executives, agents, producers and others who have worked in affiliation with high-level industry entities such as (but not limited to); DreamWorks, Warner Bros., Lawrence Bender Productions, Cruise/Wagner Productions, HBO, Showtime, PBS, Sony Pictures, ABC, CBS, NBC, Netflix, Disney and Fox Studios.

Faculty, content creators and guest speakers include Emmy, Humanitas and Nichols Fellowship award-winning writers who have worked on such diverse projects as Wall Street, Masters of the Universe, Little Fockers, Ray, Life As We Know It, Red

Eye, Disturbia, Source Code, Snow White and the Huntsman, and TV series such as From Earth To The Moon, Band Of Brothers, Deadwood, The District, Nip/Tuck, Picket Fences, Law And Order, Camarena Drug Wars, among many others, and transmedia projects such as The Adventures of Kavalier and Clay (graphic novel), and Todd, The Ugliest Kid on Earth.

Program Curriculum
Core and Advanced Core

The program is offered as a hybrid, online/on-site low-residency program. All core courses, electives and advanced courses with studio practica are delivered online. After completing the core sequence, students may elect one of three Advanced Focus Tracks: Screenwriting, Television Writing or Transmedia Writing. Each track has three required courses that must be taken to fulfill that track. In addition, students may select two elective courses from the electives list. A three-course thesis sequence completes the program requirements.

Residency

The residency component of the program consists of two courses which are taken concurrently. The residency is offered either online or on-site, circumstances permitting. The residency courses provide students with the opportunity to learn in a collaborative environment which introduces them to working professionals. Students will synthesize crucial elements of film, TV and transmedia writing, pitch presentations and learn how business is conducted in the entertainment community. The two residency courses are educational opportunities to create relationships with professors and industry professionals and learn about the entertainment industry by direct experience. They are not designed to serve as venues for sale of creative material, for obtaining agent or manager representation, or to procure employment.

Thesis Sequence

To excel in the Master of Fine Arts in Professional Screenwriting thesis sequence, the successful MFA candidate must demonstrate her/his ability to work under the guidance of a thesis advisor(s). Students must have a minimum 3.0 GPA upon entering thesis. All prior required courses must be taken before thesis can begin. The thesis advisor and/or thesis committee determines whether or not the student has met or exceeded the qualification requirements for the Professional Screenwriting Master of Fine Arts. The final thesis course is IP (In Progress) grade-eligible. 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. For thesis portfolio, students are expected to complete the following under the guidance of thesis advisor(s):

- Independently develop, write and revise one project (i.e., screenplay and/or TV script and/or transmedia project).

- Independently develop and write an aesthetic statement documenting the artistic choices that resulted in the student's thesis projects and their overall evolution as a writer.

- Create a marketing plan and video pitch to introduce the student's work to the entertainment community.

The Professional Screenwriting thesis portfolio is developed during a three-course sequence that may last from 6 to 12 months and students should anticipate the longer timeline.

Thesis portfolio students are expected to accomplish the following under the guidance of a thesis advisor(s):

Program Fees

All fees are financial aid eligible.

Residency Fees

SCR 675: $750

SCR 670P: $250

Should the residency course be offered on-site then additional fees may apply to residency workshops including purchase of film or tour tickets, expendables, supplies and some meals. These can vary and are determined at the time of each on-site residency. Costs for accommodation and transportation are not included in the tuition or fees. Students are responsible for arranging their own accommodations and transportation as well as any meals not provided. For more information contact the Program Lead.

Thesis Fees

SCR 690: $350

SCR 691: $350

Program Learning Outcomes

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

- Differentiate critical points of view in the analyses and interpretation of films, television shows, screenplays and other entertainment content.

- Using films, television programs and transmedia IPs, analyze the principles of writing in these varied media.

- Demonstrate critical reflection and viewpoint in evaluating the work of peers and others.

- Generate original and/or adapted narrative screenplays, TV scripts or transmedia IPs employing the principles of these respective disciplines through various stages from introductory-level to mastery.

- Articulate a critical understanding of self in relation to creativity and the influence of cultural and societal issues.

- Analyze and/or design and generate a marketing plan/pitch using the principles of entertainment industry marketing.

- Collaborate with others in achieving writing and/or pitching goals.

Degree Requirements

To receive a Master of Fine Arts, students in the Professional Screenwriting program must complete at least 78.75 quarter units of graduate work, of which a minimum of 65.25 quarter units must be taken at National University. With approval of the Program Lead, students may be able to transfer up to 13.5 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. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation.

Core Requirements

(6 courses; 22.5 quarter units)

Note: Practica are the "Studio labs" generally associated with writing workshops.

SCR 650	Script Reading and Coverage	
SCR 679	Cinematic Writing	
SCR 680	Screenwriting I	
	Prerequisite: SCR 679	
SCR 680P	Screenwriting I Practicum (2.25 quarter units)	
	Prerequisite: SCR 680	
SCR 681	Screenwriting II	
	Corequisite: SCR 681P, Prerequisite: SCR 680	
SCR 681P	Screenwriting II Practicum (2.25 quarter units)	
	Corequisite: SCR 681, Prerequisite: SCR 680P	

Advanced Core Requirements

(6 courses; 22.5 quarter units)

SCR 671	Character and Dialog	
SCR 682	Adv Screenwriting Workshop	
	Prerequisite: SCR 681 and SCR 681P	
SCR 682P	Adv Screenwriting Practicum (2.25 quarter units)	
	Prerequisite: SCR 681, SCR 681P and SCR 682	
SCR 670	Dev-Prod Writing	
	Prerequisite: SCR 681 and SCR 681P	
SCR 670P	Development/Production Practic (2.25 quarter units)	
	Corequisite: SCR 675, Prerequisite: SCR 681, SCR 670 and SCR 681P	
and		
SCR 675	The Business of Screenwriting	
	Corequisite: SCR 670P, Prerequisite: SCR 681, SCR 681P and SCR 670	

Advanced Focus Elective Track

(3 courses; 11.25 quarter units)

Select **ONE** of the following Advanced Focus Tracks: Screenwriting, Television Writing, or Transmedia Writing

SCR 667	Marketing for Film & TV	
SCR 683	Adaptation Workshop	
	Prerequisite: SCR 681 and SCR 681P	
and		
SCR 683P	Adaptation Practicum (2.25 quarter units)	
	Prerequisite: SCR 681, SCR 681P and SCR 683	
or		
SCR 665	Introduction to TV Writing	
and		
SCR 684	TV Pilot/Series Writing Workshop	
	Prerequisite: SCR 665 with a minimum grade of B	
and		
SCR 684P	TV Writing Practicum (2.25 quarter units)	
	Prerequisite: SCR 665 and SCR 684	
or		
SCR 668	Introduction To Transmedia	
and		
SCR 685	Transmedia Writing Workshop	
	Prerequisite: SCR 668 with a minimum grade of B	
and		
SCR 685P	Transmedia Writing Practicum (2.25 quarter units)	
	Prerequisite: SCR 685 and SCR 668	

Electives

(2 courses; 9 quarter units)

Students select **TWO** courses from the following list of approved electives. Students may not repeat a course as an elective that is taken as a core requirement.

SCR 665	Introduction to TV Writing	
SCR 667	Marketing for Film & TV	
SCR 668	Introduction To Transmedia	
SCR 692	Graduate Internship	
	Prerequisite: SCR 675 with a minimum grade of B, SCR 670P with a minimum grade of B. For MFA in Professional Screenwriting students an internship can only be taken after on-site residency is completed, or Recommended Preparation: MFA Students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship. TBD by lead faculty for program.	
SCR 693	Guided Study	
	Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.	
SCR 693P	Guided Study Practicum (2.25 quarter units)	
	Prerequisite: SCR 670P with a minimum grade of B and SCR 675 with a minimum grade of B.	

This internship can only be taken after on-site residency is completed. MFA Students from other disciplines should contact the lead faculty for their program for required prerequisites prior to taking an internship.

A specially constituted course. Students must demonstrate advanced skills and talent in order to be considered for participation.

Thesis Sequence

(3 courses; 13.5 quarter units)

Thesis courses must be taken in order (SCR 690, SCR 690A and SCR 691)

SCR 690	Screenwriting Thesis	
	Prerequisite: All other program courses with potential exception of one elective and/or the on-site residency (by lead faculty approval only)	
SCR 690A	Advanced Rewriting	
	Prerequisite: SCR 690	
SCR 691	Thesis Qualification & Review	
	Prerequisite: SCR 690	

MASTER OF FORENSIC SCIENCES

Program Lead: 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.

The Master of Forensic Sciences degree program offers two areas of specialization. Students are required to take one specialization.

Program Learning Outcomes

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

- Explain basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, identification of unknown dead bodies; and to professionally interact with the forensic pathologist and medico-legal death investigators.

- 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.

- Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.

- 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.

- Understand friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.

- Utilize theories, techniques and practices in all criminal and civil investigation.

- Use investigative techniques in the processing and interpretation of evidence of computer and multimedia forensics.

- Analyze the legal, ethical and constitutional tensions between the interests of society and the rights of individuals in connection with various criminal procedures and contexts.

- Integrate scientific research methodology to explore issues in forensic science.

Degree Requirements

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.

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.

Students should consult the academic director to determine at what point in the sequence they may enter the program.

Core Requirements

(8 courses; 36 quarter units)

FSC 630   Forensic Pathology I
FSC 642   Forensic Pathology II
           Prerequisite: FSC 630
FSC 635   Forensic Anthropology
FSC 648*   Forensic Photography
FSC 647   Crime Scene Investigation
FSC 623   Fingerprint Analysis
FSC 621   Digital Evidence
FSC 662**   Supervised Research Project
           Prerequisite: Satisfactory completion of all FSC courses, including area of specialization and/or elective courses, or obtain approval of the Program Lead.

* 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.

** 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.

Program Electives

(2 courses; 9 quarter units)

Students can take courses with the preapproval of the Program Lead who should be consulted prior to scheduling of any elective.

The following is recommended:

FSC 651   Topics in Forensic Sciences

Specialization in Criminalistics

This Specialization in Criminalistics requires that students have an undergraduate degree in physical science (chemistry, biology or chemistry/biology, laboratory science) or approval of the Program Lead. 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 the students from their program.

Program Learning Outcomes

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

- 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.

Program Requirements

(4 courses; 18 quarter units)

FSC 632   Trace Evidence
FSC 633   Advanced Forensic Toxicology
FSC 634   Forensic Serology and DNA
FSC 636   Advanced Forensic DNA Analysis
           Prerequisite: FSC 634

Specialization in Investigation

This Specialization 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 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 Learning Outcomes

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

- 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 the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.

- Apply profiling knowledge and crime scene analysis methods to crime scene variables.

- Analyze the legal, ethical and constitutional tensions between the interests of society and the rights of individuals in connection with various criminal procedures and contexts.

- Utilize theories, techniques and practices to all criminal and civil investigation.

Program Requirements

(4 courses; 18 quarter units)

FSC 620   Advanced Criminalistics
FSC 643   Forensic Psychology

FSC 622   Law and Criminal Procedure
FSC 631   Major Case Investigation

UNDERGRADUATE CERTIFICATE

ALCOHOL AND DRUG ABUSE COUNSELING

Program Lead: Donald Posson; (702) 684-1455; dposson@nu.edu

The Certificate in Alcohol and Drug Abuse Counseling is designed to meet California state standards for certification of alcohol and drug abuse counselors. This program is approved by CAADAC's education foundation, CA Foundation for Advancement of Addiction Professionals. This program may not meet the requirements for certification in other states. For complete information on the CAADAC certification, or to order a CAADAC Handbook visit, www.ccapp.us or call (800) 564-5927.

Program Learning Outcomes

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

- Establish professional relationships with diverse clients with alcohol and drug abuse and/or dependence issues.

- Demonstrate entry-level counseling skills in working with individuals, groups, and families relative to alcohol and drug abuse and/or dependence issues.

- Assess and diagnose clients using DSM IV-TR alcohol and drug abuse and dependence criteria.

- Develop a treatment plan based on a biopsychosocial assessment of the individual's strengths, weaknesses, problems and needs.

- Develop case management plans for clients that bring services, agencies, resources, and/or people together with a planned framework of action.

- Evaluate the effectiveness of treatment approaches.

- Provide client education to individuals, groups and families on alcohol and drug abuse and dependence.

- Interact with counselors and other professionals in regard to client treatment and services.

- Adhere to established professional codes of ethics and standards of practice.

Degree Requirements

To receive the certificate, students must complete at least 45 quarter units, 31.5 of which must be taken in residence at National University and complete a 255 hour practicum experience working with clients at an approved practicum site. Refer to the section on Undergraduate Admission Requirements for specific information regarding application, placement evaluation and matriculation.

Upon application, students must sign the ADC Student Agreement before beginning their coursework. Students must obtain malpractice insurance prior to beginning their work with clients. Students attend live practicum classes one Saturday a month during the seven-month clinical practicum at a National University campus. Students must attend live Internet class sessions. Students will have their choice of attending either the live Internet session or reviewing the recording of the session afterwards. Students must have a headset with a microphone that plugs into the USB port on their computer.

Prerequisites for the Certificate

(1 course, 4.5 quarter units)

SOC 100   Principles of Sociology
           Prerequisite: ENG 100 and ENG 101

Core Requirements

(10 courses, 45 quarter units)

PSY 100   Introduction to Psychology
ADC 205   Intro to Substance Abuse
           Prerequisite: PSY 100 and SOC 100
ADC 215   Physiology of Substance Abuse
           Prerequisite: PSY 100 and SOC 100
ADC 225   Law and Ethics
           Prerequisite: PSY 100 and SOC 100

ADC 235   Case Management
           Prerequisite: PSY 100 and SOC 100
ADC 245   Individual Counseling I
           Prerequisite: ADC 205, PSY 100 and SOC 100
ADC 255   Individual Counseling II
           Prerequisite: ADC 245
ADC 265   Group & Family Counseling
           Prerequisite: PSY 100 and SOC 100
ADC 275   Personal & Professional Growth
           Prerequisite: PSY 100 and SOC 100
ADC 285   Practicum in Substance Abuse
           Prerequisite: Satisfactorily complete 5 courses in the major, and Program Lead faculty approval

GRADUATE CERTIFICATE

FORENSIC AND CRIME SCENE INVESTIGATIONS

Program Lead: Ismail Sebetan; (858) 642-8419; isebetan@nu.edu

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.

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.

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 forensic pathologists 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 and 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.

Degree Requirements

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)

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

COLLEGE OF PROFESSIONAL STUDIES

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Dean, John A. Cicero
Ph. D., Electrical Engineering, Illinois Institute of Technology

Associate Dean, Jodi Reeves
Ph.D., Materials Sciences, University of Wisconsin-Madison

DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Associate of Science

with Majors in:

- Business 🖥
- Paralegal Studies

Bachelor of Arts

with Majors in:

- Digital Media Design 🖥
- Integrated Marketing Communication 🖥
- Management 🖥

  with Concentrations in:
  - » Alternative Dispute Resolution 🖥
  - » Business Law 🖥
  - » Economics 🖥
  - » Entrepreneurship 🖥
  - » Human Resource Management 🖥
  - » Marketing 🖥
  - » Project Management 🖥
- Pre-Law Studies 🖥

Bachelor of Business Administration 🖥

  with Concentrations in:
  - » Accountancy 🖥
  - » Alternative Dispute Resolution 🖥
  - » Business Law 🖥
  - » Economics 🖥
  - » Entrepreneurship 🖥
  - » Finance 🖥
  - » Human Resource Management 🖥
  - » Logistics and Supply Chain Management 🖥
  - » Marketing 🖥
  - » Project Management 🖥

Bachelor of Public Administration 🖥

  with a Concentration in:
  - » WaterWorks Management

Bachelor of Science 🖥

  with Majors in:

- Accountancy 🖥
- Allied Health 🖥

  with a Concentration in:
  - » Health Informatics 🖥
- Clinical Laboratory Science 👤
- Computer Science 🖥
- Construction Management 🖥
- Criminal Justice Administration 🖥
- Cybersecurity 🖥

  with Concentrations in:
  - » Computer Network Defense 🖥
  - » Digital Forensics 🖥

- Electrical & Computer Engineering 🖥
- Financial Management 🖥
- Healthcare Administration 🖥
- Homeland Security and Emergency Management 🖥
- Information Systems 🖥

  with Concentrations in:
  - » Business Management 🖥
  - » Information Management 🖥
- Information Technology Management 🖥
- Manufacturing Design Engineering 🖥
- Nursing (Generic Entry) 👤
- Nursing (Second Bachelor Degree) 👤
- Nursing (RN Completion) 🖥
- Organizational Leadership 🖥
- Paralegal Studies
- Public Health 🖥
- Radiation Therapy 👤

MINORS

- Accounting 🖥
- Alternative Dispute Resolution 🖥
- Business Administration 🖥
- Business Law 🖥
- Business Studies 🖥
- Criminal Justice Administration 🖥
- Economics 🖥
- Pre-Law Studies 🖥

Transition Programs

- Bachelor of Business Administration to Master of Business Administration
- Bachelor of Public Administration to Master of Public Administration
- Bachelor of Science in Computer Science to Master of Science in Computer Science
- Bachelor of Science in Criminal Justice Administration to Master of Criminal Justice
- Bachelor of Science in Criminal Justice Administration to Master of Forensic Science
- Bachelor of Science in Criminal Justice Administration to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Science in Criminal Justice
- Bachelor of Science in Homeland Security and Emergency Management to Master of Science in Homeland Security and Emergency Management

GRADUATE DEGREES

Master of Accountancy 🖥

Master of Arts

with a Field of Study in:

- Human Resource Management 🖥

  with Area of Specialization in:
  - » Organizational Leadership 🖥

Master of Business Administration 🖥

with Areas of Specialization in:
  - » Bank Management 🖥
  - » Financial Management 🖥
  - » Human Resources Management 🖥
  - » International Business 🖥
  - » Marketing 🖥
  - » Organizational Leadership 🖥
  - » Supply Chain Management 🖥

Master of Criminal Justice 🖥

Master of Healthcare Administration 🖥

Master of Public Administration 🖥

with Areas of Specialization in:
  - » Human Resource Management 🖥
  - » Organizational Leadership 🖥

Master of Public Health 🖥

with Areas of Specialization in:
  - » Community Mental Health 🖥
  - » Health Promotion 🖥
  - » Healthcare Administration 🖥

Master of Science

with Fields of Study in:

- Computer Science 🖥
- Cyber Security 🖥

  with Areas of Specialization in:
  - » Ethical Hacking and Pen Testing 🖥
  - » Information Assurance and Security Policy 🖥
- Data Science 🖥

  with Areas of Specialization in:
  - » Business Analytics 🖥
  - » Database Analytics 🖥
  - » Health Analytics 🖥
- Engineering Management 🖥

  with Areas of Specialization in:
  - » Project Management 🖥
  - » Systems Engineering 🖥
- Health Informatics 🖥
- Homeland Security and Emergency Management 🖥

- Marketing ⌨
- Nursing ⌨

  with Areas of Specialization in:

  » Family Nurse Practitioner ⌨

  » Nursing Administration ⌨

  » Nursing Informatics ⌨

  » Psychiatric-Mental Health Nurse Practitioner – Lifespan ⌨

- Organizational Leadership ⌨

  with Area of Specialization in:

  » Community Development ⌨

DOCTORATE DEGREE

- Doctor of Nurse Anesthesia Practice (DNAP)

CERTIFICATES

UNDERGRADUATE CERTIFICATES

- Alternative Dispute Resolution ⌨
- Criminal Justice Administration ⌨
- Emergency Medical Technician 👥
- LVN "30-45 UNIT" Option 👥
- Marine Technology 👥

  with Concentrations in:

  » Diver Medic Technician

  » Underwater Inspection Technology

- Paralegal Specialist Certificate

  with Concentrations in:

  » Corporations

  » Criminal Law

  » Litigation

GRADUATE CERTIFICATES

- Banking ⌨
- Health Informatics ⌨
- Post-Graduate Family Nurse Practitioner ⌨
- Post-Graduate Mental Health Nurse Practitioner ⌨

COLLEGE OF PROFESSIONAL STUDIES

⌨ Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.

- Consult an admissions advisor for online course availability.

DEGREE PROGRAMS BY DEPARTMENT

CENTER FOR MANAGEMENT STUDIES AND ENTREPRENEURSHIP

Master of Business Administration ▣

with Areas of Specialization in:

- » Bank Management ▣
- » Financial Management ▣
- » Human Resources Management ▣
- » International Business ▣
- » Marketing ▣
- » Organizational Leadership ▣
- » Supply Chain Management ▣

GRADUATE CERTIFICATE

- Banking ▣

DEPARTMENT OF ACCOUNTING, FINANCE AND ECONOMICS

Associate of Science

with a Major in:

- Business ▣

Bachelor of Business Administration ▣

with Concentrations in:

- » Accountancy ▣
- » Alternative Dispute Resolution ▣
- » Business Law ▣
- » Economics ▣
- » Entrepreneurship ▣
- » Finance ▣
- » Human Resource Management ▣
- » Logistics and Supply Chain Management ▣
- » Marketing ▣
- » Project Management ▣

Bachelor of Science

with Majors in:

- Accountancy ▣
- Financial Management ▣

MINORS

- Accountancy ▣
- Business Administration ▣
- Business Studies ▣
- Economics ▣

GRADUATE DEGREE

Master of Accountancy ▣

DEPARTMENT OF COMMUNITY HEALTH

Bachelor of Science

with Majors in:

- Healthcare Administration ▣
- Public Health ▣

Master of Healthcare Administration ▣

Master of Public Health ▣

with Specializations in:

- » Community Mental Health ▣
- » Health Promotion ▣
- » Healthcare Administration ▣

DEGREE PROGRAMS BY DEPARTMENT

DEPARTMENT OF ENGINEERING & COMPUTING

Bachelor of Science

with Majors in:

- Computer Science 🖥
- Construction Management 🖥
- Cybersecurity 🖥

  with Concentrations in:

  » Computer Network Defense 🖥

  » Digital Forensics 🖥

- Electrical & Computer Engineering 🖥
- Information Systems 🖥

  with Concentrations in:

  » Business Management 🖥

  » Information Management 🖥

- Information Technology Management 🖥
- Manufacturing Design Engineering 🖥

Master of Science

with Fields of Study in:

- Computer Science 🖥
- Cyber Security 🖥

  with Areas of Specialization in:

  » Ethical Hacking and Pen Testing 🖥

  » Information Assurance and Security Policy 🖥

- Data Science 🖥

  with Areas of Specialization in:

  » Business Analytics 🖥

  » Database Analytics 🖥

  » Health Analytics 🖥

- Engineering Management 🖥

  with Areas of Specialization in:

  » Project Management 🖥

  » Systems Engineering 🖥

DEPARTMENT OF HEALTH SCIENCES

Bachelor of Science

with Majors in:

- Allied Health 🖥

  with a Concentration in:

  » Health Informatics 🖥

- Clinical Laboratory Science 👥
- Radiation Therapy 👥

Master of Science

with a Field of Study in:

- Health Informatics 🖥

GRADUATE CERTIFICATE

- Health Informatics 🖥

DEPARTMENT OF LEADERSHIP AND HUMAN RESOURCE MANAGEMENT

Bachelor of Science

with a Major in:

- Organizational Leadership 🖥

Master of Arts

with a Field of Study in:

- Human Resource Management 🖥

  with Area of Specialization in:

  » Organizational Leadership 🖥

Master of Science

with a Field of Study in:

- Organizational Leadership 🖥

  with Area of Specialization in:

  » Community Development 🖥

🖥 Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.

- Consult an admissions advisor for online course availability.

DEGREE PROGRAMS BY DEPARTMENT

DEPARTMENT OF MANAGEMENT AND MARKETING

Bachelor of Arts
with Majors in:

- Integrated Marketing Communication 🖥
- Management 🖥
  with Concentrations in:
  » Alternative Dispute Resolution 🖥
  » Business Law 🖥
  » Economics 🖥
  » Entrepreneurship 🖥
  » Human Resource Management 🖥
  » Marketing 🖥
  » Project Management 🖥

Master of Science
with a Field of Study in:

- Marketing 🖥

DEPARTMENT OF NURSING

Bachelor of Science
with Majors in:

- Nursing (Generic Entry) 👥
- Nursing (Second Bachelor Degree) 👥
- Nursing (RN Completion) 🖥

Master of Science
with a Field of Study in:

- Nursing 🖥
  with Areas of Specialization in:
  » Family Nurse Practitioner 🖥
  » Nursing Administration 🖥
  » Nursing Informatics 🖥
  » Psychiatric-Mental Health Nurse Practitioner – Lifespan 🖥

DOCTORATE DEGREE

- Doctor of Nurse Anesthesia Practice (DNAP)

UNDERGRADUATE CERTIFICATE

- LVN "30-45 UNIT" Option 👥

GRADUATE CERTIFICATES

- Post-Graduate Family Nurse Practitioner 🖥
- Post-Graduate Mental Health Nurse Practitioner 🖥

DEPARTMENT OF PROFESSIONAL STUDIES

Associate of Science
with a Major in:

- Paralegal Studies

Bachelor of Arts
with Majors in:

- Digital Media Design 🖥
- Pre-Law Studies 🖥

Bachelor of Public Administration 🖥
  with a Concentration in:
  » WaterWorks Management

Bachelor of Science
with Majors in:

- Criminal Justice Administration 🖥
- Homeland Security and Emergency Management 🖥
- Paralegal Studies

MINORS

- Alternative Dispute Resolution 🖥
- Business Law 🖥
- Criminal Justice Administration 🖥
- Pre-Law Studies 🖥

Master of Criminal Justice 🖥

Master of Public Administration 🖥
  with Areas of Specialization in:
  » Human Resource Management 🖥
  » Organizational Leadership 🖥

Master of Science
with a Field of Study in:

- Homeland Security and Emergency Management 🖥

UNDERGRADUATE CERTIFICATES

- Alternative Dispute Resolution 🖥
- Criminal Justice Administration 🖥
- Emergency Medical Technician 👥
- Marine Technology 👥
  with Concentrations in:
  » Diver Medic Technician
  » Underwater Inspection Technology
- Paralegal Specialist Certificate
  with Concentrations in:
  » Corporations
  » Criminal Law
  » Litigation

🖥 Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

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- Consult an admissions advisor for online course availability.

CENTER FOR MANAGEMENT STUDIES AND ENTREPRENEURSHIP

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COLLEGE OF PROFESSIONAL STUDIES

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COLLEGE OF PROFESSIONAL STUDIES

UNDERGRADUATE DEGREES

ASSOCIATE OF SCIENCE

MAJOR IN BUSINESS

Program Lead: Alfred Ntoko; antoko@nu.edu

The Associate of Science in Business program is designed to prepare students for entry-level management positions. The degree completion provides a transition path to a Bachelor of Business Administration (BBA) degree. The curriculum includes courses in general business, accounting, economics, legal studies, management and marketing. With a goal to maximizing student success, the program is designed with two prerequisites as part of General Education requirements: introductory business mathematics and Internet literacy. Other courses may be taken in any sequence.

Program Learning Outcomes

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

- Describe the types of business organizations and their basic functions.

- Describe the legal structure and tax implications of different types of business organizations such as sole proprietorship, partnership and corporation.

- Explain the functions of basic management relating to planning and implementing an organization's strategic behavior.

- Explain the changing nature of business in a global economy.

- Explain the basic accounting, finance and management functions of business organizations.

- Explain how marketing decisions can help maximize profits.

- Describe the legal and ethical issues surrounding the business community.

Degree Requirements

To receive an Associate of Science in Business degree, students must complete at least 90 quarter units consisting of all courses as articulated below along with the required minimum 34.5 units of the Associate of Science General Education. 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 application and evaluation.

Prerequisites for the Major

(2 courses; 9 quarter units)

ILR 260*   Academic Information Literacy
Prerequisite: ENG 100 and ENG 101

MNS 205 must be taken if students do not have transfer credits for MNS 205 or the MTH courses.

MNS 205*   Intro to Quantitative Methods
or
MTH 210*   Probability and Statistics
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
or
MTH 215*   College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
or
MTH 220*   Calculus I
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

* May be used to meet General Education requirements.

Requirements for the Major

(8 courses; 36 quarter units)

Foundation Courses

BUS 100   Intro to Business
ACC 201   Financial Accounting Funds.
ACC 202   Managerial Accounting Funds.
           Prerequisite: ACC 201
ECO 100   Intro to Economics

Core Courses

LAW 204   Legal Aspects of Business I
MKT 200   Basic Marketing
FIN 310   Business Finance
           Prerequisite: ACC 201
MGT 309   Prin. of Mgmt & Organizations

MAJOR IN PARALEGAL STUDIES

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

The Associate of Science in Paralegal Studies degree is designed to provide students with a solid foundation of professional legal studies leading to a career as a paralegal or legal assistant. The course work and accompanying credits in this program may be transferred to the Bachelor of Science or a professional certificate in Paralegal Studies if all other requirements for admission are met. This degree is offered and ABA-approved only at the Los Angeles region and housed within College of Professional Studies.

Program Learning Outcomes

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

- Describe the role of the paralegal in the American legal system.

- Analyze the basic issues of a legal problem.

- Develop paralegal skills in investigation, legal research, and client and witness interviews.

- Identify common paralegal tasks in substantive areas of the law.

- Develop written and oral communication skills in a legal environment.

- Explain how ethical standards generally apply to paralegals in the practice of law.

Degree Requirements

To receive an Associate of Science degree in Paralegal Studies, students must complete at least 90 quarter units, including 49.5 quarter units of legal specialty courses, one 4.5 quarter unit course of English for Professionals, and the required minimum of 35.5 units of the Associate of Science General Education as specified in the University catalog. Please note a minimum of 27 quarter units of general education course work (across at least three disciplines such as social science, natural science, mathematics, humanities, foreign language and English) is required by the American Bar Association.

All lower-division General Education courses must be completed at National University or another regionally-accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Requirements for the Major

(12 courses; 54 quarter units)

PLA 200   Legal Theory & Ethics
PLX 2100X   Torts
PLA 201   English for Professionals
PLX 2101X   Leg Res Wrtg-Briefing/Analysis
PLX 2102X   Contracts
PLX 2103X   Leg Res Wrtg-Legal Memo
PLA 202   Property
PLA 203   Leg Res Wrtg-Persuasive Wrtg.
PLX 2105X   Computers & the Law
PLA 303   Law Office Administration

PLA 318   Remedies & Dispute Resolution
           Prerequisite: PLX 2100X, and PLX 2102X, PLA 202
PLA 325   Litigation I

Paralegals may not provide legal services directly to the public, except as permitted by law.

BACHELOR OF ARTS

MAJOR IN DIGITAL MEDIA DESIGN

Program Lead: Scott Campbell; (858) 642-8506; scampbell@nu.edu

The Bachelor of Arts in Digital Media Design consists of courses that prepare the student for a broad range of positions requiring a background in computer transmedia design theory, production, and project management. Students receive hands-on training in leading software applications, while they learn and apply media development theory and practice for online and mobile delivery. Successful completion of the program will enable graduates to compete for employment because they possess a relevant combination of skills and knowledge vital to today's workplace. Positions in the fields of gaming, video, production, motion graphics and design include Art Director, Web Designer, Game Designer, Video Editor, Project Manager and Multimedia Specialist.

Program Learning Outcomes

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

- Develop 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.

- Examine current trends and key technologies in the media industry.

- Demonstrate oral, visual and written communication skills with clients, project managers and media production team members.

- Describe and implement the phases of media production, from the initial planning to the final delivery of a professional product.

- Explain the legal and ethical issues related to media production and distribution.

- Create active and interactive content with graphics, animation, sound and video using media authoring software.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Digital Media Design, 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. 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(3 courses; 10.5 quarter units)

ENG 100*   Effective College English I (3 quarter units)
ENG 101*   Effective College English II (3 quarter units)
           Prerequisite: ENG 100
COM 220*   Media Literacy

* May be used to meet a General Education requirement.

Requirements for the Major

(16 courses; 72 quarter units)

MUL 300   Convergence Media
           Prerequisite: COM 220, ENG 100 with a minimum grade of B and ENG 101 with a minimum grade of B
BRO 305   Media Storytelling
           Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103 or COM 220
MUL 305   Graphic Design and Artistry
           Prerequisite: ENG 100 with a minimum grade of B

MUL 309   Camera and Image
           Prerequisite: ENG 100 with a minimum grade of B
MUL 365   Digital Video Editing
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220 with a minimum grade of B Online. Course requires fluent communication
MUL 461   Motion Graphics
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 345   Applied Web Design
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 370   Digital Interactivity
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 315   Video Game Design
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 355   Game Scripting
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 375   3-D Modeling for Game Art
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 462   Digital Audio Creation
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 399   Emerging Technologies
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 445   Digital Project Management
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220
MUL 430   Advanced Design Project
           Prerequisite: COM 100 or COM 103 and COM 220
MUL 471   Adv Digital Interactivity Proj
           Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of B and COM 220

Capstone Core Course

(1 course; 4.5 quarter units)

MUL 420*   Multimedia Arts Portfolio Proj
           Prerequisite: All general core courses and concentration courses

* This is a two-month long class occurring after concentration courses.

MAJOR IN INTEGRATED MARKETING COMMUNICATION

Program Lead: Susan Silverstone; (858) 642-8430; ssilvers@nu.edu

This program is a blend of the concepts of marketing principles, which include advertising, sales promotion, public relations and direct marketing working together as a unified force with the integration of communication using the latest communication technology. Graduates will be able to demonstrate an ability to seek and integrate high-quality research for the purpose of evaluating their own insights into the professional and academic study of communication and media studies, while also understanding the roles that communication plays in developing individuals and social institutions. The BA in Integrated Marketing Communication prepares learners for careers in marketing, sales, advertising, fundraising, PR, and other persuasive fields. It combines a business degree with advanced communication skills for traditional and Web 2.0 platforms including print, broadcast, social, personal and mobile media.

Program Learning Outcomes

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

- Apply appropriate theoretical precepts and practical skills in communication.

- Demonstrate effective communication and leadership skills consistent with a professional marketing environment.

- Develop a strategic communication program, gathering and utilizing data from the conduct of appropriate market research.

- Evaluate global marketing strategies for products and services, utilizing contemporary buyer behavior.

- Apply persuasion theory to the development of media messages.
- Develop multi-platform, multi-public message disseminations plans.
- Integrate program content and collaborate with peers to develop a basic marketing plan that contains all essential elements, including ethical considerations.

Degree Requirements

To receive a Bachelor of Arts in Integrated Marketing Communication, 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 of 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major

(2 courses; 7.5 quarter units)

ENG 101*   Effective College English II (3 quarter units)
            Prerequisite: ENG 100
MKT 302A   Marketing Fundamentals

* May be used to meet a General Education requirement.

Core Requirements

(16 courses; 72 quarter units)

COM 305   Intercultural Communication
           Prerequisite: ENG 101
COM 402   Communication Technologies
           Prerequisite: ENG 101
COM 365   Integrated Marketing Comm
           Prerequisite: ENG 101, COM 402 and MKT 302A or COM 315
COM 324   Critical Thinking and Ethics
           Prerequisite: ENG 101
COM 334   Persuasion
           Prerequisite: ENG 101
COM 354   Professional Presentations
           Prerequisite: ENG 101
MKT 430   Intro to Global Marketing
           Prerequisite: MKT 302A
MKT 434   Intro to Market Research
           Prerequisite: MKT 302A
MKT 443   Introduction to Advertising
           Prerequisite: MKT 302A
MKT 441   Channel and Value Networks
           Prerequisite: MKT 302A
MKT 445   e-Marketing
           Prerequisite: MKT 302A
MKT 446   Introduction to Services Mkt
           Prerequisite: MKT 302A
COM 441   Communication Strategies
           Prerequisite: COM 334
COM 442   Communication Campaigns
           Prerequisite: COM 441
COM 443   Interactive & Mobile Campaigns
           Prerequisite: COM 442
MKT 480   Marketing Project
           Prerequisite: Completion of 31.5 quarter units of upper-division core requirements and MKT 302A

MAJOR IN MANAGEMENT

Program Lead: Timothy Pettit; (858) 642-8687; tpettit@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.

The Bachelor of Arts in Management/Master of Business Administration (BAM/MBA) Transition Program

Students must complete graduate-level coursework taken as part of the BAM 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 BAM course. Students must complete their MBA program within four years with no break exceeding 12 months.

Students in the BAM Transition program may take up to three MBA classes as electives during the BAM. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

Program Learning Outcomes

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

- Describe the basic functions of management on the operations of the organization.
- Employ management theories toward planning, organizing, leading and controlling organizations.
- Apply organizational theories to enact positive change.
- Explain the effect of international business environmental factors on the conduct of global business.
- Apply the principles of ethical decision-making 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 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. Refer to the section on undergraduate admission procedures for specific information regarding 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

(3 courses; 13.5 quarter units)

ECO 203*   Principles of Microeconomics
ECO 204*   Principles of Macroeconomics
LAW 204   Legal Aspects of Business I

* May be used to meet a General Education requirement.

Requirements for the Major

(10 courses; 45 quarter units)

MGT 309   Prin. of Mgmt & Organizations
MKT 302A   Marketing Fundamentals
MGT 351   Process Improvement Management
BIM 400   Info Mgmt in Organizations
IBU 430   Survey of Global Business
           Prerequisite: ECO 203 and ECO 204
LED 400   Introduction to Leadership
ODV 420   Intro to Organizational Behavi
HRM 409B   Survey in HRM & OD
MGT 400   Ethics in Law, Business & Mgmt
MGT 480   Strategic Business Management
           Prerequisite: To enroll in MGT 480, students must complete all "Preparation for Major" courses and all other courses listed as "Requirements for Majors."

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.

Concentration in Alternative Dispute Resolution

Program Lead: Jack Hamlin; (858) 642-8405; 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, in local, state and federal governments, and in 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 **FOUR** from the following:

ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 410	Facilitation Fundamentals
ADR 415	Mediation Fundamentals
ADR 420	Communication & Conflict
ADR 425	Issues in Conflict Management
ADR 430	Ethics and Neutrality

Concentration in Business Law

Program Lead: Bryan Hance; (310) 662-2115; bhance@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.

Prerequisite

(1 course; 4.5 quarter units)

LAW 204	Legal Aspects of Business I

Requirements for the Concentration

(6 courses; 27 quarter units)

Choose **SIX** courses from the following:

LAW 305	Legal Aspects of Business II
	Prerequisite: LAW 204
LAW 400	Current Legal Issues
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

Program Lead: Wali Mondal; (858) 642-8415; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the Principles of Macroeconomics and the Principles of Microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including finance, management and marketing. The concentration will also prepare students for a successful experience in law school or other professional training.

Students earning a BAM degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in the private sector, and in international organizations including the United Nations organizations and the Peace Corps.

Program Learning Outcomes

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

- Apply ethical and legal principles to business environment
- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments
- Integrate the knowledge acquired in the program to analyze a business, 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
- Develop a global business perspective based on the knowledge of foreign business environments and cultures

The economics concentration is unique, both in the University and in the College of Professional Studies (COPS). No other concentration or program of study similar to this concentration exists elsewhere in the COPS or in the University.

Requirements for the Concentration

(5 courses; 22.5 quarter units)

Core Requirements

(3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics
	Prerequisite: ECO 203 and ECO 204
ECO 302	Intermediate Macroeconomics
	Prerequisite: ECO 204
ECO 303	Data Analysis
	Prerequisite: ECO 203 and ECO 204

Electives

(2 courses; 9 quarter units)

Please select **TWO** courses from the following:

ECO 304	Economic Growth
	Prerequisite: ECO 203 and ECO 204
ECO 410	Seminar on Capitalism
	Prerequisite: ECO 203 and ECO 204
ECO 415	Labor Economics
	Prerequisite: ECO 203 and ECO 204
ECO 420	International Economics
	Prerequisite: ECO 203 and ECO 204
ECO 447	Money and Banking
	Prerequisite: ECO 203 and ECO 204

Concentration in Entrepreneurship

Program Lead: Michael Pickett; (951) 818-8405; mpickett@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 Program Lead for guidance and recommendations regarding academic preparation for this minor.

Program Learning Outcomes

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing, and financial aspects of a business concept.

- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.

- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

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 Human Resource Management

Program Lead: Bernadette Baum; (858) 642-8404; 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.

Program Learning Outcomes

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating and retaining qualified individuals.

- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.

- Define the interrelationship of the three areas of HR development.

- Identify staffing needs and recruitment processes from information obtained from a job analysis.

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 433	Pay & Benefit Admin, & HR Tech
HRM 439	Legal, Reg, & Labor Relation C
ODV 410	OD, Career Systems, & Training
HRM 432	Recruit, Selection, Promo, Ret

and

TWO Upper-Division Elective courses in the following prefix areas: HRM, LED and ODV.

Concentration in Marketing

Program Lead: Mary Beth McCabe; (619) 563-7316; mmccabe@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.

Program Learning Outcomes

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

- Develop marketing research tools that can gather data on customers.

- Evaluate global marketing strategies for products and services using consumer and business behavior.

- Apply marketing concepts, including promotional strategies, to management decision-making.

Requirements for the Concentration

(6 courses; 27 quarter units)

MKT 420	Principles of Consumer Behavior	
	Prerequisite: MKT 302A	
MKT 430	Intro to Global Marketing	
	Prerequisite: MKT 302A	
MKT 434	Intro 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 & Methodology	
	Prerequisite: MKT 302A	
MKT 441	Channel and Value Networks	
	Prerequisite: MKT 302A	
MKT 442A	Intro to Public Relations	
MKT 445	e-Marketing	
	Prerequisite: MKT 302A	
MKT 446	Introduction to Services Mkt	
	Prerequisite: MKT 302A	

Concentration in Project Management

Program Lead: Michael Pickett; (951) 818-8405; mpickett@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:

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.

- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

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 & Ops Management I

Concentration Core Requirements

(6 courses; 27 quarter units)

MGT 422	Team Bldg, Interpers Dynamics	
PMB 400	Project Management Essentials	
	Prerequisite: MGT 451	
PMB 410	Project Planning and Control	
	Prerequisite: MGT 451 and PMB 400	
PMB 420	Program Management	
	Prerequisite: MGT 451 and PMB 400	

PMB 430   Project Accting Fundamentals
           Prerequisite: MGT 451 and PMB 400
PMB 440   Contract Management
           Prerequisite: MGT 451 and PMB 400

MAJOR IN PRE-LAW STUDIES

Program Lead: Bryan Hance; (310) 662-2115; bhance@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:

- Develop legal and critical thinking skills in judicial issues.

- Describe, analyze and anticipate legal issues in a business environment.

- 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 concise legal arguments.

- Demonstrate written, oral communication, and presentation skills used in pre-law.

- Describe 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 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 minimum of 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.

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
           Prerequisite: ENG 100 and ENG 101
or
PSY 100*   Introduction to Psychology
POL 201*   American Politics
           Prerequisite: ENG 100 and ENG 101
or
PHL 100*   Introduction to Philosophy
           Prerequisite: ENG 100 and ENG 101
LAW 200   Intro to Law & Legal Writing

* May be used to meet a General Education requirement.

Requirements for the Major

(9 courses; 40.5 quarter units)

LAW 204   Legal Aspects of Business I
LAW 305   Legal Aspects of Business II
           Prerequisite: LAW 204
LAW 310   Litigation
LAW 400   Current Legal Issues
LAW 402   The Art of Negotiation
or
ADR 405   Negotiation Fundamentals

LAW 405   Analytical Reasoning
LAW 408   Legal Writing Research and Ora

Capstone:
LAW 420   Advocacy
or
LAW 470   Pre-Law Senior Project
           Prerequisite: LAW 310, LAW 400 and LAW 408
ADR 400   Alternative Dispute Resolution

Upper-Division Electives

(8 courses; 36 quarter units)

Choose **EIGHT** 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 & Conflict
ADR 425*   Issues in Conflict Management
ADR 430*   Ethics and Neutrality
CJA 464   Constitutional Law for CJ
SOC 445   Contemporary Social Problems
           Prerequisite: ENG 100 and ENG 101
PHL 337   Ethics
           Prerequisite: ENG 100 and ENG 101

BACHELOR OF BUSINESS ADMINISTRATION

Program Lead: Nelson Altamirano; (858) 642-8428; naltamirano@nu.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 in the BBA/MBA transition program 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/MBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the following courses: MKT 602, IBU 606, MGT 603, MGT 608, and ECO 607. ACC 604 and FIN 609A may be approved if respective prerequisites are met.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

Program Learning Outcomes

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

- Apply ethical and legal principles to a business environment

- Apply skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions

- Apply knowledge in the fields of management, information systems and marketing to different business environments

- Apply the knowledge acquired in the program for the analysis of strengths, weaknesses and potential improvements in a business

- Utilize writing, presentation, research and teamwork skills expected of a business-school graduate at the bachelor-level

- Examine a global business perspective based on the knowledge of foreign business environments and cultures

Degree Requirements

To receive a BBA, 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. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(6 courses; 27 quarter units)

MNS 205 must be taken if students do not have transfer credits for MNS 205 or the MTH courses.

MNS 205*	Intro to Quantitative Methods
or	
MTH 210*	Probability and Statistics
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
or	
MTH 215*	College Algebra & Trigonometry
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
or	
MTH 220*	Calculus I
	Prerequisite: Accuplacer test placement, or MTH 216B or MTH 215
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds.
	Prerequisite: ACC 201
LAW 204	Legal Aspects of Business I

* May be used to meet a General Education requirement.

Requirements for the Major

(9 courses; 40.5 quarter units)

BIM 400	Info Mgmt in Organizations
MGT 309	Prin. of Mgmt & Organizations
MGT 400	Ethics in Law, Business & Mgmt
FIN 310	Business Finance
	Prerequisite: ACC 201
MNS 407	Management Science
	Prerequisite: MNS 205
MKT 302A	Marketing Fundamentals
IBU 430	Survey of Global Business
	Prerequisite: ECO 203 and ECO 204
MGT 451	Production & Ops Management I
BUS 480	Capstone: Integrated Bus Policy
	Prerequisite: Completion of at least 9 BBA preparation and upper-division core courses

Upper-Division Electives

(7 courses; 31.5 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, BIM, BUS, ECO, FIN, HRM, LAW, LED, MGT, MKT, ODV or HUB.

Recommended Electives

FIN 446	International Financial Mgmt
	Prerequisite: FIN 310

FIN 440	Financial Institutions
	Prerequisite: FIN 310
HRM 409B	Survey in HRM & OD
HRM 432	Recruit, Selection, Promo, Ret
HRM 439	Legal, Reg, & Labor Relation C
IBU 540	International Experience
LAW 305	Legal Aspects of Business II
	Prerequisite: LAW 204
MGT 422	Team Bldg, Interpers Dynamics
MKT 430	Intro to Global Marketing
	Prerequisite: MKT 302A
MKT 434	Intro to Market Research
	Prerequisite: MKT 302A
MKT 443	Introduction to Advertising
	Prerequisite: MKT 302A

Concentration in Accountancy

Program Lead: Consolacion 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 Program Lead for guidance and recommendations as to academic preparation that will best meet their career objectives.

Program Learning Outcomes

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

- Use information technologies and computerized accounting software for financial accounting and tax reporting.

- Apply generally accepted accounting principles to measure and report information related to accounting for assets, liabilities and equities; revenue and expenses; and cash flows of business enterprises and governmental and not-for-profit entities.

- Interpret cost data and prepare managerial accounting reports.

Requirements for the Concentration

(6 courses; 27 quarter units)

Students must successfully complete the required courses as specified below.

Note: All students must have successfully completed ACC 201 and ACC 202 with a grade of "C" or better before enrolling in any of the six required accounting courses

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 432A	Taxation-Individual
	Prerequisite: ACC 431
ACC 433	Managerial Accounting
	Prerequisite: ACC 202
ACC 434	Government and Nonprofit Acct
	Prerequisite: ACC 201

Concentration in Alternative Dispute Resolution

Program Lead: Jack Hamlin; (858) 642-8405; 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 **FOUR** from the following:

ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals
ADR 410	Facilitation Fundamentals
ADR 415	Mediation Fundamentals
ADR 420	Communication & Conflict
ADR 425	Issues in Conflict Management
ADR 430	Ethics and Neutrality

Concentration in Business Law

Program Lead: Bryan Hance; (310) 662-2115; bhance@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.

Prerequisite

(1 course; 4.5 quarter units)

LAW 204	Legal Aspects of Business I

Requirements for the Concentration

(6 courses; 27 quarter units)

Choose **SIX** courses from the following:

LAW 305	Legal Aspects of Business II
	Prerequisite: LAW 204
LAW 400	Current Legal Issues
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

Program Lead: Wali Mondal; (858) 642-8415; wmondal@nu.edu

Economics is often called the foundation of business disciplines. This concentration is designed for those students who are interested in learning how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The concentration is designed for students who can progress to higher levels of economic knowledge after taking the Principles of Macroeconomics and the Principles of Microeconomics. The concentration has been designed to provide adequate levels of quantitative skills with a view to analyzing economic data. This analytical ability will help students succeed in graduate studies in all business disciplines including finance, management and marketing. The concentration will also prepare students for a successful experience in the law school or other professional training.

Students earning a BAM degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in the private sector, and in international organizations including the United Nations organizations and the Peace Corps.

For guidance and recommendations concerning the concentration in Economics, please contact the above-named Program Lead.

Program Learning Outcomes

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

- Apply ethical and legal principles to business environment.

- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions.

- Apply knowledge in the fields of management, business knowledge management, and marketing to different business environments.

- Integrate the knowledge acquired in the program to analyze a business, 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.

- Develop a global business perspective based on the knowledge of foreign business environments and cultures .

Requirements for the Concentration

(5 courses; 22.5 quarter units)

Core Requirements

(3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics
	Prerequisite: ECO 203 and ECO 204
ECO 302	Intermediate Macroeconomics
	Prerequisite: ECO 204
ECO 303	Data Analysis
	Prerequisite: ECO 203 and ECO 204

Electives

(2 courses; 9 quarter units)

Please select **TWO** courses from the following:

ECO 304	Economic Growth
	Prerequisite: ECO 203 and ECO 204
ECO 410	Seminar on Capitalism
	Prerequisite: ECO 203 and ECO 204
ECO 415	Labor Economics
	Prerequisite: ECO 203 and ECO 204
ECO 420	International Economics
	Prerequisite: ECO 203 and ECO 204
ECO 447	Money and Banking
	Prerequisite: ECO 203 and ECO 204

Concentration in Entrepreneurship

Program Lead: Michael Pickett; (951) 818-8405; mpickett@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.

Program Learning Outcomes

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

- Assess the various legal structures of small and family business and evaluate the feasibility of an entrepreneurial project by analyzing the organizational, marketing and financial aspects of a business concept.

- Apply the principles of e-commerce by developing a plan to integrate technology into a small or family business.

- Evaluate a family business with regard to its legal structure, management and leadership, and succession planning.

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

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.

Program Learning Outcomes

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

- Apply theoretical and practical aspects of finance.
- Demonstrate oral and written communication skills needed by financial managers.

Requirements for the Concentration

(6 courses; 27 quarter units)

FIN 440	Financial Institutions	
	Prerequisite: FIN 310	
FIN 442	Investments	
	Prerequisite: FIN 310 and FIN 440	
FIN 443	Working Capital Management	
	Prerequisite: FIN 310	
FIN 444	Risk Management & Insurance	
	Prerequisite: FIN 310	
FIN 446	International Financial Mgmt	
	Prerequisite: FIN 310	
FIN 447	Financial Planning	
	Prerequisite: FIN 310 and FIN 442	

Concentration in Human Resource Management

Program Lead: Bernadette Baum; (858) 642-8404; 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.

Program Learning Outcomes

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

- Describe various types of compensation and incentive programs and their effectiveness in attracting, motivating and retaining qualified individuals.
- Identify the responsibilities of managers and supervisors in the prevention of liability arising from employment relationships.
- Define the interrelationship of the three areas of HR development.
- Identify staffing needs and recruitment processes from information obtained from a job analysis.

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 433	Pay & Benefit Admin, & HR Tech
HRM 439	Legal, Reg, & Labor Relation C
ODV 410	OD, Career Systems, & Training
HRM 432	Recruit, Selection, Promo, Ret

and

TWO Upper-Division Elective courses in the following prefix areas: HRM, LED and ODV.

Concentration in Logistics and Supply Chain Management

Program Lead: Timothy Pettit; (858) 641-8687; tpettit@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods around town or around the world. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is the cornerstone to aligning a global supply chain. Focus is on the growing realm of eCommerce and its complex omni-channel distribution systems.

Program Learning Outcomes

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

- Employ logistics tools to optimize the flow of goods between global facilities.
- Appraise supply chain management business processes using cross-functional, inter-firm strategies.
- Analyze supply chain networks for efficient and effective, forward and reverse flow of goods to meet customer service goals.

Degree Requirements

Students must successfully complete the following courses for a Concentration in Logistics and Supply Chain Management, 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.

Prerequisite for the Concentration

(1 course; 4.5 quarter units)

MNS 407	Management Science	
	Prerequisite: MNS 205	

Requirements for the Concentration

(6 courses; 27 quarter units)

SCM 400	Supply Chain Management	
	Prerequisite: MGT 451	
LOG 410	Procurement and Inventory Mgt	
LOG 420	Omni-channel Distribution	
LOG 430	Global Logistics	
	Prerequisite: LOG 420	
SCM 440	Cost and Risk in SCM	
SCM 450	Network Modeling	
	Prerequisite: MNS 407 and SCM 440	

Concentration in Marketing

Program Lead: Mary Beth McCabe; (619) 563-7316; mmccabe@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.

Program Learning Outcomes

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

- Develop marketing research tools that can gather data on customers.
- Evaluate global marketing strategies for products and services using consumer and business behavior.
- Apply marketing concepts, including promotional strategies, to management decision making.

Requirements for the Concentration

(6 courses; 27 quarter units)

MKT 420	Principles of Consumer Behavior	
	Prerequisite: MKT 302A	

MKT 430   Intro to Global Marketing
            Prerequisite: MKT 302A
MKT 434   Intro 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 & Methodology
            Prerequisite: MKT 302A
MKT 441   Channel and Value Networks
            Prerequisite: MKT 302A
MKT 442A   Intro to Public Relations
MKT 445   e-Marketing
            Prerequisite: MKT 302A
MKT 446   Introduction to Services Mkt
            Prerequisite: MKT 302A

Concentration in Project Management

Program Lead: Michael Pickett; (909) 919-7631; mpickett@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:

- Demonstrate the ability to utilize project management tools and techniques to best satisfy project requirements.
- Effectively apply the principles of scope management, risk management, cost planning and control, quality planning and management, resource allocation and management, time management and project scheduling, and change management in the project environment.

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 & Ops Management I

Concentration Core Requirements

(6 courses; 27 quarter units)

MGT 422   Team Bldg, Interpers Dynamics
PMB 400   Project Management Essentials
            Prerequisite: MGT 451
PMB 410   Project Planning and Control
            Prerequisite: MGT 451 and PMB 400
PMB 420   Program Management
            Prerequisite: MGT 451 and PMB 400
PMB 430   Project Accting Fundamentals
            Prerequisite: MGT 451 and PMB 400
PMB 440   Contract Management
            Prerequisite: MGT 451 and PMB 400

BACHELOR OF PUBLIC ADMINISTRATION

Program Lead: Sara Kelly; (619) 573-0384; skelly@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 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:

- Synthesize the theories of public administration.
- Analyze the operations and procedures of public management and nonprofits.
- Develop skills in managing a public sector or nonprofit organization.
- Apply the theories and practices in program and resource management.
- Apply the theories and practices of accounting and budgeting in government and nonprofits.
- Evaluate the role of community groups in local government.
- Analyze ethical situations in the public sector.
- Utilize research process to address a current problem in 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, 45 of which must be completed in residence at National University, with a minimum of 70.5 units of the University General Education 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(3 courses; 13.5 quarter units)

MNS 205*   Intro to Quantitative Methods
ECO 203*   Principles of Microeconomics
ACC 201   Financial Accounting Funds.

* May be used to meet a General Education requirement.

Requirements for the Major

(12 courses; 54 quarter units)

ODV 420   Intro to Organizational Behavi
PAD 400   Intro to Public Administration
PAD 401   Public Policy Development
PAD 402   Urban Environments
MGT 400   Ethics in Law, Business & Mgmt
PAD 403   Government Relations
MNS 407   Management Science
            Prerequisite: MNS 205
PAD 404   Nonprofit Management
ACC 434   Government and Nonprofit Acct
            Prerequisite: ACC 201
MGT 422   Team Bldg, Interpers Dynamics
LED 420   Adaptive Leadership in Change
PAD 405   Senior Research Project
            Prerequisite: Satisfactory completion of 36 quarter units of BPA major coursework.

Upper-Division Electives

(4 courses; 18 quarter units)

Students may choose to complete 4 Upper-Division Electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED and ECO or the Concentration in WaterWorks Management.

Concentration in WaterWorks Management

Program Lead: Sara Kelly; (619) 573-0384; skelly@nu.edu

This area of concentration focuses on managing water, the life blood of livability. Moving beyond the headline news, these courses provide students with knowledge of the fundamental practices of water management, regulatory compliance, human resources and labor relations, and leadership in the industry. Students learn how the industry and public administrators manage this critical resource and support the growing needs of society.

Program Learning Outcomes

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

- Describe the significant issues and challenges facing water industries at the state, regional and local levels of government.
- Describe the governing regulations specific to water quality.
- Evaluate a recruitment and retention program.
- Develop a crisis management plan for a water authority.
- Analyze various leadership theories as they relate to water management practices.

Requirements for the Concentration

(4 courses; 18 quarter units)

PAD 410	Water Works Management in CA
PAD 415	CA Water Law & Compliance
PAD 420	HR & Labor Relations
PAD 425	Leadership in Water Mgt

BACHELOR OF SCIENCE

MAJOR IN ACCOUNTANCY

Program Lead: Consolacion Fajardo; (916) 855-4137; cfajardo@nu.edu

The major in Accountancy academically prepares students for a wide range of accounting-related careers, including public accounting, corporate accounting, internal audit, accounting in not-for-profit organizations, and job opportunities with state, local, and federal government agencies. The curriculum aligns with content specifications for various professional exams including CPA, CMA, and CIA. All students are advised to contact a full-time faculty member for a brief interview by phone or personal visit for the purpose of reviewing the student's career objectives.

Bachelor of Science in Accountancy to Master of Business Administration (BS ACC/MBA) 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 607, IBU 606, and MGT 603. 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 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 BS ACC course. The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.

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.

Program Disclosure Information

The Bachelor of Science in Accountancy program is currently operating using guidelines from the California Board of Accountancy only. For students who wish to become a CPA-, CMA- or CIA-certified please see appropriate organizational guidelines.

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

Program Learning Outcomes

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

- Utilize current technologies for presenting and analyzing accounting information.
- Demonstrate mastery of a common body of accounting knowledge.
- Develop ethical sensitivity to accounting scenarios.
- Employ effective communication of accounting information.
- Research issues to support critical assessment of accounting information.
- Operate effectively in group settings to enhance student learning.

Degree Requirements

To receive a Bachelor of Science with a major in Accountancy, 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. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Students who have completed the California Community College Associate in Science in Business for Transfer (AS-T) degree by completing the Transfer Model Curriculum (TMC) for business, will have completed the lower-division requirements of the University General Education requirements and the Preparation for the Major.

Preparation for the Major

(6 courses; 27 quarter units)

MNS 205*	Intro to Quantitative Methods

or

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

and

ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
LAW 204*	Legal Aspects of Business I

* May be used to meet a General Education requirement.

ACC 201^	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds.
	Prerequisite: ACC 201

^ Eligible for Credit by Examination waiver: Contact Program Lead.

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.

Requirements for the Major

(17 courses; 76.5 quarter units)

Business Requirements

(4 courses; 18 quarter units)

BIM 400	Info Mgmt in Organizations	
MGT 309	Prin. of Mgmt & Organizations	
FIN 310	Business Finance	
	Prerequisite: ACC 201	

and

MKT 302A	Marketing Fundamentals

or

IBU 430	Survey of Global Business
	Prerequisite: ECO 203 and ECO 204

or

MNS 407*	Management Science
	Prerequisite: MNS 205

* Recommended for students considering the CPA or CMA designation.

Accounting Requirements

(13 courses; 58.5 quarter units)

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: ACC 432A
ACC 433	Managerial Accounting
	Prerequisite: ACC 202
ACC 434	Government and Nonprofit Acct
	Prerequisite: ACC 201
ACC 436	Applied Tech for Accountants
	Prerequisite: ACC 201
ACC 515	Accounting Ethics
ACC 555	Data Analytics
ACC 435A	Auditing I
	Prerequisite: ACC 431
ACC 435B	Auditing II
	Prerequisite: ACC 435A

MAJOR IN ALLIED HEALTH

Program Lead: Ricardo Parker; (714) 429-5140; rparker2@nu.edu

The Allied Health profession refers to occupations that support, aid, and increase the efficiency of the physician, dentist or primary healthcare 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 Major in Allied Health degree program provides a broad-based foundation in global and national healthcare issues and trends, ethical and legal issues, health promotion and disease prevention, evidence-based practice, allied healthcare research, healthcare systems management, and healthcare-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 healthcare 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 healthcare 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 healthcare delivery with a health promotion and disease prevention approach.

- Explain the process of active participation in healthcare from a provider, patient, family, and community perspective.

- 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.

- Utilize culturally competent strategies and practices that respect the cultural, social, religious, racial and ethnic diversity of the patient and family regarding disease and their health.

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, 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. Refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Requirements for the Major

(10 courses; 45 quarter units)

HSC 310	Issues & Trends in Healthcare
BST 322	Intro to Biomedical Statistics
GER 310	Healthy Aging
HSC 400	Mgmt for Health Professionals
HSC 300	Legal/Ethical Issues and Hlth
HSC 330	Health Education & Promotion
HSC 410	Informatics for Health Profs
HSC 420	Healthcare Research
HSC 430	Case and Outcomes Management
HSC 440	Allied Health Capstone Project
	Prerequisite: Completion of the major requirements

Students may choose to complete **SIX** Upper-Division Electives or the Concentration in Health Informatics.

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:

HTM 520	Health Information Exchange
HTM 552	EHR Meaningful Use
HTM 460	Health IT Virtual Simulation
	Prerequisite: HSC 410 with a minimum grade of C
COH 320	Chronic & Communicable Disease
	Prerequisite: ILR 260
COH 310	Culture and Health
	Prerequisite: ILR 260
COH 321	Health Behavior
	Prerequisite: ILR 260
BIO 305	Genetics
	Prerequisite: BIO 163, BIO 169A, CHE 143 and CHE 149A
HTM 310	Health Informatics
HCA 402	Intro to HA QA Management
	Prerequisite: Completion of all Coursework in Preparation for the Major
CIS 301	Mgmt Information Systems

Concentration in Health Informatics

Program Lead: Patric Schiltz; (858) 309-3476; pschiltz@nu.edu

The Health Informatics Concentration focuses on effective and innovative use of information and communication technologies in healthcare organizations. Graduates are prepared to advance their careers as entry-level health informatics specialists in a healthcare profession, support informatics teams and communicate effectively with healthcare and technology professionals.

Program Learning Outcomes

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

- Describe the requirements, design usability, product selection and life cycle for a software system that supports the different clinical and administrative healthcare information and communication technologies.

- Communicate effectively with healthcare and information technology professionals and staff working in the healthcare ecosystem.

- Demonstrate the ability to effectively use clinical and administrative healthcare information and communication systems.

- Design the quality improvement in a healthcare organization following the implementation of information and communication technologies.

Requirements for the Concentration

(6 courses; 27 quarter units)

CIS 301	Mgmt Information Systems	
HTM 520	Health Information Exchange	
HTM 552	EHR Meaningful Use	
HTM 460	Health IT Virtual Simulation	
	Prerequisite: HSC 410 with a minimum grade of C	
HTM 310	Health Informatics	
HCA 402	Intro to HA QA Management	
	Prerequisite: Completion of all Coursework in Preparation for the Major	

MAJOR IN CLINICAL LABORATORY SCIENCE

Program Lead: Gabriel Pineda; (858) 309-3548; gpineda@nu.edu

The Bachelor of Science in Clinical Laboratory Sciences provides students with diverse laboratory skills and prepares them for employment in a clinical or research setting. The program is designed to increase knowledge of the human body in health and disease with courses that include biochemistry, virology, immunology, physiology, chemistry, microbiology, hematology, quantitative analysis and molecular diagnostics. Graduates with a degree in clinical laboratory sciences may choose to find employment in areas such as clinical diagnostics, clinical research, or the medical device industry, or pursue advanced degrees in healthcare-related fields of study.

This degree is also designed for students interested in becoming a licensed Clinical Laboratory Scientist in the state of California. Students with this interest should review the requirements to obtain a trainee license from the Laboratory Field Services Branch of the California Department of Health at the website below: https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/CLS-Trainee.aspx

Program Disclosure Information

The Bachelor of Science in Clinical Laboratory Science program is currently operating using guidelines only from the California Department of Public Health. Students who wish to become a Clinical Lab Scientist must first apply and get a Trainee License, each with its own requirements. Licensure is not guaranteed. Please see the Department of Public Health for each Trainee License requirements. Students who wish to participate in this program who do not reside in California must obtain special permission.

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

Program Learning Outcomes

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

- Assess clinical laboratory practice and procedure by applying the knowledge of technical skills and theory obtained.

- Identify problems in the clinical laboratory and establish a course of action to correct them.

- Distinguish among laboratory methods which use advanced analytical, immunological, microbiological, hematological and molecular techniques.

- Evaluate laboratory procedure theory, methodology and results.

- Utilize critical thinking skills in Clinical Laboratory situations.

- Conduct research using primary literature sources.

- Produce written work of the standards required by employers in the industry or post graduate programs.

Degree Requirements

To receive the Bachelor of Science degree with a Major in Clinical Laboratory Science, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University. Upper-division-level must consist of 76.5 quarter units and general education must be a minimum of 70.5 quarter units. Refer to the section on undergraduate admission procedures for specific information regarding 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

(11 courses; 40.5 quarter units)

BIO 161*	General Biology 1	
BIO 201*	Human Anatomy & Physiol I	
	Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A	
BIO 201A*	Human Anatomy & Physiol Lab I (1.5 quarter units)	
	Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses	
BIO 203*	Introductory Microbiology	
	Corequisite: BIO 203A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A	
BIO 203A*	Introductory Microbiology Lab (1.5 quarter units)	
	Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A	
CHE 150	Introductory Organic Chemistry	
	Prerequisite: CHE 101 and CHE 101A, or CHE 141 and CHE 142, and CHE 143 and CHE 149A	
CHE 150A	Introductory Organic Chem Lab (1.5 quarter units)	
	Corequisite: CHE 150	
CHE 141*	General Chemistry 1	
	Prerequisite: MTH 215 or equivalent	
CHE 142*	General Chemistry 2	
	Prerequisite: CHE 141	
CHE 350	Organic Chemistry I	
	Prerequisite: CHE 142	
PHS 104*	Introductory Physics	
	Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B	

* May be used to meet a General Education requirement.

Core Requirements

(11 courses; 49.5 quarter units)

BST 322	Intro to Biomedical Statistics	
HSC 300	Legal/Ethical Issues and Hlth	
CLS 320	Clinical Lab Management	
CLS 301	Clinical Biochemistry	
	Recommended Prior completion of: CHE 142	
CLS 401	Quantitative Analysis	
	Recommended Prior completion of: CHE 142	
CLS 305	Clinical Immunology	
	Recommended Prior completion of: CHE 101, BIO 161, BIO 203 or equivalent	
CLS 315	Molecular Diagnostics	
	Recommended Prior completion of: BIO 162 and CHE 142	
CLS 310	Clinical Virology	
	Recommended Prior completion of: CHE 101, BIO 161, BIO 203 or equivalent	

CLS 405   Clinical Microbiology
           Recommended Preparation: CLS 301 with a minimum grade of B,
           CLS 305 with a minimum grade of B and CLS 315 with a minimum
           grade of B
CLS 410   Clinical Hematology
           Recommended Preparation: CLS 301 with a minimum grade of B,
           CLS 315 with a minimum grade of B and CLS 305 with a minimum
           grade of B
CLS 495   Clinical Lab Science Capstone
           Prerequisite: Must have completed all required core classes.

Upper-Division Electives

(6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of Upper-Division Electives to fulfill the upper-division unit requirements for the B.S. with a Major in Clinical Laboratory Science.

The following courses are strongly recommended:

COM 354   Professional Presentations
           Prerequisite: ENG 101
HSC 410   Informatics for Health Profs
HSC 400   Mgmt for Health Professionals
HSC 310   Issues & Trends in Healthcare
HSC 420   Healthcare Research

MAJOR IN COMPUTER SCIENCE

Program Lead: 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.

The Bachelor of Science in Computer Science Program Educational Objectives are as follows.

Within a few years of graduation, graduates are expected to be:

- Engaged and active as responsible professionals pursuing diverse career paths or successfully continuing their education in graduate school

- Participating in continuing education opportunities enabling them to understand and apply new ideas and technologies in the field of computing

- Effective communicators and team members

- Active contributors to their community and their profession

Bachelor of Science in Computer Science/Master of Science in Computer Science (BSCS/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. Lastly, 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. Students in the BSCS transition program may take up to two MSCS classes as electives during the BSCS. Students may choose from the following courses: CSC 603, CSC 605, CSC 675, CSC606, and CSC607. The number of courses required to earn an MSCS degree for transition program students is reduced from 12 to as few as 10 courses.

Program Learning Outcomes

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

- Analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions.

- Design, implement and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.

- Communicate effectively in a variety of professional contexts.

- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.

- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

- Apply computer science theory and software development fundamentals to produce computing-based solutions.

Degree Requirements

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units to include a minimum of 70.5 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CSC 480A, CSC 480B & CSC 480C), 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major

(10 courses; 42 quarter units)

Students must select **ONE** science-related lecture and **ONE** lab course from Area F of the General Education for a total of 6 quarter units. The course/lab combination must be intended for science and engineering majors and develop an understanding of the scientific method (PHY104 and PHY104A or PHY130A are recommended.)

MTH 215*   College Algebra & Trigonometry
           Prerequisite: Accuplacer test placement evaluation or MTH 12A
           and MTH 12B
CSC 208*   Calculus for Comp. Science I
           Prerequisite: MTH 215
CSC 209   Calculus for Comp. Science II
           Prerequisite: CSC 208
CSC 220   Applied Probability & Stats.
           Prerequisite: MTH 215
CSC 242*   Intro to Programming Concepts
           Prerequisite: MTH 215
CSC 252*   Programming in C++
           Prerequisite: CSC 242
CSC 262*   Programming in JAVA
           Prerequisite: MTH 215
CSC 272   Advanced Programming in Java
           Prerequisite: CSC 262

* May be used to meet a General Education requirement.

Requirements for the Major

(18 courses; 78 quarter units)

CSC 300   Object Oriented Design
           Prerequisite: CSC 252 or CSC 272
CSC 350   Computer Ethics
EGR 320   Scientific Problem Solving
           Prerequisite: CSC 208 or EGR 220
CSC 310   Linear Algebra and Matrix Comp
           Prerequisite: CSC 252 or CSC 272
CSC 331   Discrete Structures and Logic
           Prerequisite: CSC 252 or CSC 272
CSC 335   Data Structures and Algorithms
           Prerequisite: CSC 300 and CSC 331
CSC 338   Algorithm Design
           Prerequisite: CSC 335

CSC 340   Digital Logic Design
        Corequisite: CSC 340L, Prerequisite: CSC 331
CSC 340L   Digital Logic Design Lab (1.5 quarter units)
        Corequisite: CSC 340, Prerequisite: CSC 331
CSC 342   Computer Architecture
        Prerequisite: CSC 340 and CSC 340L
CSC 400   OS Theory and Design
        Prerequisite: CSC 335
CSC 422   Database Design
        Prerequisite: CSC 300
CSC 436   Comp. Communication Networks
        Prerequisite: CSC 331
CSC 430   Programming Languages
        Prerequisite: CSC 300
CSC 480A   Computer Science Project I
        Prerequisite: Completion of requirements for the major except CSC340/CSC340L, CSC342 and ITM470
CSC 480B   Computer Science Project II
        Prerequisite: CSC 480A
CSC 480C   Computer Science Project III
        Prerequisite: CSC 480B
ITM 470   Information Security Management

Approved Electives

(2 courses; 9 quarter units)

Students must complete **TWO** 400-level technical electives. These electives can be taken from the computer science, computer information systems, or information technology management programs without duplicating any of the core courses.

CIS 430   Web/EB Design & Development
CIS 460   Human Factor /Ergonomic Design
ITM 475   Information Security Technology
        Prerequisite: ITM 470

MAJOR IN CONSTRUCTION MANAGEMENT

Program Lead: Dirk Epperson; (858) 309-3474; depperson@nu.edu

The Bachelor of Science in Construction Management program provides students with a well-rounded education in technical construction fundamentals, written and verbal communication, mathematics, business, law, humanities, and natural sciences. This degree program will prepare the student for careers in management, administrative and ownership positions in the construction industry, such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost estimator, quality and safety controller, construction superintendent and facilities engineer.

Program Learning Outcomes

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

- Demonstrate knowledge of mathematics, science and engineering and its application in identifying, formulating and solving construction problems.

- Design a construction system, process or procedure to meet desired needs.

- Indicate a fundamental understanding of mechanical, electrical and structural systems, and sustainability.

- Integrate and apply field inspection and survey techniques, safety standards, and regulatory compliance.

- Apply the principles of project management, accounting, cost estimating and scheduling techniques in construction processes.

- Develop and test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.

- Communicate effectively through written, verbal and graphical media with a range of audiences.

- Understand legal aspects, ethical issues, and professional responsibilities in global, economic, environmental and societal contexts.

- Function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

Degree Requirements

To receive a Bachelor of Science in Construction Management, students must complete at least 180 quarter units to include a minimum of 70.5 units of the University General Education requirements; 76.5 units must be completed at the upper-division level and 45 units must be taken in residence, including the capstone 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(10 courses; 42 quarter units)

COM 103*   Public Speaking
MTH 215*   College Algebra & Trigonometry
        Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
PHS 104*   Introductory Physics
        Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B
PHS 104A* Introductory Physics Lab (1.5 quarter units)
        Prerequisite: PHS 104 or PHS 171 for science majors
or
PHS 130A^ Physics Lab for Engineering (1.5 quarter units)
ILR 260*   Academic Information Literacy
        Prerequisite: ENG 100 and ENG 101
EGR 219   Intro to Graphics and Auto CAD
        Prerequisite: MTH 215
EGR 220   Engineering Mathematics
        Prerequisite: MTH 215
EGR 225   Statics & Strength of Material
        Prerequisite: EGR 220
ACC 201   Financial Accounting Funds.
CSC 220   Applied Probability & Stats.
        Prerequisite: MTH 215

^ For online students only

* May be used to meet a General Education requirement.

Requirements for the Major

(19 courses; 82.5 quarter units)

MGT 309   Prin. of Mgmt & Organizations
EGR 310   Engineering Economics
        Prerequisite: MTH 215
EGR 320   Scientific Problem Solving
        Prerequisite: CSC 208 or EGR 220
EGR 320L   Scientific Problem Solving-LAB (1.5 quarter units)
        Prerequisite: EGR 320 with a minimum grade of C
EGR 316   Legal Aspects of Engineering
DEN 308   Computer Aided Engineering I
        Prerequisite: EGR 219
CEN 320   Surveying, Metrics and GIS
        Prerequisite: EGR 219
CEN 323   Structural Analysis
        Prerequisite: EGR 220 and EGR 225
CEN 325   Soil Mechanics and Foundation
        Prerequisite: CEN 323
CEN 410   Constr Materials and Methods
        Prerequisite: MTH 215
CEN 413   Plans and Specifications
        Prerequisite: EGR 219
CEN 416   Mech and Electrical Systems
        Prerequisite: MTH 215
CEN 419   Est., Scheduling and Control
        Prerequisite: CEN 410
EGR 440   Project Management Fundamental
CEN 420   Est., Scheduling & Control II
        Prerequisite: CEN 419
CEN 422   Field Inspection and Safety
        Prerequisite: CEN 410
CEN 421   Constr, Acct, Finance and Law
        Prerequisite: ACC 201
CEN 425   Design & Const Process Integra
CEN 480   Sustainable Construction

Construction Senior Project

(3 courses; 13.5 quarter units)

CEN 486A   Construction Senior Project I
Prerequisite: Completion of 10 core courses in construction program.
CEN 486B   Construction Senior Project II
Prerequisite: CEN 486A
CEN 486C   Construction Senior Project III
Prerequisite: CEN 486B

MAJOR IN CRIMINAL JUSTICE ADMINISTRATION

Program Lead: Damon Martin; (310) 662-2023; dmartin@nu.edu

The Bachelor of Science in Criminal Justice Administration degree is designed to meet the educational and professional needs of individuals pursuing a career in public safety or law enforcement. A degree in Criminal Justice Administration prepares graduates for professional development, career advancement and successful careers in the justice system at the local, state and federal levels. Graduates are equipped to obtain entry and advanced level positions in policing, training assignments, private security or 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 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 CJA BS/MA transition programs allow students who are enrolled in the BS in CJA and have a cumulative GPA of at least 3.0 and who are within completing their last 6 courses to register for 2 courses in the MSCJA, MFS, or MPA program as electives for the bachelor's degree or one MS Juvenile Justice (JJS) as an elective in the BSCJA program. Transition graduate electives are restricted to those courses that do not require a prerequisite. Students must complete all transition course work with a grade of B or better.

BS in Criminal Justice Administration/Master of Criminal Justice (MCJ) Program

BS in Criminal Justice Administration/Master of Forensic Science (MFS) Program

Students pursuing the BSCJA/MCJ/MFS can choose any **TWO** classes which do not require a prerequisite.

BS in Criminal Justice Administration/Master of Public Administration (MPA) Program

Students pursuing the BSCJA/MPA Program can take any **TWO** courses, with the exception of PAD 631 and PAD 644.

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 Program, Master of Forensic Science Program, or Master of Public Administration Program.

Program Learning Outcomes

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

- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines.
- Identify the causes and patterns of juvenile delinquency.
- Distinguish the leadership and management styles commonly employed in the Criminal Justice System.
- Demonstrate the criminal investigation process to include preliminary investigation, evidence collection and preservation, submission, and testimony in a courtroom.
- Explain the role of criminal sanctions in relationship to victims and offenders.
- Examine the importance of ethics when applied to all three branches of the criminal justice system.
- Analyze problems within 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, 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. Refer to the section on undergraduate admission procedures for specific information regarding application 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

(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 431   Criminology
CJA 337   The Juvenile Offender
CJA 446   CJ Management and Leadership
CJA 460   Principles of Investigation
CJA 351   Courts & the Judicial Process
CJA 352   Criminal Law and Procedure
CJA 340   Corrections
CJA 453   Ethics and the C J System
CJA 470**   Criminal Justice Capstone
Recommended: Prior completion of all the prior core courses.
CJA 470 Capstone should be the final course in the BSCJA major.

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 CJA 470. No grade of "I" (Incomplete) can be given for this course.

** A two-month course that meets once per week for 4.5 quarter units. (Grading is by H, S, and U only.) Accelerated study is not permitted with CJA 470.

Upper-Division Electives

(7 courses; 31.5 quarter units)

Students must complete a minimum of 7 courses (31.5 quarter units) of electives from the list below.

CJA 356   Criminal Evidence
CJA 400   Gangs in America
CJA 401   Criminal Intelligence
CJA 434   Survey of Forensic Sciences
CJA 441   Organized & White Collar Crime
CJA 443   Curr Issues in Law Enforcement
CJA 448   Violence and Society
CJA 457   Minorities/Crime/Soc. Justice
CJA 458   Financial Investigations
CJA 459   Crime and the Media
CJA 464   Constitutional Law for CJ
CJA 465   Practicum in Criminal Justice (variable units)
CJA 467   Intl. & Domestic Terrorism
CJA 540   International CJA Experience

MAJOR IN CYBERSECURITY

Program Lead: William Reid; (858) 309-3464; wreid2@nu.edu

The Bachelor of Science in Cybersecurity (BSCYB) program is designed to meet the increasing demand for cybersecurity professionals. This program is designed to provide students with an understanding of basic information technology management concepts and fundamental security skills. Students will also learn the legal and ethical issues associated with cybersecurity. Graduates are prepared for positions in the areas of security analysts, computer network defenders, and computer incident responders. Once students have completed the core cybersecurity classes, they will choose a four-class concentration in Computer Network Defense or Digital Forensics.

Program Learning Outcomes

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

- Analyze a problem and design the cybersecurity measures appropriate to its solution.
- Apply concepts of best practices in cybersecurity management to enterprise processes.
- Describe the ethical challenges that confront a cybersecurity professional.
- Apply security control principles in the construction of cybersecurity solutions.
- Demonstrate written and oral communication skills expected of a cybersecurity professional.
- Demonstrate the ability to securely administer a Windows and Linux system using security automation tools and techniques.
- Demonstrate knowledge of the fundamental concepts of operating systems, networks, and cloud computing.

Degree Requirements

To receive a Bachelor of Science in Cybersecurity, students must complete at least 180 quarter units, 45 of which must be completed in residence at National University, 81 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. 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.

Foundation Technologies

(6 courses; 27 quarter units)

CYB 202	Introduction to Networking	
CYB 204	Operating System Fundamentals	
CYB 206	Introduction to Cybersecurity	
CYB 213	Data Fundamentals for Cybersec	
	Prerequisite: CYB 206	
CYB 215	Fund of Virt and Cloud Comp	
	Prerequisite: CYB 202 and CYB 204	
CYB 216	Programming for Cybersecurity	
	Prerequisite: CYB 215	

First Core Sequence

(5 courses; 22.5 quarter units)

CYB 320	Tech Writing/Proj Mgnt for CYB
CYB 331	Secure Linux System Admin
	Prerequisite: CYB 216
CYB 332	Secure Windows Administration
CYB 333	Security Automation
	Prerequisite: CYB 331 and CYB 332
CYB 340	Sys Sec Arch for Cybersec
	Prerequisite: CYB 333

Second Core Sequence

(6 courses; 27 quarter units)

CYB 420	Sec Audit and Assessments
	Recommended Prior completion of: CYB 340, At least 13.5 units of the first core sequence must be completed before this course.

CYB 450	Cyber Threat Intelligence
	Prerequisite: CYB 340
CYB 451	Incident Handling/Response
	Prerequisite: CYB 340
CYB 452	Intro to Ethical Hacking
	Prerequisite: CYB 340
CYB 453	Network Defense
CYB 454	Cybersec Planning and Policy
	Prerequisite: CYB 340

Project

(3 courses; 13.5 quarter units)

CYB 499A	Cybersecurity Project I
	Prerequisite: Completion of Computer Network Defense Concentration (CYB 460, CYB 461, CYB 462, CYB 463) or completion of Digital Forensics Concentration (CYB 470, CYB 471, CYB 472, CYB 473)
CYB 499B	Cybersecurity Project II
	Prerequisite: CYB 499A
CYB 499C	Cybersecurity Project III
	Prerequisite: CYB 499B

Concentration in Computer Network Defense

The concentration in Computer Network Defense provides for greater focus on the security issues for computer networks.

Program Learning Outcomes

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

- Demonstrate the ability to set up, implement and assess cybersecurity status of a computer system.
- Apply security controls affecting a virtualized computing environment, a wireless network, and an operating system.

Requirements for the Concentration

(4 courses; 18 quarter units)

CYB 460	Operating System Security
	Prerequisite: CYB 420 and completion of all core CYB classes before starting the concentration, CYB 450, CYB 451, CYB 452, CYB 453 and CYB 454
CYB 461	Wireless and Mobile Security
	Prerequisite: CYB 460
CYB 462	Cloud and Virtualization Sec
	Prerequisite: CYB 460
CYB 463	Advanced Network Defense
	Prerequisite: CYB 460

Concentration in Digital Forensics

The concentration in Digital Forensics provides for greater focus on investigation and analysis of computers and networks.

Program Learning Outcomes

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

- Demonstrate the ability to conduct a digital forensics investigation on a server or workstation using commonly accepted standards and tools.
- Demonstrate the ability to preserve digital evidence using federal rules of digital evidence.
- Demonstrate the ability to conduct a digital forensics investigation on a mobile device using commonly accepted standards and tools.
- Examine digital evidence for indications of illegal malicious activity or malfeasance.

Requirements for the Concentration

(4 courses; 18 quarter units)

CYB 470	Intro to Digital Forensics
	Prerequisite: CYB 420 and completion of all core CYB classes before starting the concentration, CYB 450, CYB 451, CYB 452, CYB 453 and CYB 454

CYB 471   Operating Systems Forensics
Prerequisite: CYB 470
CYB 472   Network Forensics
Prerequisite: CYB 470
CYB 473   Mobile Device Forensics
Prerequisite: CYB 470

MAJOR IN ELECTRICAL AND COMPUTER ENGINEERING

Program Lead: Peilin Fu; (858) 309-3432; pfu@nu.edu

The Electrical and Computer Engineering program involves the study of hardware, software, communications, and the interactions between them. Its curriculum focuses on the theories, principles and practices of traditional electrical engineering and mathematics and applies them to the design of computers and computer-based devices. Electrical and Computer Engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. The program emphasizes a balanced approach between hardware and software, both built on an engineering and mathematics foundation. Currently, a dominant area within Electrical and Computer Engineering is embedded systems, the development of devices that have software and hardware embedded within. For example, devices such as cell phones, digital audio players, digital video recorders, alarm systems, x-ray machines and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. The undergraduate program is structured to establish analytical thinking and design skills in areas such as computer architecture, digital logic design, circuits analysis, computer communication networks, digital computer control, integrated circuit engineering, project management, VLSI design, digital signal processing and embedded systems.

In support of the mission of National University, the educational objective of Electrical and Computer Engineering is to prepare graduate to achieve success in one or more of the following with a few years after graduation.

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing electrical and computer engineering principles and skills in industry, academia or the public sector.

2. Engage in sustained learning through graduate education, professional development and self-study in engineering and other professionally related fields.

3. Function well on a diverse and multidisciplinary team with effective communication skills.

4. Exhibit leadership, high standards of ethical conduct and societal responsibility in the practice of engineering.

Program Learning Outcomes

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

- Apply knowledge of mathematics, science and engineering to solve problems.

- Analyze and interpret data.

- Design a component, a system, or a process to meet desired needs within realistic constraints.

- Function on a team and be able to communicate orally and in writing to accomplish a common goal.

- Identify, formulate and solve engineering problems.

- Use professional ethics in making engineering decisions.

- Identify the impact of engineering solutions in a global and economic environment.

- Use the techniques, skills and modern engineering tools necessary for engineering practice.

Degree Requirements

To receive a Bachelor of Science in Electrical and Computer Engineering, students must complete at least 180 quarter units to include a minimum of 70.5 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CEE498, CEE499A and CEE499B), 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major

(8 courses; 33 quarter units)

MTH 215*   College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
PHS 104*   Introductory Physics
Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B
PHS 104A*   Introductory Physics Lab (1.5 quarter units)
Prerequisite: PHS 104 or PHS 171 for science majors
or
PHS 130A^   Physics Lab for Engineering (1.5 quarter units)
CSC 208*   Calculus for Comp. Science I
Prerequisite: MTH 215
CSC 209   Calculus for Comp. Science II
Prerequisite: CSC 208
CSC 220   Applied Probability & Stats.
Prerequisite: MTH 215
CSC 242*   Intro to Programming Concepts
Prerequisite: MTH 215
CSC 252*   Programming in C++
Prerequisite: CSC 242

* May be used to meet a General Education requirement.

^ For online students only.

Requirements for the Major

(24 Courses; 93 quarter units)

PHS 231   Calculus-based Physics 1
Prerequisite: PHS 104 and MTH 220 or CSC 208 and MTH 221 or CSC 209
PHS 232   Calculus-based Physics 2
Prerequisite: PHS 104, PHS 231, MTH 220 or CSC 208, and MTH 221 or CSC 209
CSC 300   Object Oriented Design
Prerequisite: CSC 252 or CSC 272
CSC 350   Computer Ethics
CEE 300   Engineering Numerical Methods
Prerequisite: CSC 209 and CSC 310
CSC 310   Linear Algebra and Matrix Comp
Prerequisite: CSC 252 or CSC 272
CSC 331   Discrete Structures and Logic
Prerequisite: CSC 252 or CSC 272
CEE 310   Circuit Analysis
Prerequisite: CEE 300
CEE 310L   Circuit Analysis Lab (1.5 quarter units)
Corequisite: CEE 310
CSC 340   Digital Logic Design
Corequisite: CSC 340L, Prerequisite: CSC 331
CSC 340L   Digital Logic Design Lab (1.5 quarter units)
Corequisite: CSC 340, Prerequisite: CSC 331
CSC 342   Computer Architecture
Prerequisite: CSC 340 and CSC 340L
CEE 420   Microelectronics
Prerequisite: CEE 310
CEE 420L   Microelectronics Lab (1.5 quarter units)
Corequisite: CEE 420
CSC 436   Comp. Communication Networks
Prerequisite: CSC 331
CEE 324   Linear Systems and Signals
Prerequisite: CEE 310
CEE 324L   Linear Systems and Signals Lab (1.5 quarter units)
Corequisite: CEE 324
CEE 430   Digital Signal Processing
Prerequisite: CEE 324
CEE 340   Embedded Systems
Prerequisite: CSC 208 and CSC 252 or CSC 262
CEE 340L   Embedded Systems Lab (1.5 quarter units)
Corequisite: CEE 340

CEE 440	VLSI Design
	Prerequisite: CEE 420
CEE 498	Capstone Design Project I
	Prerequisite: Complete all core courses except CEE499 OR Permission of the Program Lead.
CEE 499A	Capstone Design Project II
	Prerequisite: CEE 498
CEE 499B	Capstone Design Project III
	Prerequisite: CEE 499A

MAJOR IN FINANCIAL MANAGEMENT

Program Lead: Gurdeep Chawla; (415) 321-9400; gchawla@nu.edu

The Major in Financial Management is designed to prepare students for positions in the field of corporate financial management and related areas. The program provides both practical and theoretical training in financial decision-making and the creation of wealth through the art and science of managing financial resources. Students also develop a broad perspective of the global economic and financial environment.

Program Learning Outcomes

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

- Explain the financial objectives of an organization and apply quantitative, qualitative and problem-solving skills in order to achieve those objectives.

- Describe ethical, legal and global issues that impact an organization's financial position.

- Discuss the theoretical and practical aspects of corporate finance.

- Explain the structure and operation of financial markets domestically and internationally.

- Demonstrate oral and written communication skills needed by financial managers.

- Examine the financial position of an organization and make financial decisions which includes collaboration with team members.

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, 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. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

Preparation for the Major

(6 courses; 27 quarter units)

MNS 205 must be taken if student does not have transfer credits for MNS 205 or MTH 210 or MTH 215 or MTH 220.

ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds.
	Prerequisite: ACC 201
LAW 204	Legal Aspects of Business I
MNS 205*	Intro to Quantitative Methods

* May be used to meet a General Education requirement.

Requirements for the Major

(16 courses; 72 quarter units)

Business Requirements

(5 courses; 22.5 quarter units)

MGT 309	Prin. of Mgmt & Organizations
FIN 310	Business Finance
	Prerequisite: ACC 201
MKT 302A	Marketing Fundamentals

ACC 410A	Intermediate Accounting I
	Prerequisite: ACC 201
ACC 410B	Intermediate Accounting II
	Prerequisite: ACC 410A

Finance Courses

(11 courses; 49.5 quarter units)

FIN 440	Financial Institutions
	Prerequisite: FIN 310
FIN 442	Investments
	Prerequisite: FIN 310 and FIN 440
FIN 443	Working Capital Management
	Prerequisite: FIN 310
FIN 444	Risk Management & Insurance
	Prerequisite: FIN 310
FIN 446	International Financial Mgmt
	Prerequisite: FIN 310
FIN 447	Financial Planning
	Prerequisite: FIN 310 and FIN 442
FIN 449	Analysis of Financial Statemen
	Prerequisite: FIN 310
FIN 453	Finance and Banking
	Prerequisite: FIN 310
FIN 454	Capital Structure & Financing
	Prerequisite: FIN 310
FIN 455	Valuation of a Corporation
	Prerequisite: FIN 310
FIN 456	Financial Project (Capstone)
	Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 444, FIN 446, FIN 447, FIN 449, FIN 453, FIN 454 and FIN 455

MAJOR IN HEALTHCARE ADMINISTRATION

Program Lead: Peggy Ranke; (631) 748-1503; pranke@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHCA) is an undergraduate professional degree designed to prepare students for entry-level administrative/management positions in healthcare organizations. Ideal candidates for the BSHCA program are those students looking for career entry in administration and supervisory roles in the healthcare system. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships or a capstone experience. The internship course is only available to students who reside in California.

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 BSHCA program emphasizes the conceptual and analytical skills required to manage in contemporary healthcare organizations. The program features opportunities in project management, teamwork and leadership. The BSHCA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

Background Checks Agencies used by the Health and Human Services departments 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.

Program Learning Outcomes

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

- Differentiate the roles and perspectives of clinical practitioners, nonclinical staff, supervisors, and managers within healthcare organizations.

- Describe the management, leadership and healthcare theories and components of the healthcare delivery system in the United States.

- Evaluate the impact of factors that affect the policies, management and operation of healthcare organizations.

- Analyze quantitative and qualitative healthcare data and information for effective decision-making.

- Explain the legal and ethical principles and responsibilities of healthcare organizations to individual patient and community healthcare needs.

- 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.

- Explain strategic and marketing priorities of healthcare organizations in relationship to the needs and values of a community.

- Describe the determinants and measurements of health and disease in the population and the responsibilities of healthcare organizations to individual consumers and the community.

- Demonstrate principles of collaborative leadership and team-building strategies.

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

(13 courses; 58.5 quarter units)

COH 100* Personal Health
COH 150 Healthcare Terminology
ACC 201 Financial Accounting Funds.
ACC 202 Managerial Accounting Funds.
          Prerequisite: ACC 201
PSY 100* Introduction to Psychology
or
SOC 100* Principles of Sociology
          Prerequisite: ENG 100 and ENG 101
BST 322* Intro to Biomedical Statistics
COH 310 Culture and Health
          Prerequisite: ILR 260
COH 315 Introduction to Epidemiology
          Prerequisite: BST 322 and ILR 260
COH 320 Chronic & Communicable Disease
          Prerequisite: ILR 260
COH 321 Health Behavior
          Prerequisite: ILR 260
ECO 203* Principles of Microeconomics
ECO 204* Principles of Macroeconomics
SOC 350* Cultural Diversity
          Prerequisite: ENG 100 and ENG 101

* May be used to meet a General Education requirement.

Requirements for the Major

(15 courses; 67.5 quarter units)

HCA 400 Foundations of HC Leadership
          Recommended Preparation: Completion of all Coursework in Preparation for the Major
HSC 300 Legal/Ethical Issues and Hlth
HSC 310 Issues & Trends in Healthcare
HTM 310 Health Informatics
HCA 401 Intro to HA HR Management
          Recommended Prior completion of: all Coursework in Preparation for the Major
HCA 402 Intro to HA QA Management
          Prerequisite: Completion of all Coursework in Preparation for the Major.
HCA 403 Intro to Health Economics
          Recommended Prior completion of: All Coursework in Preparation for the Major.
HCA 405 Basic HA Budgeting & Finance
          Recommended Prior completion of: all Coursework in Preparation for the Major.
HSC 430 Case and Outcomes Management

HCA 407 Intro to HC Planning and Eval
          Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended Prior completion of: HSC 410, HCA 402, HCA 403 and HCA 405
HCA 409 Intro to HC Marketing
          Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended Prior completion of: HCA 407
ODV 420 Intro to Organizational Behavi
HCA 425 Healthcare Politics & Policy
          Recommended Prior completion of: all Coursework in Preparation for the Major.
HCA 450 Global Health Systems
          Recommended Prior completion of: all Coursework in Preparation for the Major.
HCA 494A* Healthcare Internship
          Prerequisite: HSC 300, HSC 310, HTM 310, HCA 400, HCA 401, HCA 402, HCA 403, HSC 430, HCA 405, HCA 407, HCA 409, HCA 425, HCA 450 and ODV 420
or
HSC 440 Allied Health Capstone Project
          Prerequisite: Completion of the major requirements
or
COH 500 Global Health Experience

* This internship course is only available to students who reside in California.

MAJOR IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Program Lead: Kenneth Christopher; (858) 642-8624; kchristopher@nu.edu

The Bachelor of Science in Homeland Security and Emergency Management (BS-HSEM) program provides graduates with a foundation in the security issues; practices, politics and cultures of terrorism; best practices to cope with a pending emergency; and operations during and recovery from an emergency. The program also focuses on the management aspects of disasters and emergencies. More importantly, the program focuses on developing well rounded decision makers with a 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 in a variety of homeland security and 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 decision makers on recovery issues.

The BS-HSEM program is designed for students who aspire to work in the security, business continuity and disaster management fields in the public sector (city, state or federal governments), non-profit organizations and private industry. It is also appropriate for military personnel of all ranks, mid-level managers, and managers seeking promotion within the various levels of government and private industry.

The BS-HSEM program is composed of eleven core courses and five electives offered in accelerated one-month on-site and online formats. As an introduction, students are offered a broad overview of security management, current issues in homeland security, and the culture and politics of terrorists. The remaining five courses expose the student to direct management strategies for preparing for emergencies and responding to disasters including related ethical issues. Together these courses provide a theoretical and practical foundation for managing security issues and addressing emergencies.

Bachelor of Science in Homeland Security and Emergency Management/ Master of Criminal Justice (BS-HSEM/MCJ) Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MCJ transition program by asking their admission advisor to submit a plan change into the transition program and by taking any two MCJ classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MCJ program within six months of completing their BS-HSEM program. Students may choose up to two of the MCJ courses that do not require a prerequisite.

For students in the BS-HSEM/MCJ transition program, the University will waive two graduate-level criminal justice courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MCJ.

Bachelor of Science Homeland Security and Emergency Management / Master of Public Administration (BS-HSEM/MPA) Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MPA transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MPA classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MPA program within six months of completing their BS-HSEM 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 BS-HSEM/MPA transition program, the University will waive 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.

Bachelor of Science Homeland Security and Emergency Management/ Master of Science Homeland Security and Emergency Management (BS-HSEM/MS-HSEM) Transition Program

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MS-HSEM transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MS-HSEM classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MS-HSEM program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level HSEM courses with the exception of HSE 690A and HSE 690B.

For students in the BS-HSEM/MS-HSEM transition program, the University will waive two graduate-level HSEM courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MS-HSEM.

Elective Option: Emergency Medical Technician Certificate

As part of meeting the elective unit requirement, students have the option to complete an Emergency Medical Technician Certificate (2 courses; 6 quarter units*). This certificate of completion provides entry-level basic knowledge, essential skills, and an understanding of emergency medical assistance in outpatient and emergency settings. Students will be prepared to respond in various types of emergencies that require urgent medical attention to assess emergency situations, provide care that can save a life, and transport patients to a hospital. The EMT Program suitably supplements the BS in Homeland Security and Emergency Management by training students in best practices to cope with pending emergency operations during response and recovery from an emergency. The EMT program also focuses on the management aspects of disasters and emergencies and the development of well-rounded decision makers with a background in leadership and ethics.

*Please Note: Additional units will be required to meet the total of 22.5 quarter units of Upper-Division Electives.

Supervised Senior Project Information

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" which allows 12 months from the start date of the class for the student to complete. Students who do not complete the project by the end of the specified time period will need to retake DSM 490. No grade of "I" (Incomplete) can be given for this course.

Program Learning Outcomes

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

- Apply relevant criticism in sustained analysis and interpretations of security management thinking.
- Evaluate emergency disaster pre-plans, recovery plans and after-action reports.

- Engage in informed critical discussion, both oral and written, pertaining to domestic security management and past breaches of security within the United States.
- Apply analytical skills in approaching ethical dilemmas and implications of technology and other areas faced in government and private industry.
- Describe the political and religious implications of the terrorist climate.
- Describe and analyze the role groups and teams have in organizations as they relate to addressing homeland security and emergency management issues.
- Describe the roles local, state and federal government agencies have in addressing homeland security and emergency management issues.
- Develop written, oral communication and critical thinking skills.

Degree Requirements

To earn a Bachelor of Science with a major in Homeland Security and Emergency Management, students must complete at least 180 quarter units as described below, 76.5 quarter units must be completed at the upper-division level, 45 quarter units must be completed in residence at National University and a minimum of 70.5 units of the University General Education requirements must be completed. 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Requirements for the Major

(11 courses; 49.5 quarter units)

HSE 401	Domestic Security Management
PAD 400	Intro to Public Administration
LED 410	Leading Diverse Groups & Teams
CJA 467	Intl. & Domestic Terrorism
HSE 475	Interviewing and Interrogation
HSE 420	Information Security
HSE 430	Border-Transportation Security
HSE 440	Crisis Management
HSE 470	Legal Issues of Security
HSE 444	Disaster Management
HSE 490	Supervised Senior Project

Prerequisite: Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.

Upper-Division Electives

(5 courses; 22.5 quarter units)

Students may select any upper-division course from COPS or COLS. However, the following are strongly recommended elective courses to satisfy this requirement:

CYB 453	Network Defense
BKM 400	Business Knowledge Mgmt Strat
EMTX 2381X	EMT I Basic (3 quarter units)
	Prerequisite: BLS HCP (CPR) Cert
EMTX 2382X	EMT II Basic (3 quarter units)
	Prerequisite: EMTX 2181X with a minimum grade of B
HED 311	Health Literacy
HSE 480	Selected Topics in HSEM
ITM 340	IT Clients Using MS Windows
ITM 345	IT Servers Using Linux
LAW 445	Administrative Law for Business
LED 430	Conflict/Negotiation for Ldrs
MGT 451	Production & Ops Management I
MKT 302A	Marketing Fundamentals

MAJOR IN INFORMATION SYSTEMS

Program Lead: Lu Zhang; (858) 309-3429; lzhang@nu.edu

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 management system, project management, enterprise architecture, and IT infrastructure; and IS strategy, management and acquisition.

Program Learning Outcomes

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

- Apply analytical and critical thinking skills, and information systems concepts for solving organizational problems.
- Discuss the potential global impact of specific information systems solutions.
- Evaluate and implement organizational planning, design and integration of information systems solutions in competitive environment.
- Plan and design organizational communications infrastructure and networking topology.
- Improve strategic information management procedures and processes.
- Identify innovative and efficient solutions to solve organizational problems.
- Demonstrate written and oral communication skills in a collaborative environment.

Degree Requirements

To receive a Bachelor of Science in Information Systems, students must complete at least 180 quarter units, 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. 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.

Requirements for the Major

(17 courses; 76.5 quarter units)

Core Requirements

(10 courses; 45 quarter units)

CIS 301	Mgmt Information Systems	
CIS 310	Technology Project Management	
CIS 320	Systems Analysis & Integration	
CIS 350	Database Management Systems	
CIS 421	Enterprise Architecture	
	Prerequisite: CIS 301	
CIS 422	IT Infrastructure	
	Prerequisite: CIS 421	
CIS 423	IS Strategy, Mgt & Acquisition	
	Prerequisite: CIS 422	
CSC 350	Computer Ethics	
CIS 420A	Information Systems Project I	
	Prerequisite: CIS 310 and 80 percent of courses in the major, except CIS 420B	
CIS 420B	Information Systems Project II	
	Prerequisite: CIS 420A	

Upper-Division Electives

(3 courses; 13.5 quarter units)

Select **THREE** upper-division courses from the following:

CIS 430	Web/EB Design & Development
CIS 460	Human Factor /Ergonomic Design
ITM 420	Local Area Network Management
ITM 430	Wide Area Network Management
	Prerequisite: ITM 420
ITM 470	Information Security Management
ITM 475	Information Security Technology
	Prerequisite: ITM 470

Students must complete core courses (Except CIS 420A and CIS 420B) and Upper-Division Electives before taking four courses in one of the two concentrations: Information Management or Business Management.

Concentration in Business Management

Business Management concentration is 4 courses from Business (4 business courses from COPS will allow students to obtain the needed skills listed below.)

- General models of business
- Business models
- Business process design and management
- Organizational theory
- Business strategy
- Evaluation of business performance
- Analysis of organizational performance.
- Analysis of individual and team performance
- Business analytics
- Business intelligence

Students must complete core courses (Except CIS 420A and CIS 420B) and Upper-Division electives before taking four courses in this concentration.

Requirements for the Concentration

(4 courses; 18 quarter units)

MGT 309	Prin. of Mgmt & Organizations
BIM 400	Info Mgmt in Organizations
MGT 483	E-Business

and

Select **ONE** upper-division undergraduate business course from the College of Professional Studies

Concentration in Information Management

Students must complete core courses (Except CIS 420A and CIS 420B) and Upper-Division Electives before taking four courses in this concentration.

Requirements for the Concentration

(4 courses; 18 quarter units)

Students will choose **FOUR** upper-division undergraduate courses from the Department of Engineering and Computing programs to create their own specialized concentration. This concentration requires prior approval from the program lead.

MAJOR IN INFORMATION TECHNOLOGY MANAGEMENT

Program Lead: James Jaurez; (858) 309-3458; jjaurez@nu.edu

The Bachelor of Science in Information Technology Management (BSITM) program is designed to meet the increasing demand for the management of information technology in consulting, marketing and sales support, customer services and support, information security and management, and management of IT projects. This program is designed to provide students with an understanding of basic information technology management concepts and practical technology skills. Graduates are prepared for positions in the areas of (1) Client and Server Management, Administration, and Technical Support, (2) IT Project Management Associate, (3) Information Security Analyst, and (4) Network/Systems Administrator and Support Specialist.

Program Learning Outcomes

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

- Demonstrate the ability to set up a networking environment with proper user authentication to preserve user privacy and confidentiality.
- Demonstrate the ability to plan an integrated information technology system that involves applications to satisfy specific business needs and processes.
- Design, implement, manage and administer a secured network environment.
- Design, develop, administer and support a relational database management system.
- Evaluate best practices in information technology management and security to enhance business processes.

- Describe ethical, professional, and legal challenges that confront an IT professional.
- Develop written documentation and presentations, individually and in collaborative environments, that provide solutions to information technology management challenges.

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, 45 of which must be taken in residence, including the capstone project classes (ITM 490 A/B/C) and a minimum 70.5 units of the University General Education 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Prerequisites for the Major

(3 courses; 13.5 quarter units)

Students should be computer literate and have a basic understanding of computer usage.

ITM 200 Computer Hardware & Software
ITM 205 Office Productivity Software
ITM 230 Computer Network Overview

Requirements for the Major

(16 courses; 72 quarter units)

ITM 320 Information Technology Management
ITM 325 IT Project Management
  Prerequisite: ITM 320
ITM 340 IT Clients Using MS Windows
ITM 345 IT Servers Using Linux
ITM 420 Local Area Network Management
ITM 430 Wide Area Network Management
  Prerequisite: ITM 420
ITM 434 Wireless LAN Administration
ITM 435 Wireless LAN Security
  Prerequisite: ITM 434
ITM 438 Role of Programming in IT
ITM 440 Database Concepts & Data Model
ITM 450 DB Processing & Administration
  Prerequisite: ITM 440
ITM 470 Information Security Management
ITM 475 Information Security Technology
  Prerequisite: ITM 470
ITM 490A Info Technology Project I
  Prerequisite: ITM 325, 10 of the core ITM courses must be successfully completed. Must be taken consecutively with ITM490B.
ITM 490B Info Technology Project II
  Prerequisite: ITM 490A with a minimum grade of S, Must be taken consecutively with ITM490A.
ITM 490C Info Technology Project III
  Prerequisite: ITM 490B with a minimum grade of S, Must be taken consecutively with ITM 490B.

MAJOR IN MANUFACTURING DESIGN ENGINEERING

Program Lead: Ronald Uhlig; (858) 309-3424; ruhlig@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 to work on engineering projects that require innovative and interdisciplinary skills.
- Utilize product reliability and design optimization concepts in engineering applications.
- Apply state-of-the-art computer-aided engineering tools and engineering graphics techniques and methodologies.
- Integrate engineering project management standards for efficient and competitive design of engineering products and processes.
- Apply the concepts of engineering experiment design and analysis.
- Analyze human factors, ergonomics, and safety issues as part of the requirements for design of engineering systems, products, and services.
- Analyze a production problem and design and/or develop a manufacturing system.
- Develop oral and written communication skills appropriate for engineering professionals.
- Demonstrate global awareness and team skills needed in manufacturing design engineering.

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, and a minimum of 70.5 units of the University General Education 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. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(11 courses; 43.5 quarter units)

MTH 215* College Algebra & Trigonometry
  Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
PHS 104* Introductory Physics
  Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B
PHS 104A** Introductory Physics Lab (1.5 quarter units)
  Prerequisite: PHS 104 or PHS 171 for science majors
or
PHS 130A^ Physics Lab for Engineering (1.5 quarter units)
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
or
CHE 120A Intro to Chemistry Lab for Eng (1.5 quarter units)
  Prerequisite: CHE 101
EGR 219 Intro to Graphics and Auto CAD
  Prerequisite: MTH 215
EGR 220 Engineering Mathematics
  Prerequisite: MTH 215
EGR 225 Statics & Strength of Material
  Prerequisite: EGR 220
EGR 230 Electrical Circuits & Systems
  Prerequisite: MTH 215
CSC 208* Calculus for Comp. Science I
  Prerequisite: MTH 215

CSC 220   Applied Probability & Stats.
               Prerequisite: MTH 215

* May be used to satisfy a general education requirement.

^ For online students only.

Requirements for the Major

(15 courses; 64.5 quarter units)

EGR 316   Legal Aspects of Engineering
EGR 320   Scientific Problem Solving
               Prerequisite: CSC 208 or EGR 220
EGR 320L   Scientific Problem Solving-LAB
               Prerequisite: EGR 320
DEN 308   Computer Aided Engineering I
               Prerequisite: EGR 219
EGR 310   Engineering Economics
               Prerequisite: MTH 215
DEN 411   Computer Aided Engineering II
               Prerequisite: EGR 219
DEN 417   Computer Aided Engineering IV
               Prerequisite: EGR 219
DEN 420   Computer Aided Engineering V
               Prerequisite: EGR 219
DEN 422   Materials and Manufacturing
               Prerequisite: EGR 225
DEN 423   Human Factors in Engineering
               Prerequisite: MTH 215
DEN 426   Reliability Engineering
               Prerequisite: MTH 215
DEN 429   Product Design Optimization
               Prerequisite: MTH 215
DEN 432   Concurrent Design Engineering
               Prerequisite: MTH 210 or CSC 220
DEN 435   Design & Analysis of Experiment
EGR 440   Project Management Fundamental

Engineering Senior Project

(2 courses; 9 quarter units)

DEN 496A   Senior Capstone Project I
               *Prerequisite: EGR 440 and satisfactory completion of courses as
               specified by Lead faculty*
DEN 496B   Senior Capstone Project II
               Prerequisite: DEN 496A

NURSING PROGRAMS

BACHELOR OF SCIENCE IN NURSING (BSN)(CALIFORNIA)

Program Lead: Hope Farquharson; (858) 521-3947; hfarquharson@nu.edu

NURSING PROGRAMS INFORMATION APPLICABLE TO ALL PRELICENSURE NURSING PROGRAMS

1. Generic Entry
2. Second Bachelor

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 the nursing program.

Department of Nursing Mission

The mission of the Department of Nursing is to prepare nurses as professional leaders through interprofessional collaborative practice, promote person-centered care, utilize evidence-based practice, and use emerging technologies resulting in positive health outcomes in dynamic healthcare settings.

Department of Nursing Vision

The vision of the Department of Nursing is to become a center of nursing academic excellence.

Admission Requirements

Students including LVNs 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 in the General Education and prerequisite courses, (Courses must have been taken at a regionally accredited institution.)

3. Have earned a grade of "C" or higher in all prerequisite courses,

4. Have a clear criminal background check and drug screen,

5. 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 prelicensure nursing programs at National University is a two-step process:

1. Application to the University
2. Application to the respective nursing program

Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of the 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 submitted to the Department of Nursing at the campus at which you plan to enroll: San Diego, Fresno or Los Angeles. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

Students must attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. Note: Prospective Students must attend a Pre-Nursing Forum within a year of submitting the application packet. For more information about the PreNursing Program Information Forum, contact nursing@nu.edu.

A prospective student should first meet with an Enrollment Advisor. The prospective student will arrange to have transcripts from all other colleges and universities sent to National University. These courses will be evaluated for equivalency to National University Department of Nursing required prerequisite courses. All non-nursing courses required for the BSN degree must be completed with a passing grade of "C" or higher.

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 system will be explained at the pre-nursing forum. Items considered in the scoring system may include but are not limited to:

- Grades and other indicators of mastery of the prerequisite course content,
- Testing: Including at least the Test of Essential Academic Skills Score (TEAS), (explained below)
- Admission Interview

Please Note: Students are responsible for scheduling and completing the TEAS test on their own.

All prospective students must take the Test of Essential Academic Skills (TEAS) to be considered 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 Pre-Nursing Forum. The TEAS may be taken a total of three times, the top score of the TEAS will be taken from the first three attempts (see Re-Application Process below), with no less than 60 days between tests.

A completed application must be on file prior to the deadline. Qualifying students will be contacted by the Department of Nursing to schedule an interview. Student must attend the interview to be considered for admission to the program. There is no make-up for the Admission Interview.

Following the receipt of all application items, the prospective student's packet will be reviewed by the Admission Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort.

Once accepted, students must attend the mandatory new nursing student orientation to complete the admission process. Final admission is confirmed upon students signing the roster during the mandatory New Nursing Student Orientation Session. All prospective students must attend Orientation before they will be admitted to the nursing program. Prospective students will receive a letter confirming admission to the nursing program after attending the orientation.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. The prospective student may choose to re-take TEAS. The admission interview is not waived and will be required.

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 requesting to take one or more NSG courses in a non-degree status are required to submit a letter of intent to the Chair of Nursing along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process and may be required to demonstrate clinical competency in a nursing laboratory. Successful candidates will be enrolled in classes on a space-available basis.

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 their Academic Advisor throughout the program.

Policy on Advanced Placement Awarding Prior Education Credit for Military Students

National University Department of Nursing administration will evaluate courses completed through the United States Military Services. Students will receive nursing course credits when their Joint Services Transcript (JST) equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), Credit by Examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. U.S. military active service members or honorably discharged veterans accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Students who successfully challenge a course will receive a revised plan of study. Students must meet NU residency requirements.

Policy on Advanced Placement Awarding Prior Education Credit for License Vocational Nurses (LVN)

National University Department of Nursing administration will evaluate courses completed at LVN programs. Students will receive nursing course credits when their LVN transcripts equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), Credit by Examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. LVNs accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Students who successfully challenge a course will receive a revised plan of study. Students must meet NU residency requirements.

Transfer Students

Student completed nursing courses at another institution and wishes to transfer courses must apply as a transfer student. In order for credit to be given for courses taken at another institution, the following requirements must be met:

- The Chair of the department or designee must approve the petition of course credit/s being transferred at National University.

- Official transcript from prior education must show equivalent coursework completed and must meet time limit, credits and content.

- Nursing courses must have been taken within the last 7 years.

- Prior course syllabus or course outline must clearly delineate course learning outcomes/objectives equivalency to NU courses.

- The course being transferred must be taken from a regionally accredited institution.

- The course being transferred must equal or exceed the number of contact hours for the equivalent course offered in National University, Department of Nursing.

A student who has not successfully progressed in another nursing program can be considered for transfer based on space availability or has the option to apply to an entry-level BSN program. Transfer credit is not assured for prior nursing courses taken at another institution. All students with healthcare coursework from a foreign institution must have a foreign transcript evaluation done by an approved agency. Healthcare coursework includes, but is not limited to, courses taken in pursuit of a nursing, physician, dental, or other medical profession licensure. Please contact foreignevaluations@nu.edu for additional information.

Progression Requirements

Students who are unsuccessful in their first attempt at any of the nursing courses or who take a break from the course sequencing for any reason will be placed in subsequent cohorts on a space-available basis.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program and must re-apply to the nursing program. If admitted, students will be held to all program requirements of the catalog at the time.

For students who take a break from the Program, not to exceed 12 months, a schedule change form must be submitted, which will then be evaluated by the Nursing Department. Students should contact the Nursing Department for assistance with this process.

Changes within the Nursing Program

Students must be aware that grades, schedules, clinical and other department of nursing changes can occur at any time during the program. Students will receive notice, if possible, at least 30 days in advance of changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented without notice to satisfy the requirements for clinical placements. Due to requirements of clinical agencies in which we place students for clinical courses, class and clinical schedules may be changed at any time prior to the start of a course.

Unfortunately, the Department of Nursing does not control access to clinical agencies, and if the agency requires a last-minute change, students must be prepared to make that change in order to continue in the program. For this reason, and due to the intensity of study requirements in nursing program, students are strongly encouraged to minimize extra-curricular activities while enrolled in the nursing program.

Clinical Requirements

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, clear background check and drug screen annually, and immunity coverage is required throughout the program. *Note: failure to maintain health clearance and a clear background check during the nursing program may result in dismissal from the nursing program and possibly refusal of the BRN to allow the student to take the RN licensure exam.

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 healthcare Providers plus AED certification). If a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check. If a student's background check changes such that he/she has a flag on the report at any time during the program, the student will be dismissed from the nursing program if a clinical placement for his/her clinical course(s) cannot be obtained. Students are responsible to meet all additional requirements established by clinical facilities.

The student is responsible for incidents occurred during the program including but not limited to emergency room visits in the event of a needle stick or other high-risk exposure, as well as prescribed medications and procedures.

Students must provide their own transportation to class and all clinical experiences.

*Note: Proof of auto insurance, a current car registration, and a valid driver's license may be required for access to clinical facilities located on military installations.

Mental and Physical Qualifications for Professional Nursing

Be advised that there are minimum mental and physical qualifications to professional nursing practice. Typically, each nursing employer sets minimal physical and mental standards for employment as a Registered Nurse. These employers are also in control of providing National University nursing students with the clinical placements necessary to complete a nursing program. Their restrictions may affect some students' decision about whether to pursue a nursing career. At the present time, all clinical placements forbid visible tattoos and piercings (other than a single small earring in one or both ears). Any tattoos or piercings must be able to be concealed with clothing for a student to be able to pursue a nursing degree at National University. Synthetic fingernails and nail polish are prohibited.

The following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program. All students must demonstrate and maintain their ability to perform the following functions with or without reasonable accommodations throughout their coursework and clinical placements:

- 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 during CPR.
- Respond and react immediately to auditory instructions/requests, monitor equipment/alarms, and perform auditory auscultation without auditory impediments.
- Physically perform a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities (may use glasses) 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 wording.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are required to meet these qualifications and to abide by the rules and policies of clinical placement facilities. Additionally, students must successfully complete other course requirements in the Nursing program. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and restrictions and assess their ability to meet the physical and mental qualifications required in nursing.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department of Nursing 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 Student Accessibility Service office (sas@nu.edu or 858-521-3967) as described in the University Catalog. Students with medical conditions, physical and/or mental, may be asked to provide a physician note to enter or return to the Program.

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.
- Excessive absence in the theoretical and/or clinical component of a particular nursing course as per the Department of Nursing BSN Absence Policy.
- Become impossible to place in a clinical agency due to a flag on the background check, or conduct that results in the agency refusing to admit the student for a clinical course lab.
- 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.

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. Specifically, students who work more than 8 hours per week while in the nursing program are at jeopardy of failing.

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 into 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 Support Plan (LSP)

LSP will be used to document students who have not achieved academic, clinical and/or professional standards through assessment/evaluation in either the classroom or clinical lab. If a student fails to meet the standard set forth in the LSP, 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 LSP 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 an academic performance 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 with the course lead and the clinical nursing faculty (if the deficit is in clinical practice). 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 Learning Support Plan.

Students who receive two (2) occurrences of an unsatisfactory grade of C- or below (graded courses) or a U (non-graded courses) for any Nursing course will be dismiss from the nursing program. Co-requisite course failure in one course resulting in failure in the other course is considered as one (1) occurrence. Students who fail co-requisite courses will need to repeat both courses.

Grade Appeal

Students must meet the grounds for a grade appeal and must follow the grade appeal process as noted in the Policies and Procedures section of this catalog.

Application for Licensure

Students seeking an RN license must apply to the Board of Registered Nursing 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 two to four weeks before their graduation date. All first-time applicants are required to submit fingerprints with the application process. NU Registrar will upload official transcript to BRN Breeze Cloud link directly. Students wish to take NCLEX and/or apply for an RN license out of state must notify the Chair of Nursing.

The BRN requires applicants to take an examination 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 GENERIC ENTRY (B.S.N.) (CALIFORNIA)

Program Lead: Hope Farquharson; (858) 521-3947; hfarquharson@nu.edu

The Bachelor of Science in Nursing (BSN) program prepares degree candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-based practice to manage the nursing care of culturally diverse clients in a variety of settings.

Program Disclosure Information

The Bachelor of Science in Nursing program is currently approved by the California Board of Registered Nursing (BRN) and accredited by the Commission on Collegiate Nursing Education (CCNE). This program is for California students only. Students who wish to become licensed must pass the professional licensure exam (NCLEX) in addition to applying to the State Board of Nursing to earn a state license to practice as a registered nurse (RN). Please see appropriate organization for more information.

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

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use clinical judgment and leadership skills to manage, prioritize and delegate collaborate patient care in a variety of healthcare settings.
- Effectively communicate and collaborate with individuals, families, communities, populations and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), 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 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.

Required General Education Preparation

(22 courses; 85.5 quarter units)

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.

AREA A: ENGLISH COMMUNICATION

CATEGORY 1 - Writing

(2 courses; 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

(1 course; 4.5 quarter units)

COM 103   Public Speaking

AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING

(4.5 quarter units)

BST 322   Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY AND TECHNOLOGY

(4.5 quarter units)

ILR 260   Academic Information Literacy
Prerequisite: ENG 100 and ENG 101

AREA D: ARTS, HUMANITIES, AND LANGUAGES

(18 quarter units)

SPN 340A   Spanish for the Work Place
SPN 341   Cross-Cultural Communication

For the remaining 9 units (2 courses), 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
Prerequisite: ENG 100 and ENG 101

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(18 quarter units)

BIO 201   Human Anatomy & Physiol I
Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A   Human Anatomy & Physiol Lab I
(1.5 quarter units)
Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses
BIO 202   Human Anatomy & Physiol II
Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A   Human Anatomy & Physiol Lab II
(1.5 quarter units)
Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203   Introductory Microbiology
Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.
BIO 203A   Introductory Microbiology Lab
(1.5 quarter units)
Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A, Recommended: Prior completion of: BIO 201, and BIO 201A, BIO 202, and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

AREA A-G: GENERAL EDUCATION

(4.5 quarter units)

SOC 500   Cultural Pluralism in the USA
Prerequisite: ENG 100 and ENG 101
or

HUB 500   Cross-Cultural Dynamics
           Prerequisite: ENG 100, ENG 101 and PSY 100

For the remaining 16.5 quarter units, use the General Education section of the catalog for applicable courses or nursing elective courses.

Nursing Core Courses

(25 courses; 94.5 quarter units)

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.

NSG 403   Nursing Theories and Models
           Prerequisite: Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.
NSG 214   Health Assessment
           Corequisite: NSG 214A,Recommended Preparation: Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75
NSG 214A   Heath Assessment Clinical Lab (1.5 quarter units)
           Corequisite: NSG 214, Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.
NSG 422   Nursing Research
           Prerequisite: BST 322
NSG 304   Pharmacology in Nursing I
           Prerequisite: NSG 214 and NSG 214A
NSG 240** Foundations of Nursing
           Corequisite: NSG 240A, Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403 and NSG 422
NSG 240A** Foundations Clinical Lab (3.5 quarter units)
           Corequisite: NSG 240, Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403 and NSG 422
NSG 245** Medical-Surgical Nursing I
           Corequisite: NSG 245A, Prerequisite: NSG 240 and NSG 240A
NSG 245A** Medical-Surgical I Clinical (3.5 quarter units)
           Corequisite: NSG 245, Prerequisite: NSG 240 and NSG 240A
NSG 330** Medical-Surgical Nursing II
           Corequisite: NSG 330A, Prerequisite: NSG 214 and NSG 214A
NSG 330A** Medical-Surgical II Clinical (3.5 quarter units)
           Corequisite: NSG 330, Prerequisite: NSG 214 and NSG 214A
NSG 333** Child-bearing Family Nursing
           Corequisite: NSG 333A, Prerequisite: NSG 330 and NSG 330A
NSG 333A** Child-bearing Family Clinical (3.5 quarter units)
           Corequisite: NSG 333, Prerequisite: NSG 245 and NSG 245A
NSG 334** Pediatric Nursing
           Corequisite: NSG 334A, Prerequisite: NSG 333 and NSG 333A
NSG 334A** Pediatric Nursing Clinical (3.5 quarter units)
           Corequisite: NSG 334, Prerequisite: NSG 333 and NSG 333A,
NSG 335** Psychiatric-Mental Health Nur
           Corequisite: NSG 335A, Prerequisite: NSG 330 and NSG 330A
NSG 335A** Psych-Mental Health Clinical (3.5 quarter units)
           Corequisite: NSG 335, Prerequisite: NSG 330 and NSG 330A
NSG 305   Pathopharmacology in Nursing
           Prerequisite: NSG 335, NSG 335A and NSG 304
NSG 460   Community Healthcare I
           Corequisite: NSG 460A
NSG 460A   Community Healthcare I Lab (1.5 quarter units)
           Corequisite: NSG 460
NSG 462   Community Healthcare II
           Corequisite: NSG 462A, Prerequisite: NSG 460 and NSG 460A
NSG 462A   Community Healthcare II Lab (1.5 quarter units)
           Corequisite: NSG 462, Prerequisite: NSG 460 and NSG 460A
NSG 340** Nursing Leadership/Management
           Corequisite: NSG 340A, Prerequisite: NSG 335 and NSG 335A
NSG 340A** Leadership/Management Clinical (1.5 quarter units)
           Corequisite: NSG 340, Prerequisite: NSG 335 and NSG 335A
NSG 440   Professional Issues in Nursing

** Content required for licensure by CA Board of Registered Nursing

Optional Elective Course

Students may fulfill open units by completing the following courses:

NSG 470A* Work Exp in Clinical Setting (1 -6 quarter units)
           Prerequisite: NSG 214 course with C or higher, NSG 214A course with C or higher, NSG 240 course with C or higher, NSG 240A course with C or higher, NSG 245 course with C or higher, NSG 245A course with C or higher, NSG 330 course with C or higher and NSG 330A course with C or higher, Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses. The student is responsible to find this position in any acute or outpatient settings that has a contract with the National University Department of Nursing.
NSG 490   Guided Study (variable units)
           Prerequisite: Admission to nursing program and approve by Chair of Nursing

* Elective course may be repeated two times, not to exceed 12 units while enrolled in the Nursing program.

Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher

(1 course; 4.5 quarter units)

NSG 328   BSN Transition
           Prerequisite: Approved by Chair of Nursing or designee. Required for Advanced Placement student challenging NSG 245/A and higher.

BACHELOR OF SCIENCE IN NURSING (B.S.N.) SECOND-BACHELOR DEGREE (CALIFORNIA)

Program Lead: Hope Farquharson; (858) 521-3947; hfarquharson@nu.edu

This program is for individuals with prior earned bachelor's degree (i.e., BA, BS) who wish to be prepared for licensure as a Registered Nurse earning a Bachelor of Science in Nursing degree. Prepares candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-based practice to manage the nursing care of culturally diverse clients in a variety of settings.

Program Disclosure Information

The Bachelor of Science in Nursing program is currently approved by the California Board of Registered Nursing (BRN) and accredited by the Commission on Collegiate Nursing Education (CCNE). This program is for California students only. Students who wish to become licensed must the professional licensure exam (NCLEX) in addition to apply to the State Board of Nursing to earn a state license to practice as a registered nurse (RN). Please see appropriate organization for more information.

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

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.

- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.

- Participate in the continuous improvement of nursing care quality and safety.

- Use clinical judgment and leadership skills to manage, prioritize and delegate collaborate patient care in a variety of healthcare settings.

- Effectively communicate and collaborate with individuals, families, communities, populations and interdisciplinary teams.

- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.

- Apply current best evidence-based nursing concepts to achieve desired outcomes.

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), 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 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.

Required for the Major

(10 courses; 36 quarter units)

COM 103　Public Speaking
BST 322　Intro to Biomedical Statistics
PSY 100　Intr to Psychology
SOC 100　Principles of Sociology
　　　　Prerequisite: ENG 100 and ENG 101
BIO 201　Human Anatomy & Physiol I
　　　　Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A　Human Anatomy & Physiol Lab I(1.5 quarter units)
　　　　Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A and CHE 101,CHE 101A or equivalent courses.
BIO 202　Human Anatomy & Physiol II
　　　　Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A　Human Anatomy & Physiol Lab II (1.5 quarter units)
　　　　Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203　Introductory Microbiology
　　　　Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.
BIO 203A　Introductory Microbiology Lab (1.5 quarter units)
　　　　Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

Nursing Core Courses

(25 courses; 94.5 quarter units)

NSG 403　Nursing Theories and Models
　　　　Prerequisite: Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.
NSG 214　Health Assessment
　　　　Recommended Preparation: Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75, Corequisite: NSG 214A
NSG 214A　Heath Assessment Clinical Lab (1.5 quarter units)
　　　　Corequisite: NSG 214, Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.
NSG 422　Nursing Research
　　　　Prerequisite: BST 322
NSG 304　Pharmacology in Nursing I
　　　　Prerequisite: NSG 214 and NSG 214A
NSG 240**　Foundations of Nursing
　　　　Corequisite: NSG 240A, Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403 and NSG 422
NSG 240A**　Foundations Clinical Lab (3.5 quarter units)
　　　　Corequisite: NSG 240, Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403 and NSG 422,
NSG 245**　Medical-Surgical Nursing I
　　　　Corequisite: NSG 245A, Prerequisite: NSG 240 and NSG 240A
NSG 245A**　Medical-Surgical I Clinical (3.5 quarter units)
　　　　Corequisite: NSG 245, Prerequisite: NSG 240 and NSG 240A

NSG 330**　Medical-Surgical Nursing II
　　　　Corequisite: NSG 330A, Prerequisite: NSG 214 and NSG 214A
NSG 330A**　Medical-Surgical II Clinical (3.5 quarter units)
　　　　Corequisite: NSG 330, Prerequisite: NSG 214 and NSG 214A
NSG 333**　Child-bearing Family Nursing
　　　　Corequisite: NSG 333A, Prerequisite: NSG 330 and NSG 330A
NSG 333A**　Child-bearing Family Clinical (3.5 quarter units)
　　　　Corequisite: NSG 333, Prerequisite: NSG 245 and NSG 245A
NSG 334**　Pediatric Nursing
　　　　Corequisite: NSG 334A, Prerequisite: NSG 333 and NSG 333A
NSG 334A**　Pediatric Nursing Clinical (3.5 quarter units)
　　　　Corequisite: NSG 334, Prerequisite: NSG 333 and NSG 333A
NSG 335**　Psychiatric-Mental Health Nur
　　　　Corequisite: NSG 335A, Prerequisite: NSG 330 and NSG 330A
NSG 335A**　Psych-Mental Health Clinical (3.5 quarter units)
　　　　Corequisite: NSG 335, Prerequisite: NSG 330 and NSG 330A
NSG 305　Pathopharmacology in Nursing
　　　　Prerequisite: NSG 335, NSG 335A and NSG 304
NSG 460　Community Healthcare I
　　　　Corequisite: NSG 460A
NSG 460A　Community Healthcare I Lab (1.5 quarter units)
　　　　Corequisite: NSG 460
NSG 462　Community Healthcare II
　　　　Corequisite: NSG 462A, Prerequisite: NSG 460 and NSG 460A
NSG 462A　Community Healthcare II Lab (1.5 quarter units)
　　　　Corequisite: NSG 462, Prerequisite: NSG 460 and NSG 460A
NSG 340**　Nursing Leadership/Management
　　　　Corequisite: NSG 340A, Prerequisite: NSG 335 and NSG 335A
NSG 340A**　Leadership/Management Clinical (1.5 quarter units)
　　　　Corequisite: NSG 340, Prerequisite: NSG 335 and NSG 335A
NSG 440　Professional Issues in Nursing

** Content required for licensure by CA Board of Registered Nursing

Elective Courses

NSG 470A*　Work Exp in Clinical Setting (1 quarter units)
　　　　Prerequisite: NSG 214 course with C or higher, NSG 214A course with C or higher, NSG 240 course with C or higher, NSG 240A course with C or higher, NSG 245 course with C or higher, NSG 245A course with C or higher, NSG 330 course with C or higher and NSG 330A course with C or higher, Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses. The student is responsible to find this position in any acute or outpatient setting that has a contract with the National University Department of Nursing.
NSG 490　Guided Study (variable units)
　　　　Prerequisite: Admission to nursing program and approve by Chair of Nursing

* Elective course may be repeated two times, not to exceed 12 units while enrolled in the Nursing program

Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher.

(1 course; 4.5 quarter units)

NSG 328　BSN Transition
　　　　Prerequisite: Approved by Chair of Nursing or designee. Required for Advanced Placement student challenging NSG 245/A and higher.

BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION

Program Director: Hope Farquharson; (858) 521-3947; hfarquharson@nu.edu

INFORMATION APPLICABLE TO RN to BSN COMPLETION PROGRAM (Online)

The RN to BSN Program is delivered in a 100% online format. Courses are 4 or 8 weeks in length. The program provides a foundation for professional nursing practice at the baccalaureate level. The program is accredited by the American Association of Colleges of Nursing (AACN), Commission on Collegiate Nursing Education (CCNE).

Upon acceptance to the program, applicants will be required to provide proof of a current, active, and unencumbered RN license in the state of residence. Additionally, applicants are required to provide evidence of current, active professional liability, malpractice insurance coverage for the practicum course, and provide evidence of current AHA Healthcare Provider BLS CPR Card throughout the program.

Admission Requirements

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally or nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide one official transcript from each college or university attended.

Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including:

- Demonstrated competency in standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents.
- Demonstrated knowledge of standard computer applications to include Microsoft Word, Excel and PowerPoint, and familiarity with using internet browsers and standard email systems such as MS Outlook.

Admission Process

Admission into the RN to BSN Program at National University is a two-step process:

1. Application to the University, and
2. Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at RNCompletion@nu.edu.

Prospective students should follow the University application requirements listed in the "Academic Information for Undergraduate Degree Admission Procedures" section of this catalog. A prospective student should first meet with an advisor. Advisors are located at each of the University campus offices and are available online. The prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student's packet will be reviewed. Admission will be offered to students achieving complete applicant files, until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card.

NOTE: Students may be required to provide proof of current immunizations and a clear background check depending on practicum.

Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned advisor throughout the program.

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families, groups and populations.
- Provide safe, high-quality, culturally competent, patient-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use nursing judgment to manage, prioritize and delegate patient care in a variety of healthcare settings.
- Effectively communicate and collaborate with patients and the interdisciplinary team.

- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply best, current evidence into nursing practice to achieve desired outcomes.

Degree Requirements

To receive a Bachelor of Science in Nursing (BSN), students must complete 180 quarter units as articulated in the general catalog, 45 quarter units must be completed at National University, 76.5 quarter units must be completed at the upper-division level and the program must fulfill a minimum 70.5 quarter units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Remedial courses accepted for the ASN degree may not transfer. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

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. A maximum of 31.5 quarter units may apply toward the baccalaureate nursing (RN to BSN) degree if a student has passed the NCLEX-RN examination.

Preparation for Major

(1 course; 4.5 quarter units)

SOC 350*   Cultural Diversity
            Prerequisite: ENG 100, and ENG 101

* May be used to meet the upper-division General Education requirement.

Nursing Core Courses

(10 courses; 43.5 quarter units)

HTM 310   Health Informatics
NSG 303   Professional Issues for RNs
BST 322   Intro to Biomedical Statistics
NSG 443   Evidence Based Practice
NSG 442   NSG Leadership and Management
            Corequisite: NSG 442A
NSG 442A   NSG Leadership and Management Practicum (3 quarter units)
            Corequisite: NSG 442
NSG 444   Community Population NSG (6 quarter units)
            Corequisite: NSG 444A
NSG 444A   Comm Pop NSG Practicum (3 quarter units)
            Corequisite: NSG 444
NSG 447   Qual Improvement
            Corequisite: NSG 447A
NSG 447A   Qual Improvement Practicum
            Corequisite: NSG 447

Upper-Division Electives

(7 courses; 31.5 quarter units)

In the absence of upper-division transfer units, additional 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 the faculty and/or admission advisor.

Students should choose from the following Upper-Division Electives:

HSC 330   Health Education & Promotion
HSC 310   Issues & Trends in Healthcare
HSC 300   Legal/Ethical Issues & Health
SPN 340A   Spanish for the Work Place
SPN 341   Cross-Cultural Communication
PHL 337   Ethics
            Prerequisite: ENG 100 and ENG 101
GER 310   Healthy Aging

MAJOR IN ORGANIZATIONAL LEADERSHIP

Program Lead: Michelle Browning; (661) 674-5706; mbrownin@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 and 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.

- Identify challenges and advantages of diverse groups in organizations within a global environment.

- Analyze negotiating styles of leaders, and compare and contrast the concepts of leadership and power.

- Examine the strategies leaders use to motivate and evaluate members of groups and teams.

- Evaluate the ethical implications of leadership decisions and strategies.

- Compare and analyze strategies and frameworks used by leaders to make decisions and initiate change within organizations.

- Explain how the classic studies have informed the understanding and application of leadership and organizational theory.

- 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, 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. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Requirements for the Major

(14 courses; 63 quarter units)

Non-Leadership Requirements

(4 courses; 18 quarter units)

LAW 204	Legal Aspects of Business I	
MGT 309	Prin. of Mgmt & Organizations	
HRM 409B	Survey in HRM & OD	
or		
ODV 410	OD, Career Systems, & Training	
COM 334	Persuasion	
	Prerequisite: ENG 101	
or		
COM 354	Professional Presentations	
	Prerequisite: ENG 101	
or		
MKT 442A	Intro to Public Relations	

Leadership Requirements

(10 courses; 45 quarter units)

LED 400	Introduction to Leadership
LED 410	Leading Diverse Groups & Teams
LED 420	Adaptive Leadership in Change
LED 430	Conflict/Negotiation for Ldrs
LED 440	Ldrship Overview of Org. Func.
LED 450	Advanced Group Dynamic Theory
	Prerequisite: LED 400 and LED 410
LED 460	Ethics and Decision Making
LED 470	Classic Studies of Leadership
LED 480	Research for Leaders
	Prerequisite: LED 410 and LED 420
LED 490	Leadership Capstone Project
	Prerequisite: Completion of six of the preceding courses

Upper-Division Electives

(3 courses; 13.5 quarter units)

Students select from upper-division courses with the following prefixes: ECE, ECO, FIN, HRM, MGT, ODV and SOC.

MAJOR IN PARALEGAL STUDIES

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

This Bachelor of Science degree in Paralegal Studies is approved by the American Bar Association only at the Los Angeles region. The degree program is intended to provide students with the professional skills required to serve the legal community effectively and ethically as a Paralegal or Legal Assistant. The Paralegal degree combines both a comprehensive academic curriculum and practical education in the role of the Paralegal in a legal environment. The curriculum is designed to enable students to understand and articulate legal theory and apply it ethically to Paralegal professional practice.

Program Learning Outcomes

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

- Describe the American legal system and major areas of the law, such as torts, contracts, property and others, and understand the legal terminology in those areas.

- Identify legal issues and apply basic legal analysis in the context of a legal problem.

- Conduct legal research using manual and computer-assisted methods.

- Identify and apply proper legal remedies in the context of a legal problem.

- Use computers and other technology for law office and case management, document preparation, discovery, law and motion, and trial preparation.

- Demonstrate effective communication skills and the ability to convey relevant information to attorneys, clients, witnesses and other persons.

- Demonstrate the ability to assist with preparing legal documents and handling pre-trial and trial preparation tasks.

- Perform Paralegal tasks competently in a law office, corporate law department, governmental agency, judicial setting or other comparable legal environment.

- Integrate legal theory with the practical aspects of working as a paralegal in a law practice.

- Articulate applicable ethics laws and codes of ethical conduct.

Degree Requirements

To receive a Bachelor of Science, Paralegal degree students must complete at least 180 quarter units, 76.5 of which must be completed at the upper-division level, 45 units which must be completed in residence at National University, and a minimum 70.5 units of the University General Education requirements. A minimum of 27 quarter units of general education course work is required by the American Bar Association to be completed in at least three disciplines, such as social sciences, natural sciences, mathematics, humanities, foreign language and English. The Paralegal degree coursework comprises 18 legal specialty courses and one English for Professionals course as set forth below. In the absence of transfer credit, additional general electives may be necessary to satisfy the 180 quarter units for the Paralegal degree. 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

(9 courses; 40.5 quarter units)

PLA 200   Legal Theory & Ethics
PLX 2100X   Torts
PLA 201   English for Professionals
PLX 2101X   Leg Res Wrtg-Briefing/Analysis
PLX 2102X   Contracts
PLX 2103X   Leg Res Wrtg-Legal Memo
PLA 202   Property
PLA 203   Leg Res Wrtg-Persuasive Wrtg.
PLX 2105X   Computers & the Law

Requirements for the Major

(10 courses; 45 quarter units)

PLA 303   Law Office Administration
PLA 318   Remedies & Dispute Resolution
            Prerequisite: PLA 202, PLX 2100X and PLX 2102X
PLA 325   Litigation I
PLA 329   Corporations I
PLA 333   Criminal Law I
PLA 426   Litigation II
            Prerequisite: PLA 325
PLA 430   Corporations II
            Prerequisite: PLA 329
PLA 434   Criminal Law II
            Prerequisite: PLA 333
PLA 495   Objective Writing Capstone
            Prerequisite: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.
PLA 496   Persuasive Writing Capstone
            Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.

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 Science in Paralegal Studies. Students can select from the following recommended electives or choose from any upper-division course in the College of Letters and Sciences or the College of Professional Studies.

LAW 402   The Art of Negotiation
LAW 430   Constitutional Law
LAW 440   Comparative International Law
ADR 400   Alternative Dispute Resolution
ADR 405   Negotiation Fundamentals
ADR 415   Mediation Fundamentals
ADR 430   Ethics and Neutrality

Paralegals may not provide legal services directly to the public, except as permitted by law.

MAJOR IN PUBLIC HEALTH

Program Lead: Ritika Bhawal; (858) 309-3445; rbhawal@nu.edu

The Bachelor of Science in Public Health features a broad-based foundation in the liberal arts and sciences and an ecological perspective of public health and the role that public health professionals play in preventing disease while maintaining or enhancing 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 public health professionals to begin careers in a variety of health agencies: governmental 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 public health practitioners address significant health challenges from individual, family, group, organization, neighborhood, community and societal perspectives. Graduates will apply their competencies to assess needs, plan and implement prevention programs, assess program outcomes, communicate and advocate for public health issues, and participate in the development of public health as a profession. Graduates will also enhance their opportunities for professional growth and job placement through planned field practicum. Upon graduation, entry-level public health practitioners may be eligible to sit for the Certified Health Education Specialists exam (CHES) through the National Commission on Health Education Credentialing, Inc. Community Health (COH) courses in levels 300 and 400 are only offered in two formats: 1) Hybrid 50/50; 2) Online.

Program Learning Outcomes

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

• Describe behavioral and non-behavioral variables contributing to morbidity and mortality.

• Explain the core principles of public health and their relationship to the health status of groups, communities and populations at the local, state, national and international levels.

• Describe the contributions of health disparities 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.

• Employ a variety of strategies to plan, implement, monitor and evaluate health promotion programs in a variety of settings to meet stated goals, objectives and established standards.

• Choose appropriate strategies and tactics to influence behavioral, environmental, and public policy change to address the health needs in a given community.

• Evaluate the progress and outcomes of prevention programs in meeting stated goals and objectives and established standards.

• Design a plan for lifelong learning, incorporating high professional and ethical standards, leadership, and cultural competencies and their evolving role in society.

Degree Requirements

To receive a Bachelor of Science degree in Public Health, students must complete at least 180 quarter units as articulated below including a minimum 70.5 units of the University General Education requirements, 45 quarter units of which must be completed in residence at National University, 76.5 quarter units of which must be completed at the upper-division level.

In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major

(14 courses; 54 quarter units)

COH 100*   Personal Health
PSY 100*   Introduction to Psychology
SOC 100*   Principles of Sociology
            Prerequisite: ENG 100 and ENG 101
BIO 201*   Human Anatomy & Physiol I
            Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A
BIO 201A*   Human Anatomy & Physiol Lab I (1.5 quarter units)
            Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses
BIO 202*   Human Anatomy & Physiol II
            Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A*   Human Anatomy & Physiol Lab II (1.5 quarter units)
            Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203*   Introductory Microbiology
            Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 203A*   Introductory Microbiology Lab (1.5 quarter units)
Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

HTM 310   Health Informatics
BST 322*   Intro to Biomedical Statistics
COH 317*   Public Health Nutrition
Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 318*   Drug Use and Abuse
Prerequisite: ENG 100, Recommended Preparation: COH 100
COH 319*   Human Sexuality
Prerequisite: ENG 100, Recommended Preparation: COH 100

Satisfactory completion of all courses in "Preparation for the Major" is needed prior to enrolling in "Requirements for the Major".

* May be used to meet a General Education requirement.

Core Requirements

(4 courses; 18 quarter units)

COH 310   Culture and Health
Prerequisite: ILR 260
COH 315   Introduction to Epidemiology
Prerequisite: BST 322 and ILR 260
COH 320   Chronic & Communicable Disease
Prerequisite: ILR 260
COH 321   Health Behavior
Prerequisite: ILR 260

Satisfactory completion of all courses in "Core Requirements" is needed prior to enrolling in "Requirements for the Major".

Requirements for the Major

(10 courses; 45 quarter units)

COH 300   The Ecology of Public Health
Prerequisite: COH 100, PSY 100, SOC 100 and BIO 203A
COH 380   HP Program Planning & Eval
Prerequisite: COH 300, COH 315 and HTM 310
COH 400   Environmental Health
COH 401   Health Promotion Concepts
Prerequisite: COH 300, COH 315, COH 400 and HTM 310
COH 416   PH & Physical Activity
COH 422   Global Health Promotion
Prerequisite: COH 401
COH 430   HP Strategies & Tactics
Prerequisite: COH 401
COH 435   PH Communications & Advocacy
Prerequisite: COH 430
COH 440   Preparedness & Disaster Mgmt
Prerequisite: COH 401
COH 499   Public Health Field Practicum
Prerequisite: COH 100, COH 300, COH 310, COH 315, COH 317, COH 318, COH 319, COH 320, COH 321, COH 380, COH 400, COH 401, COH 416, COH 422, COH 430, COH 435 and COH 440

BACHELOR OF SCIENCE MAJOR IN RADIATION THERAPY

Program Lead: Cheryl Young; (714) 429-5118; cyoung2@nu.edu

The Bachelor of Science in Radiation Therapy builds on a broad-based foundation in liberal arts and sciences designed to strengthen critical thinking and communication skills to work with a diverse population in multiple healthcare settings. Graduates of this major will be able to understand all aspects of Radiation Therapy including effective patient care and education, treatment planning and radiation physics as well as the biological effects of radiation in a rapidly advancing high-touch, highly technical profession. This program is offered at the Kearny Mesa (San Diego), Costa Mesa, and Sacramento campuses through distance education technology.

The Radiation Therapy major combines classroom with clinical experiences to prepare graduates for an entry-level position in the profession as an integral member of the healthcare team using radiation to treat cancer and some benign diseases. Clinical internships are assigned by the program and may require driving up to 100 miles from the designated campus. This mileage is based on distance

to the clinical setting from National University at each geographic site. Clinical internships require 40 hours per week in a clinical setting. Working while in the program is not encouraged. Graduates will use their competencies to assess the physical, emotional and educational needs of the patients they serve, determine the efficacy of a prescribed treatment, and carry out the accurate delivery and documentation of treatment.

The Radiation Therapy major is a full-time, lock-step program in which each cohort of students progress in unison, taking each of the courses in a sequenced manner. Courses in the program build on knowledge from courses previously completed with medical terminology as an integral component of all courses. Students will also take two courses in one month as scheduled. Students must pass each course with a C or better to progress in the program. Once the program is completed, students will be eligible to apply to sit for the American Registry of Radiologic Technologists (ARRT) national examination and apply for certification from the California Department of Public Health, Radiologic Health Branch. The NU Radiation Therapy Program has received accreditation by the California Department of Public Health, Radiologic Health Branch and has received accreditation by Joint Review Committee on Education in Radiologic Technology (JRCERT), 20 N. Wacker Drive, Suite 2850, Chicago, IL 60606 (312) 704-5300. www.jrcert.org

The NU Radiation Therapy Program prepares the graduate to be able to fulfill the following outcomes as an entry-level professional.

Mission Statement

The mission of the Radiation Therapy major is to prepare students to assume the professional role of a radiation therapist. Graduates of the major will be skilled in critical thinking to provide the highest quality of patient care, education and treatment.

Goals

1. Students will be competent in the delivery of radiation therapy treatments and simulation.
2. Students will communicate effectively.
3. Students will utilize critical thinking and problem-solving skills.
4. Students will demonstrate professional and ethical behavior.

Student Learning Outcomes

1.1   Demonstrate safe practice in all aspects of radiation therapy and simulation.
1.2   Demonstrate clinical competence in all entry level aspects of radiation therapy.
1.3   Effectively communicate with patients and their families.
1.4   Effectively communicate with health providers.
1.5   Formulate priorities in daily clinical practice.
1.6   Demonstrate the ability to think critically by applying knowledge to new situations.
1.7   Demonstrate the concepts of teamwork.
1.8   Demonstrate attitudes and behaviors congruent with professional standards.

Admission Requirements

Students seeking to study Radiation Therapy at National University must:

A.   Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.

B.   Have obtained a 2.50 cumulative GPA from all regionally accredited institutions attended.

C.   Students must complete a minimum of 40 hours of observation in a Radiation Therapy department. A completed time sheet must be signed by the therapist at the observation site. Time sheets are available in the Radiation Therapy office. Observation site placement is the student's responsibility and can be completed at any Radiation Therapy department.

D.   Submit a minimum of 2 letters of reference forms from Radiations Therapists in the department where the student observed, and 1 letter of reference form from a teacher, and/or an employer. Reference forms are available from the radiation therapy office. All letters of reference must use the reference form. No other letters will be accepted. All letters of

reference must be mailed to National University/Radiation Therapy, 3390 Harbor Blvd., Costa Mesa, CA 92626.

E. Submit a separate application for admissions to the Department of Health Science, Radiation Therapy major.

F. Complete the written essay describing motivation to be a Radiation Therapist. Maximum one page, 12-point font, 1.5 spacing.

G. Submit a current resume with application.

H. Interview with the Radiation Therapy Admissions Committee.

I. Have been formally evaluated by the University Office of the Registrar.

J. Completed all General Education in all Areas A-G prior to the start of the program.

K. Completed all preparation for major courses with a "C" grade or better.

* Application is found in the student portal under e-forms.

*Note: According to California Department of Public Health requirements, a student must be at least 18 years of age to participate in a Clinical Internship.

*Note: Meeting the minimum requirements, as listed above, does not guarantee admissions into the Radiation Therapy Program.

Admission Process

Admission to the Radiation Therapy Program is a three-step process:

1. Application to the University

2. Application to the respective Radiation Therapy major

3. Participation in an interview with the Radiation Therapy Admission Committee.

Prospective students should follow the University application requirements listed in the "General Admission Procedures" section of this catalog. In addition, prospective radiation therapy students will complete a separate application for admission. These applications, with supporting documentation, are accepted on January 30th of each year. A minimum GPA of 2.50 is required for entry into the Radiation Therapy Program.

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 by the Registrar's Office for equivalency. All prospective students will enroll in RTT 201 Introduction to Radiation Therapy. This course will review all aspects of the Radiation Therapy curriculum, major and profession to provide applicants with a knowledge-base to form their decision to enter the program.

A Calculation Worksheet will be used to evaluate each prospective student's application packet by the Radiation Therapy Admissions Committee. The prospective student will be ranked in comparison to the other applicants during that application year. Application deadline is January 30th.

The scoring will be based on:

• Quality of grades in the prerequisite courses.

• Ranking of the recommendation letters.

• Knowledge of the profession.

• Written essay included with the application packet.

• Ranked interview.

Once all prospective students for a given year have been interviewed, the Radiation Therapy Admissions committee will rank applicants based on the interview and application materials. The highest-ranked individuals will be invited to enter the program at San Diego, Costa Mesa or Sacramento educational sites. While student education site preference is followed, students may be accepted to another educational site based on the number of spaces available. If a student is unwilling to relocate to the education site for which they were accepted, the student will not be able to join the program. Based on ranking, a student may be invited to enter the program at their second or third preferred education site. There is no waiting list. Students who are not accepted may re-apply for admission one more time in the following year. They are encouraged to speak with the Program Director about strategies to strengthen their application.

Before participating in clinical internship, students must submit proof of Radiation Therapy Health Clearance, current health insurance and current Cardio-Pulmonary

Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for Health Care Providers). Students are responsible for determining if their health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other injury in the clinical setting, as well as the cost of anti-HIV drugs if the physician determines the medications are warranted. Please note: If a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check.

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, clear background check and drug screen, and immunity coverage is required throughout the program.

Each student is required to maintain membership to Trajesys, a cloud-based clinical record-keeping system. The membership is $150.00, which will provide access for the entire length of the program (24 months).

**Note: Failure to maintain health clearance and a clear background check during the Radiation Therapy Program may result in dismissal from the nursing program and possible refusal of the ARRT to allow the student to take the Radiation Therapy licensure exam. Students are responsible for meeting all of the above requirements.

Background Checks

Radiation Therapy departments used by the Radiation Therapy major require criminal background and drug screening prior to internship. Students who do not pass the background check and/or drug test may be unable to attend the internship 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. Students may be subject to random drug testing. Any fees associated with this will be the responsibility of the student.

Students will need to provide their own transportation to class and clinical internship. Proof of auto insurance and a valid driver's license is required. Travel to clinical internships may require driving up to 100 miles as measured from the National University educational site.

Students successfully completing the Radiation Therapy major will be eligible to apply for state and national examinations. Upon successful completion of the final course within the program, application for the national exam will be provided in the last course of the Program. Students are responsible for submitting applications and fees to the State of California and the American Registry of Radiologic Technologists (ARRT).

Program Disclosure Information

The BS Radiation Therapy Program is currently approved by the California Department of Health. This program is designed for students who wish to practice in California only.

The BS Radiation Therapy Program currently satisfies all educational requirements put forth by the California Department of Health for practicing Radiation Therapy. To practice Radiation Therapy, students must apply and pass appropriate examinations and pay fees once they have completed the program.

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

Program Learning Outcomes

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

• Demonstrate safe practice in all aspects of radiation therapy.

• Effectively communicate with patients and their families.

• Demonstrate clinical competence in the areas of patient care, treatment, and simulation.

• Formulate priorities in daily clinical practice.

• Apply concepts of teamwork.

• Evaluate the clinical significance of treatment parameters as prescribed and suspend treatment as appropriate.

• Develop plans based on patient assessment to address physical, emotional and educational needs.

• Demonstrate the ability to think critically and apply knowledge to new situations.

• Analyze clinical data to ensure safety and quality improvement of radiation therapy operations.

- Evaluate treatment plans to ensure accurate and effective treatment delivery.
- Demonstrate values and attitudes congruent with the profession's standards and ethics.
- Analyze current healthcare research for application to radiation therapy practice.
- Apply strategies that promote professional development and life-long learning.

Degree Requirements

To receive a Bachelor of Science degree in Radiation Therapy, 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 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 matriculation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

Preparation for the Major

(12 courses; 42.75 quarter units)

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

BST 322*   Intro to Biomedical Statistics
BIO 161*   General Biology 1
BIO 201*   Human Anatomy & Physiol I
Corequisite: BIO 20A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A

BIO 201A*   Human Anatomy & Physiol Lab I (1.5 quarter units)
Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.

BIO 202*   Human Anatomy & Physiol II
Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A

BIO 202A*   Human Anatomy & Physiol Lab II (1.5 quarter units)
Corequisite: BIO 202, Prerequisite: BIO 201, BIO 201A

BIO 203*   Introductory Microbiology
Corequisite: BIO 203A, Prerequisite: BIO 100, and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 20, and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

BIO 203A*   Introductory Microbiology Lab (1.5 quarter units)
Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

PHS 181*   Physics for Non-Sci Majors I
Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B

or

PHS 171*   General Physics 1
Prerequisite: MTH 215 or MTH 216A and MTH 216B

PHS 182*   Physics for Non-Sci Majors II
Prerequisite: PHS 181

or

PHS 172*   General Physics 2
Prerequisite: PHS 171

RTT 201   Introduction to Radiation Ther (2.25 quarter units)

* May be used to meet a General Education requirement.

Requirements for the Major

(21 courses; 73.5 quarter units)

Students must pass all courses with a C or better to progress in the program. Students will need 76.5 quarter units of upper-division level coursework. In absence of units students may need to take additional Upper-Division Electives to satisfy the total upper-division units for the degree.

RTT 310   Sectional/Topographic Anatomy
Prerequisite: BIO 201 with a minimum grade of C and BIO 202 with a minimum grade of C

RTT 300   Medical Imaging
Prerequisite: RTT 200 with a minimum grade of C Acceptance into the Radiation Therapy Program, or RTT 201

RTT 305   Patient Care I (3 quarter units)
Corequisite: RTT 320, Prerequisite: BIO 201 with a minimum grade of C, and BIO 202 with a minimum grade of C, and BIO 203 with a minimum grade of C and RTT 300 with a minimum grade of C

RTT 320   Pro Ethics and Legal Issues (1.5 quarter units)
Corequisite: RTT 305, Prerequisite: RTT 300

RTT 315   Clinical Concepts I
Prerequisite: RTT 305 with a minimum grade of C and RTT 306 with a minimum grade of C

RTT 480   Internship I
Prerequisite: RTT 300 with a minimum grade of C, RTT 305 with a minimum grade of C, RTT 306 with a minimum grade of C, RTT 310 with a minimum grade of C and RTT 320 with a minimum grade of C

RTT 410   Clinical Radiation Physics I
Prerequisite: MTH 215 with a minimum grade of C, PHS 171 with a minimum grade of C and RTT 300 with a minimum grade of C

RTT 411   Clinical Radiation Physics II
Prerequisite: RTT 410 with a minimum grade of C

RTT 306   Patient Care II
Prerequisite: RTT 305 with a minimum grade of C

RTT 415   Clinical Oncology I (2.25 quarter units)
Corequisite: RTT 316, Prerequisite: RTT 305 with a minimum grade of C, RTT 306 with a minimum grade of C, RTT 310 with a minimum grade of C and RTT 480 with a minimum grade of C

RTT 316   Clinical Concepts II (2.25 quarter units)
Corequisite: RTT 415, Prerequisite: RTT 315 with a minimum grade of C and RTT 480

RTT 416   Clinical Oncology II (2.25 quarter units)
Prerequisite: RTT 415 with a minimum grade of C

RTT 317   Clinical Concepts III (2.25 quarter units)
Prerequisite: RTT 316 with a minimum grade of C

RTT 481   Internship II
Prerequisite: RTT 480 with a minimum grade of C

RTT 420   Radiation Biology (3 quarter units)
Corequisite: RTT 460, Prerequisite: RTT 410 with a minimum grade of C, RTT 411 with a minimum grade of C, RTT 415 with a minimum grade of C, RTT 416 with a minimum grade of C and RTT 481 with a minimum grade of C

RTT 460   Operational Issues (1.5 quarter units)
Corequisite: RTT 420, Prerequisite: RTT 316 with a minimum grade of C and RTT 416 with a minimum grade of C

RTT 455   Medical Dosimetry
Prerequisite: RTT 315 with a minimum grade of C, RTT 316 with a minimum grade of C, RTT 317 with a minimum grade of C, RTT 410 with a minimum grade of C and RTT 411 with a minimum grade of C

RTT 440   Research in Radiation Therapy (2.25 quarter units)
Corequisite: RTT 450, Prerequisite: BST 322 with a minimum grade of C, RTT 315 with a minimum grade of C, RTT 316 with a minimum grade of C, RTT 317 with a minimum grade of C, RTT 410 with a minimum grade of C, RTT 411 with a minimum grade of C, RTT 415 with a minimum grade of C and RTT 416 with a minimum grade of C

RTT 450   Quality Management (2.25 quarter units)
Corequisite: RTT 440, Prerequisite: RTT 410 with a minimum grade of C and RTT 411 with a minimum grade of C

RTT 482   Internship III (6 quarter units)
Prerequisite: RTT 481 with a minimum grade of C

RTT 490   Advanced Capstone
Prerequisite: Completion of major requirements.

MINORS

MINOR IN ACCOUNTANCY

Program Lead: Consolacion Fajardo; (916) 855-4137; cfajardo@nu.edu

The Minor in Accountancy program is designed for students whose objective is to prepare for entry in the accounting field. Those aspiring to sit for the CPA or CMA exams should take the Bachelor of Science Major in Accountancy program.

Requirements for the Minor

(6 courses; 27 quarter units)

To receive a Minor in Accountancy students must complete the following six courses for which the upper-division accounting required prerequisites have been successfully completed.

Minor Prerequisites

(2 courses; 9 quarter units)

ACC 201	Financial Accounting Funds.	
ACC 202	Managerial Accounting Funds.	
	Prerequisite: ACC 201	

Requirements for the Minor

(6 courses; 27 quarter units)

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 432A	Taxation-Individual
	Prerequisite: ACC 431
ACC 433	Managerial Accounting
	Prerequisite: ACC 202
ACC 434	Government and Nonprofit Acct
	Prerequisite: ACC 201

MINOR IN ALTERNATIVE DISPUTE RESOLUTION

Program Lead: Jack Hamlin; (858) 642-8405; jhamlin@nu.edu

Although designed for 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 & Conflict
ADR 425	Issues in Conflict Management
ADR 430	Ethics and Neutrality

MINOR IN BUSINESS ADMINISTRATION

Program Lead: Nelson Altamirano; (858) 642-8428; naltamirano@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 Funds.
ACC 202	Managerial Accounting Funds.
	Prerequisite: ACC 201
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
MNS 205*	Intro to Quantitative Methods

* May be used to meet a General Education requirement.

Core Requirements

(6 courses; 27 quarter units)

FIN 310	Business Finance
	Prerequisite: ACC 201
MGT 309	Prin. of Mgmt & Organizations
MNS 407	Management Science
	Prerequisite: MNS 205
HRM 409B	Survey in HRM & OD
MKT 302A	Marketing Fundamentals
IBU 430	Survey of Global Business
	Prerequisite: ECO 203 and ECO 204

MINOR IN BUSINESS LAW

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

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.

Preparation for the Minor

(4.5 quarter units)

LAW 204	Legal Aspects of Business I

Requirements for the Minor

(6 courses; 27 quarter units)

LAW 400	Current Legal Issues
LAW 305	Legal Aspects of Business II
	Prerequisite: LAW 204
ADR 400	Alternative Dispute Resolution
ADR 405	Negotiation Fundamentals

Choose **TWO** from the following:

LAW 440	Comparative International Law
LAW 445	Administrative Law for Business
LAW 455	Public Contracting

MINOR IN BUSINESS STUDIES

Program Lead: Nelson Altamirano; (858) 642-8428; naltamirano@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 Funds.
ACC 202	Managerial Accounting Funds.
	Prerequisite: ACC 201
ECO 203*	Principles of Microeconomics
ECO 204*	Principles of Macroeconomics
MNS 205*	Intro to Quantitative Methods

* May be used to meet a General Education requirement.

Core Requirements

(6 courses; 27 quarter units)

MGT 309	Prin. of Mgmt & Organizations
FIN 310	Business Finance
	Prerequisite: ACC 201

LAW 410	Intro to Law & Legal Analysis
IBU 430	Survey of Global Business
	Prerequisite: ECO 203 and ECO 204
MKT 302A	Marketing Fundamentals
MNS 407	Management Science
	Prerequisite: MNS 205

MINOR IN CRIMINAL JUSTICE ADMINISTRATION

Program Lead: Damon Martin; (310) 662-2023; dmartin@nu.edu

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system.

Requirements for the Minor

(6 courses; 27 quarter units)

To fulfill the requirements for the minor, students can take any six (6) courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

MINOR IN ECONOMICS

Program Lead: Wali Mondal; (858) 642-8415; wmondal@nu.edu

The minor in Economics is designed for students with no background in Economics. Students will learn how a society makes economic decisions in allocating its scarce resources. Students will also learn how individuals, businesses and the government work together toward achieving the goals of a society. The minor consists of courses which are applied in nature so that students with a diverse background may find it beneficial. Students with a background in Economics may find a wide array of employment opportunities in local, state and federal government, in the private sector, and in international organizations including the United Nations organizations and the Peace Corps. The minor will also help students succeed in graduate studies in all business disciplines including Finance, Management and Marketing, and will help those willing to pursue a law degree or other professional training. For guidance and recommendations concerning the minor in Economics, please contact the Program Lead.

Program Learning Outcomes

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

- Apply ethical and legal principles to a business environment.

- Demonstrate skills and knowledge in the areas of business math, economics, accounting, finance and operations management needed to make sound business decisions.

- Apply knowledge in the fields of management, business knowledge management and marketing to different business environments.

- Integrate the knowledge acquired in the program to analyze a business, 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.

- Develop a global business perspective based on the knowledge of foreign business environments and cultures.

Requirements for the Minor

(8 courses; 36 quarter units)

Prerequisites for the Minor

(2 courses; 9 quarter units)

| ECO 203* | Principles of Microeconomics |
| ECO 204* | Principles of Macroeconomics |

* May be used to meet a General Education requirement.

Core Requirements

(4 courses; 18 quarter units)

ECO 304	Economic Growth
	Prerequisite: ECO 203, ECO 204
ECO 305	Business Economics
	Prerequisite: ECO 203, ECO 204

ECO 420	International Economics
	Prerequisite: ECO 203, and ECO 204
ECO 447	Money and Banking
	Prerequisite: ECO 203, and ECO 204

Plus any **TWO** of the following:

(2 courses; 9 quarter units)

ECO 303	Data Analysis
	Prerequisite: ECO 203, ECO 204
ECO 410	Seminar on Capitalism
	Prerequisite: ECO 203, ECO 204
ECO 415	Labor Economics
	Prerequisite: ECO 203, and ECO 204
IBU 540	International Experience

MINOR IN PRE-LAW STUDIES

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

A minor in Pre-Law studies helps prepare business professionals for the increasing legal implications of business in a global environment.

Requirements for the Minor

(6 courses; 27 quarter units)

LAW 204	Legal Aspects of Business I
LAW 305	Legal Aspects of Business II
	Prerequisite: LAW 204
LAW 408	Legal Writing Research and Ora
LAW 400	Current Legal Issues
ADR 405	Negotiation Fundamentals
MGT 400	Ethics in Law, Business & Mgmt

GRADUATE DEGREES

MASTER OF ACCOUNTANCY

Program Lead: Joyce Ellis; jellis@nu.edu

The Master of Accountancy (MAcc) academically prepares students for a wide range of accounting-related careers. Some examples include public accounting, corporate accounting, internal auditing, accounting in not-for-profit organizations, and accounting for state and local government agencies such as the Internal Revenue Service, Franchise Tax Board, Defense Contract Audit Agency, FBI, CIA and other agencies.

The program offers two pathways toward completion; one for students with little or no previous accounting background who have an undergraduate degree in any discipline, and one for students with an undergraduate degree in accounting. Course content is based largely on the published content specifications of the uniform CPA Exam and the CMA exam. Students should enroll in an external, recognized exam review course to fully prepare for CPA and CMA exams.

Program Disclosure Information

The Master of Accountancy program is currently operating using guidelines only from the California Board of Accountancy. For students who wish to become a CPA-, CMA- or CIA-certified please see appropriate organizational website.

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

Program Learning Outcomes

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

- Integrate current information technologies to report and analyze financial information

- Evaluate accounting information based upon mastery of a common body of accounting knowledge

- Analyze ethical issues within the accounting profession

- Effectively conduct and present accounting research

- Collaborate effectively as a team to enhance critical thinking

Degree Requirements

To receive a Master of Accountancy, students must complete at least 45 quarter units of graduate work. 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 section on graduate admission requirements for specific information regarding application and evaluation.

Students with an undergraduate degree in accounting are also required to take 10 courses; 7 are specified, supplemented by 3 electives. Students with a BS in Accountancy (BSACC) from National University, who have taken ACC 515 Accounting Ethics, and ACC 555 Data Analytics as part of their Undergraduate degree requirements **CANNOT** retake these courses to satisfy degree units for MAcc.

The Program Lead, or a designee, shall review the application and transcripts of every new student to determine the correct pathway and any necessary electives and prerequisites.

Total Degree Requirements

(10 courses; 45 quarter units)

Requirements for students **WITHOUT** an undergraduate degree in Accounting.

Core Requirements

(9 courses; 40.5 quarter units)

ACC 601M Foundations of Financial Acc
ACC 657 Accounting Information Systems
Prerequisite: ACC 601M
ACC 610M Financial Accounting I
Prerequisite: ACC 601M
ACC 611M Financial Accounting II
Prerequisite: ACC 610M
ACC 621M Taxation of Bus & Oth Entities
ACC 630M Cost Accounting
Prerequisite: ACC 601M
ACC 651M Auditing Procedures
ACC 515 Accounting Ethics
ACC 555 Data Analytics

Capstone Requirement

(1 course; 4.5 quarter units)

ACC 695M Cases in Accounting & Auditing
Prerequisite: Completion of all core and elective courses

OR

Requirements for students **WITH** an undergraduate degree in Accounting.

Core Requirements

(6 courses; 27.0 quarter units)

ACC 652M Forensic Accounting
ACC 631M Advanced Managerial Accounting
ACC 653M Internal Controls
ACC 654M Legal Issues in Accounting
ACC 615M Advanced Financial Accounting
ACC 640M Acc for Gov't & NFP Entities

Electives for Students WITH an Undergraduate Degree in Accounting

(3 courses; 13.5 quarter units)

ACC 515* Accounting Ethics
ACC 555* Data Analytics
ACC 620M Taxation of Individuals
LED 604 Leading Change and Adaptation
LED 605 Conflict and Power Dynamics

** Students who received a BS in Accounting degree from National University, and have already completed ACC515 and ACC555 as a part of their undergraduate degree requirements, **CANNOT** retake these courses to satisfy graduate degree units for the MAcc.*

Capstone Course

(1 course; 4.5 quarter units)

ACC 695M Cases in Accounting & Auditing
Prerequisite: Completion of all core and elective courses

MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT

Program Lead: Bernadette Baum; (858) 642-8404; bbaum@nu.edu

The Master of Arts in Human Resource Management Program is recognized by the Society for Human Resource Management (SHRM) as being fully aligned with its curriculum guidelines.

The Master of Arts in Human Resource Management Program 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. The program serves to increase knowledge, skills and abilities of a professional to perform in a senior management position or as a consultant to organization leadership on matters of Human Resource Management and organizational change.

The MAHRM 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 talent development, compensation and benefits, organizational behavior, performance improvement, technology, legal aspects, labor relations, 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 internal practitioners and consultants, offers an in-depth, fully comprehensive curriculum for business professionals to extend their knowledge beyond operations management. This cutting-edge program is designed to offer an innovative, multidisciplinary approach to the growing field of Human Resource Management and the continuum of organizational change in the 21st century.

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.

Degree Requirements

To earn a Master of Arts in Human Resource Management degree, students must complete at least 49.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credits 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 capstone project class as their last class in the sequence of the program.

Core Requirements

(11 courses; 49.5 quarter units)

HRM 660 Theory & Practice of HRM
HRM 630 Legal, Ethical & Safety Issues
HRM 637 Workforce Plan, Dev & Outsourc
ODV 606 Seminar in Training & Dev
HRM 667 Compensation & Benefits
HRM 633A Seminar in Employee Relations,
ODV 610 Adv Studies in Org Behavior in

ODV 600	Theory & Practice of OD
ODV 601	Integrating Performance Mgmt
	Prerequisite: ODV 600
HRM 669	Research Seminar
HRM 670	Project/Thesis
	Prerequisite: HRM 669 and must complete at least 7 core courses.

Specialization in Organizational Leadership

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 Learning Outcomes

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.

- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.

- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.

- Distinguish between the functions of authority, power and the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements

(4 courses; 18 quarter units)

LED 602	Developing Groups and Teams
LED 603	Leadership in the 21st Century
LED 604	Leading Change and Adaptation
LED 605	Conflict and Power Dynamics

MASTER OF BUSINESS ADMINISTRATION

Program Lead: Farhang Mossavar-Rahmani; (858) 642-8409; fmossava@nu.edu

Prospective International Students: Contact an advisor at isa@nu.edu or 1-800-NAT-UNIV

Prospective Domestic Students: Contact an advisor at advisor@nu.edu or 1-800-NAT-UNIV

Current MBA Students: Contact your assigned advisor at advisor@nu.edu or 1-800-NAT-UNIV

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 and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving. To ensure that the MBA program meets the needs of today's leaders and managers, the program is dedicated to the following 5 themes:

1. Relevance

The MBA program has been designed based on the demands in both the domestic and global marketplace.

2. Accessibility and Support

The MBA program is available to students in both online and on-site formats. Upon admission to the MBA program, students will be assigned to a faculty mentor to assist them throughout the program in making appropriate decisions about educational and career-related issues.

3. Specialization

Students may design their degree as a general business program and take four elective courses or they may choose to specialize in a particular discipline. A faculty mentor will assist each student in making their decision.

4. Application

The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines. It also addresses the interests of the stakeholders of an enterprise and of the communities in which the enterprise is operating. The program emphasizes the use of practical applications and cases.

5. Technology

In order to fulfill the learning outcomes, classes will integrate current technology in traditional on-site classes, as well as in web-enhanced online classes using the asynchronous format with highly engaging assignments and activities.

Faculty Mentor

In addition to the Admission Advisor/Counselor, all students will be assigned to a faculty mentor for the purpose of reviewing the student's career objectives and providing guidance regarding the courses and/or specialization to be selected. For specific information not addressed by the advisor, please contact the Program Lead of the MBA Program.

MBA Transition Program

The Bachelor of Arts in Management/Master of Business Administration (BAM/MBA) Transition Program

Students must complete graduate-level coursework taken as part of the BAM 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 BAM course. Students must complete their MBA program within four years, with no break exceeding 12 months.

Students in the BAM transition program may take up to three MBA classes as electives during the BAM. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

The Bachelor of Business Administration/Master of Business Administration (BAM/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, ECO 607, IBU 606 and MGT 608.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

Math Skills

It is strongly recommended that students who are unsure about having adequate math skills take the one-hour Accuplacer test 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 math skills courses. If a student has already taken the GRE or GMAT, a score of at least

480 (verbal) and 570 (quantitative) on the GRE, or a score of at least 550 on the GMAT indicates adequate proficiency.

MBA Orientation

The MBA orientation is housed in Blackboard. Students will be automatically enrolled upon admission to the MBA program and the orientation will be continuously available to all MBA students. Within the orientation, students can obtain information about the program from an MBA faculty mentor or the MBA Program Lead. The orientation provides information about the requirements and expectations of the MBA, as well as student support information.

Program Learning Outcomes

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

- Evaluate financial statements and quantitative information for decision-making using appropriate information systems and tools.

- Analyze the competitive environment employing both external and internal factor analysis and apply appropriate strategies for an organization, emphasizing the practice of ethical decisions and actions.

- Create and communicate business plans and reports in an efficient and compelling way, orally and in written form.

- Design solutions to logistical and operational problems using critical-thinking skills and innovative approaches to generating alternatives.

- Assess the global business environment and generate alternatives for companies to succeed in different countries and cultures.

- Assess the economic environment within an industry and decide appropriate financial decisions for a firm.

Degree Requirements

To receive an MBA degree, students must complete 54-63 quarter units of graduate credit. A total of 13.5 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.

Program Requirements

(12-14 courses; 54-63 quarter units)

Foundation Courses

(2 courses; 9 quarter units)

The following two foundation courses may be waived if students have taken the appropriate accounting, finance, and mathematics courses as part of an undergraduate degree in business at a regionally accredited university or if a score of 80 percent or above is achieved on a challenge exam. Each course is four weeks long.

ACC 600*   Financial Accounting for MBAs
MNS 601**   Statistics for Business

Students who have completed an undergraduate business degree that includes ACC 201, ACC 202 and FIN 310 are waived of the ACC 600 requirement.

**Students who have completed an undergraduate business degree that includes MNS 205, MTH 210, MTH 215, or MTH 220 and MNS 407 are waived of the MNS 601 requirement.*

Core Competency Courses

(7 courses; 31.5 quarter units)

MKT 602   Marketing Management
IBU 606   Global Business
MGT 603   Business Operations Management
MGT 608   Info & Supply Chain Systems
ACC 604   Managerial Accounting
ECO 607   Eco. for Managerial Decisions
            Recommended: Prior completion of: MNS 601
FIN 609A   Seminar in Financial Management
            Prerequisite: FIN 310 or ACC 600

General Electives

(4 courses; 18 quarter units)

Students may select any four graduate courses offered by business departments within COPS. As an alternative, students may enroll in an Area of Specialization (see below).

MBA Specialization Requirements

(4 courses; 18 quarter units)

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired specialization, in addition to all core competency courses, and the capstone course, MGT 685C.

Capstone

(1 course; 4.5 quarter units)

MGT 685C   Business Strategy and Policy
            Prerequisite: MKT 602, IBU 606, ACC 604, ECO 607, FIN 609A, MGT 608 and MGT 603

MBA SPECIALIZATIONS

Specialization in Bank Management

Program Lead: Farhang Mossavar-Rahmani; (858) 642-8409; fmossava@nu.edu

The field of banking has undergone great changes in the last decade and now represents one of the most dynamic activities within financial institutions. The Bank Management program is designed to provide both a sound theoretical and a conceptual framework for bank managers. Special emphasis is placed on bank management and the international aspect of bank operations including 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 are covered. Financing real estate and credit management are also discussed.

Program Learning Outcomes

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

- Evaluate the financial condition of the company and recommend the proper course of actions.

- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.

- Apply the Asset Market Approach to a Commodity Market.

- Appraise the impact of regulations on Bank and recommend proper course of actions.

- Analyze the real estate partnerships, secondary mortgage markets, adjustable rate mortgages and recommend proper course of actions.

Program Requirements

(4 courses; 18 quarter units)

Students must select **FOUR** of these **SIX** classes:

FIN 674   Managing Financial Institution
            Prerequisite: FIN 609A
FIN 635   International Finance
            Prerequisite: FIN 609A
FIN 652   Real Estate Finance
            Prerequisite: FIN 609A
FIN 671   Credit Management
            Prerequisite: FIN 609A
FIN 678   Regulation of Banks
            Prerequisite: FIN 609A
FIN 679   Risk & Capital Mgmnt in Banks
            Prerequisite: FIN 60A

Specialization in Financial Management

Program Lead: Gurdeep Chawla; (415) 321-9400; gchawla@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 non-profit 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 Learning Outcomes

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

- Evaluate the financial condition of the company and recommend the proper course of actions.

- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.

Program Requirements

(4 courses; 18 quarter units)

FIN 610	Topics in Financial Management	
	Prerequisite: FIN 609A	
FIN 631	Security Analysis & Portfolio	
	Prerequisite: FIN 609A	
FIN 635	International Finance	
	Prerequisite: FIN 609A	
FIN 674	Managing Financial Institution	
	Prerequisite: FIN 609A	

Specialization in Human Resource Management

Program Lead: Gurdeep Chawla; (415) 321-9400; gchawla@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 offers students new ideas on leadership and effective tools for managing human resources.

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.

- Recognize, analyze, and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Program Requirements

(4 courses; 18 quarter units)

HRM 630	Legal, Ethical & Safety Issues
HRM 637	Workforce Plan, Dev & Outsourc
ODV 606	Seminar in Training & Developm
HRM 667	Compensation & Benefits

Specialization in International Business

Program Lead: Susan Silverstone; (858) 642-8430; ssilvers@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 and 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.

Program Learning Outcomes

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

- Appraise the key economic, cultural and legal factors that shape the international business environment.

- Assess the differences between the domestic and international business environments.

Program Requirements

(4 courses; 18 quarter units)

Student should choose **FOUR** courses from the following:

IBU 637	Comparative Int'l Management
IBU 641	Topics in Int'l Business
IBU 643	Global Strategy
IBU 645	Intl Entrepreneurship Project
IBU 540	International Experience

Specialization in Marketing

Program Lead: Mary Beth McCabe; (619) 563-7316; mmccabe@nu.edu

The Marketing specialization allows students to gain an understanding of how marketing relates to all the other functions of a business and how to integrate marketing into everything the business does. The Marketing pathway aims to promote a comprehensive understanding of the role of marketing management in consumer and industrial markets and in service industries in addition to developing problem-solving and decision-making capabilities in these fields. Marketing concepts provide valuable insights into the various exchange processes involved in consumer, business-to-business and non-profit settings around the globe. The purpose of this is to develop a critical and analytical approach to marketing managers' tasks within the context of the organization as a whole.

Students interested in the marketing specialization should be curious about why customers buy what they do and how product development, branding, pricing and other elements of the marketing mix affect consumer choices. Beyond the first core marketing management class as part of the general MBA program, specialization students are required to take market research, consumer behavior, global marketing, and strategic operational marketing. The principal outcome of the specialization will be the completion of a project to integrate various functional areas of marketing. Upon completion of the Marketing specialization—students are expected to have developed knowledge, understanding, and cognitive, intellectual, practical and transferable marketing skills.

Program Learning Outcomes

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

- Evaluate marketing opportunities and successful strategies.

- Apply principles and theories of marketing strategies for management decision making.

- Synthesize varying marketing, operations, personnel and financial initiatives.

Program Requirements

(4 courses; 18 quarter units)

MKT 620	Consumer Behavior	
	Prerequisite: MKT 602	

MKT 631   Global Marketing
           Prerequisite: MKT 602
MKT 634   Market Research
           Prerequisite: MKT 602
MKT 660   Strategic Marketing Simulation
           Prerequisite: MKT 602, MKT 620, MKT 631 and MKT 634

Specialization in Organizational Leadership

Program Lead: 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 Learning Outcomes

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.

- Interpret organizational dynamics, group dynamics and engage in systems-thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.

- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.

- Distinguish between the functions of authority, power and the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements

(4 courses; 18 quarter units)

LED 602   Developing Groups and Teams
LED 603   Leadership in the 21st Century
LED 604   Leading Change and Adaptation
LED 605   Conflict and Power Dynamics

Specialization in Supply Chain Management

Program Lead: Timothy Pettit; (858) 641-8687; tpettit@nu.edu

The Specialization in Supply Chain Management prepares students to advance in this exciting and evolving field of management where firms collaborate to align strategies and operations toward common goals. The program is designed to provide students with the skills to apply logistics functional expertise from planning of inventory deployment to designing transportation networks – the physical interconnections between firms. In addition, the framing concepts of cross-functional engagement of Supply Chain Management processes will assist graduates to reinvent their organization from within and then engage strategic partners to better align processes and mitigate operational risks. Supply Chain Management is a critical skill in global corporations, non-profit organizations, healthcare providers and government agencies at all levels. Similarly, military acquisition programs and sustainment organizations require future leaders to infuse best-practices such as Supply Chain Management into operational and strategic planning. For all graduates, early integration of life-cycle logistics covered in this program will benefit program performance, timeliness and long-term cost reductions, as you implement Supply Chain Management into your profession.

Program Learning Outcomes

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

- Integrate supply chain business processes into a coherent supply chain strategy

- Develop effective supply management and planning policies

- Design efficient distribution networks

Requirements for Specialization

(4 courses; 18 quarter units)

SCM 610   Supply Chain Collaboration
SCM 620   Strategic Supply Management
           Prerequisite: SCM 610
SCM 630   Supply Chain Planning
           Prerequisite: SCM 610
SCM 640   Distribution Management
           Prerequisite: SCM 610

MASTER OF CRIMINAL JUSTICE

Program Lead: Ponzio Oliverio; (858) 642-8541; poliverio@nu.edu

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 challenging and demanding careers in Criminal Justice in the fields of criminal justice administration and criminal justice research and development. Students completing the Master in Criminal Justice program 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 the 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:

- Evaluate 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.

- Evaluate and compare the American criminal justice system with other criminal justice systems.

- Evaluate disciplinary, theoretical, criminological and philosophical foundations in the management of criminal justice.

- Develop oral, written and technological communication for criminal justice professionals.

- Utilize critical thinking and problem solving skills to identify quality scholarship and research in the field of criminal justice.

Degree Requirements

To receive a Master of Criminal Justice degree, 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 have not been used to satisfy the requirements of an awarded degree.

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.

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 627   Comparative CJ Systems
CJA 650   Advanced Criminological Theory
CJA 655   Advanced Research Methods
CJA 690   Research Project Thesis
           Prerequisite: CJA 600, CJA 610, CJA 620, CJA 622, CJA 627,
           CJA 650 and CJA 655

Program Electives

(4 courses; 18 quarter units)

Select **FOUR** courses from the following list of courses:

CJA 625   Security Management & Planning
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 HEALTHCARE ADMINISTRATION

Program Lead: Lockford Jones; (858) 309-3483; ljones2@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 capstone experience. The MHA 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:

- Solve complex problems in a healthcare environment by employing analytical skills.

- Establish strategic priorities of a healthcare organization in line with the needs and values of the community it serves.

- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.

- Apply healthcare management concepts for healthcare organizations.

- Utilize administrative and clinical information technology and decision-support tools in process and performance improvement.

- Incorporate the principles of quality management for improving outcomes in healthcare organizations.

- Synthesize best practices in healthcare leadership.

- Evaluate the ethical, legal, and regulatory requirements of the healthcare industry.

Degree Requirements

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)

HCA 600   U.S. Healthcare System
HCA 610   Health Policy
           Prerequisite: HCA 600
COH 602   Biostatistics
HCA 620   Health Organization Management
           Prerequisite: COH 602
HCA 626*   Healthcare Information Systems
           Prerequisite: ANA 630
HCA 622   Quality Appraisal & Evaluation
           Prerequisite: HCA 600 and HCA 620
COH 606   Epidemiology
           Prerequisite: COH 602 or ANA 630
HCA 660   Health Economics
HCA 628   HA Human Resources Management
HCA 630   Healthcare Law & Ethics
HCA 624   Healthcare Planning & Marketing
           Prerequisite: COH 611
HCA 663   Healthcare Accounting/Finance
           Prerequisite: HCA 628
COH 611   Public Health Research Methods
HCA 670   Healthcare Leadership
           Prerequisite: HCA 624
HCA 691   Healthcare Internship
           Prerequisite: HCA 600, COH 602, HCA 610, HCA 620, HCA 622,
           COH 606, HCA 624, HCA 626, HCA 628, HCA 630, HCA 660,
           HCA 663, COH 611, HCA 670 and permission by instructor
HCA 692   Healthcare Capstone
           Prerequisite: HCA 691 or permission by instructor.

* ANA prerequisite is NOT required for students in the MS in Healthcare Administration program.

MASTER OF PUBLIC ADMINISTRATION

Program Lead: Sara Kelly; (619) 573-0384; skelly@nu.edu

The Master of Public Administration (MPA) is designed for students who want to pursue a career in government management at the federal, state or local level, or non-profit management. The program is delivered and maintained through designed, structured learning objectives within each class, all of which are foundational to the culminating research activity. The degree provides a wide range of skills in financial management, budgeting, quantitative methods, urban planning and redevelopment, personnel policies, politics, and grant writing. The focus on continuous improvement of written and oral communication skills through course requirements utilizing case studies, research papers and oral presentations further strengthens the skills developed and mastered. The requirement for the MPA student to complete research in a Capstone Project further bridges theory and practice.

Program Learning Outcomes

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

- Utilize critical thinking and research methods relevant to public administration in a multi-cultural environment.

- Evaluate the concept of new public management within a historical context.

- Analyze the impact of political influences on the public sector decision-making process.

- Analyze 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.

- Evaluate the effectiveness of public administration strategies for dealing with the media, community, and local government agencies.

- Evaluate the impact of public administration decisions on urban planning and redevelopment.

- Synthesize resources and approaches for developing grant proposals for community programs and services.

Degree Requirements

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.

For students in the Bachelor of Public Administration/BS in Criminal Justice Administration/BS in Domestic Security Management/BA Political Science/MPA transition program, the University will waive up to two public administration courses taken as part of the bachelor's degree (see BS in Bachelor of Public Administration/Criminal Justice Administration/BS in Domestic Security Management/BA Political Science 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.

Core Requirements

(8 courses; 36 quarter units)

PAD 620	Foundations of Public Admin
PAD 622	Seminar in Urban Affairs
PAD 626	Public Personnel Policy
PAD 627	Quantitative Methods
PAD 628	Ethics
PAD 631	Urban Planning & Redevelopment
PAD 632	Finance Mgt & Grant Admin
PAD 644	MPA Project

Program Electives

(4 courses; 18 quarter units)

Students must complete **FOUR** graduate courses from the following subject areas to meet the elective requirement: CJA, HUB, PAD, SCD, HRM and LED. Students who elect to have an area of specialization are not required to take additional elective requirements.

Specialization in Human Resource Management

Program Lead: Bernadette Baum; (858) 642-8404; 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 resources.

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.

- Recognize, analyze and effectively address ethical, legal and safety challenges faced in the workplace, and develop methods designed to prevent employer liability.

Program Requirements

(4 courses; 18 quarter units)

HRM 630	Legal, Ethical & Safety Issues
HRM 637	Workforce Plan, Dev & Outsource
ODV 606	Seminar in Training & Dev
HRM 667	Compensation & Benefits

Specialization in Organizational Leadership

Program Lead: 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 Learning Outcomes

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

- Distinguish between multiple approaches for exercising leadership to promote innovation and confront complex issues within organizations.

- Interpret organizational dynamics, group dynamics and engage in systems-thinking in order to promote the development of a learning organization capable of innovation, adaptation, and orchestrating conflict.

- Evaluate ethical issues and aid organizational members in creating an ethical culture appropriate to the organizational and global environment that supports operating in environments of diversity, uncertainty and unpredictability.

- Distinguish between the functions of authority, power and the practice of leadership, and utilize frameworks that serve organizational purposes.

Program Requirements

(4 courses; 18 quarter units)

LED 602	Developing Groups and Teams
LED 603	Leadership in the 21st Century
LED 604	Leading Change and Adaptation
LED 605	Conflict and Power Dynamics

MASTER OF PUBLIC HEALTH

Program Lead: Tyler Smith; tsmith@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, community mental health, or public healthcare administration. Public Health involves multidisciplinary and collaborative strategies for solving health-related problems and promoting social justice including programs that serve the public sector at all levels, local, state, federal and global. Faculty members have expertise and experience in public health applied research and in higher education.

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 comprehensive capstone experience. The MPH program is accredited by the Council on Education for Public Health (CEPH).

Admission Requirements

1. Successful completion of college level introductory statistics course such as BST 322 or MTH 210.

2. Have completed baccalaureate degree with a 2.85 cumulative GPA from regionally accredited institutions attended.

Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including standard computer operating systems, electronic filing systems, basic keyboarding skills, and organizing and sorting electronic documents. Knowledge of standard computer applications to include Microsoft Word, Excel and PowerPoint, and familiarity with using internet browsers and standard email systems such as MS Outlook is required.

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council

on Education for Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

Program Learning Outcomes

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

- Apply epidemiologic methods to public health research, policy and practice

- Explain the critical importance of evidence in advancing public health knowledge

- Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.

- Analyze the planning, organization, administration, and policies of healthcare organizations

- Apply the principles of leadership to address public health challenges

- Communicate appropriate public health content in writing and through oral presentation in a culturally competent and effective manner

Degree Requirements

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. 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

(8 courses; 33 quarter units)

COH 599	Public Health Foundation (1.5 quarter units)	
HCA 600	U.S. Healthcare System	
COH 601	Global Public Health	
	Prerequisite: HCA 600	
COH 602	Biostatistics	
COH 604	Theories of Health Behavior	
COH 606	Epidemiology	
	Prerequisite: COH 602 or ANA 630	
COH 611	Public Health Research Methods	
COH 612	Health Policy and Advocacy	

Specialization in Community Mental Health

Students in the specialization in Mental Health program will be prepared for leadership positions in planning, implementing and evaluating community-wide prevention programs to enhance mental health.

Program Learning Outcomes

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

- Assess the social, political and environmental context of mental health in relation to public health practice.

- Create evidence-based programs to prevent or reduce mental health disorders in community settings.

- Design an evaluation plan to assess the effectiveness of a community mental health program.

- Identify factors that promote or influence the occurrence, persistence or severity of mental and behavioral disorders.

- Apply appropriate research principles and techniques to mental health.

- Construct an advocacy plan to improve culturally sensitive mental health policies in communities.

Requirements for the Specialization

(7 courses; 31.5 quarter units)

COH 623	Mental Health Services	
COH 627	Mental Health Populations	
COH 621	PH Aspects of Drug Addiction	
	Prerequisite: COH 602	

COH 616	Mental Health Promotion	
COH 614	Psychosocial Epidemiology	
	Prerequisite: COH 606	
COH 617	PH Aspects of Violence	
	Prerequisite: COH 604	
COH 619	PH Aspects of Human Sexuality	
	Prerequisite: COH 604	

Health Experience

(1 course; 3 quarter units)

COH 550	Global Health Experience (3 quarter units)
or	
COH 693C	Mental Health Experience (3 quarter units)
	Recommended Prior completion of: all core and specialization courses prior to enrolling in COH 693C

Capstone Requirement

(1 course; 4.5 quarter units)

COH 694C	Mental Health Capstone
	Recommended Prior completion of: all core and specialization courses prior to enrolling in COH 694C

Specialization in Health Promotion

The specialization in Health Promotion will prepare MPH students for leadership positions in health promotion, health education and health enhancement. The program emphasizes the planning, implementation and evaluation of community-wide prevention programs. The pursuit of social justice and global health are overarching concepts throughout the MPH program.

Program Learning Outcomes

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

- Assess factors that influence, enhance or impede health promotion.

- Explain factors that influence implementation of health promotion programs.

- Evaluate the implementation of health promotion programs.

- Integrate the results of health promotion evaluation into interventions and policies.

- Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.

- Provide advice and consultation on health promotion issues.

- Apply appropriate research principles and techniques to develop health promotion programs.

Requirements for the Specialization

(7 courses; 31.5 quarter units)

COH 603	Public Health Biology	
COH 608	Public Health & the Enviro	
COH 605	Public Health Promotion	
	Prerequisite: COH 604	
COH 607	Public Health Program Develop	
	Recommended Preparation: COH 604	
COH 609	PH Program Evaluation	
COH 618	Health Promotion Strategies	
	Prerequisite: COH 605 and COH 609	
COH 613	Public Health Informatics	
	Prerequisite: COH 606	

Health Experience

(1 course; 3 quarter units)

COH 550	Global Health Experience (3 quarter units)
or	
COH 693C	Mental Health Experience (3 quarter units)
	Recommended Prior completion of: all core and specialization courses prior to enrolling in COH 693C

Capstone Requirement

(1 course; 4.5 quarter units)

COH 694A   Health Promotion Capstone
Recommended: Prior completion of all core and specialization courses prior to enrolling in COH 694A

Specialization in Healthcare Administration

The Specialization in Healthcare Administration will prepare MPH students for leadership positions in public and private healthcare. Healthcare management involves the organization, financing and delivery of services to prevent and treat illness and disease.

Program Learning Outcomes

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

- Conduct financial analysis, explain financial and accounting information, and make long-term investment decisions for a healthcare organization.

- Apply healthcare management methods to healthcare organizations.

- Use administrative and health information technology to develop process and performance improvement plans.

- Incorporate the principles of quality management for improving outcomes in healthcare organizations.

- Synthesize best practices in healthcare leadership.

Requirements for the Specialization

(7 courses; 31.5 quarter units)

HCA 620   Health Organization Management
Prerequisite: COH 602
HCA 626**   Healthcare Information Systems
Prerequisite: ANA 630
HCA 622   Quality Appraisal & Evaluation
Prerequisite: HCA 600 and HCA 620
HCA 628   HA Human Resources Management
HCA 663   Healthcare Accounting/Finance
Prerequisite: HCA 628
HCA 624   Healthcare Planning & Marketing
Prerequisite: COH 611
HCA 670   Healthcare Leadership
Prerequisite: HCA 624

** Please Note: The ANA prerequisite is NOT required for students in the Specialization in Healthcare Administration program.

Health Experience

(1 course; 3 quarter units)

COH 550   Global Health Experience (3 quarter units)
or
COH 693B   Healthcare Admin Experience (3 quarter units)
Recommended: Prior completion of all core and specialization courses prior to enrolling in COH 693B

Capstone Requirement

(1 course; 4.5 quarter units)

COH 694B   Healthcare Admin Capstone
Recommended: Prior completion of all core and specialization courses prior to enrolling in COH 694B

MASTER OF SCIENCE IN COMPUTER SCIENCE

Program Lead: Mudasser Wyne; (858) 309-3433; mwyne@nu.edu

The Master of Science in Computer Science (MSCS) degree program at National University provides students with a solid foundation in advanced programming, operating systems, computer security, user interface design, software engineering, and database design and implementation. The program exposes students to best-practice methodologies using a variety of tools and techniques required for solving real-world problems.

National University's computer science students are taught to put theory into practice, thus preparing them for the fast-growing, rapidly evolving opportunities in the field. MSCS students will complete a three-course capstone project in which they apply what they have learned to solve some of the current technological problems facing society today. In addition, graduates are prepared to clearly discuss issues, trends and solutions with both technical and non-technical audiences. Every part of the curriculum is devoted to developing required communication skills, ethics, and standards of professionalism.

The Master of Science in Computer Science (MSCS) curriculum is designed for professionals currently working in business, government or industry who want to advance their careers. People without a previous Computer Science degree who want to prepare for a career as a working Computer Science professional can meet with an advisor to discuss pathways into the program. National University's approach prepares graduates to immediately become highly productive members of a real-world computing team.

Integration

Three 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 become proficient in analytical and critical thinking skills, acquire 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.

Admission Requirements

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS). Students from other undergraduate majors can fulfill the program prerequisites either by taking CSC 242, CSC 252 and CSC 262, or by demonstrating proficiency through additional equivalent coursework, or taking a course challenge exam for CSC 242, CSC252 and CSC262 before starting MSCS program.

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 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 Bachelor's transition program and the grades earned.

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.

- Evaluate computer security vulnerabilities and threats, and counter measures that are effective and ethical.

- Analyze, design and develop database solutions by translating database modeling theory into sound database design and implementation.

- Analyze and design complex front-end applications and integrate them with backend databases.

- Compare and contrast computing concepts and systems.

- Demonstrate ability to conduct in-depth research, both individually as well as in teams, in a specific computer science area.

- Demonstrate critical thinking and ability to analyze and synthesize computer science concepts and skills with ethical standards.

Degree Requirements

To receive a Master of Science in Computer Science, students must complete 58.5 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 and a three-part MSCS graduate project (three courses, 4.5 quarter units each) that

cannot be taken until CSC 603, CSC 607, CSC 670 and CSC 680 courses have been completed. It is important to note that the Capstone course sequence CSC 686, CSC 687 and CSC 688 needs to be taken in consecutive months. In case a student is not able to complete this course sequence in consecutive months, he/she will be required to start with the CSC 686 course in the future, whenever this course sequence is offered.

Program Prerequisites

(3 courses; 13.5 quarter units)

Candidates seeking admission to the program should possess a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS). Students from other undergraduate majors can fulfill the program prerequisites either by taking CSC 242, CSC 252 and CSC 262 courses or by demonstrating proficiency through additional equivalent coursework or by taking a course challenge exam for CSC 242, CSC 252 and CSC 262 before starting the MSCS program.

CSC 242   Intro to Programming Concepts
Prerequisite: MTH 215
CSC 252   Programming in C++
Prerequisite: CSC 242
CSC 262   Programming in JAVA
Prerequisite: MTH 215

Core Requirements

(13 courses; 58.5 quarter units)

CSC 600   Advanced Programming
Prerequisite: CSC 242, CSC 252 and CSC 262, Students with a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS) do not need these prerequisites.
CSC 603   Software Eng Fundamentals
CSC 605   Software Architecture Principal
Prerequisite: CSC 603
CSC 606   Modern Operating Systems
Prerequisite: CSC 600
CSC 607   Security in Computing
Prerequisite: CSC 606
CSC 670   User Interface Engineering
Prerequisite: CSC 600
CSC 675   Database Design and Impl.
Prerequisite: CSC 600
CSC 678   Advanced Database Programming
Prerequisite: CSC 675
CSC 680   Database Web Interface
Prerequisite: CSC 678
CSC 685   Topics in Computing
CSC 686   Computer Science Project I
Prerequisite: CSC 605, CSC 607, CSC 670 and CSC 680
CSC 687   Computer Science Project II
Prerequisite: CSC 686, It is important to note that capstone course sequence CSC686, CSC687 and CSC688 need to be taken in the consecutive months, in case a student is not able to complete this course sequence in consecutive months he/she will be required to start with CSC686 course in future, whenever this course sequence is offered.
CSC 688   Computer Science Project III
Prerequisite: CSC 687

MASTER OF SCIENCE IN CYBERSECURITY

Program Lead: Christopher Simpson; (858) 309-3418; csimpson@nu.edu

The Master of Science in Cybersecurity is a professional degree for those who endeavor through technical and managerial measures to ensure the security, confidentiality, integrity, authenticity, control, availability and utility of the world's computing and information systems infrastructure. The program has a required core and a required specialization which can be selected from some alternatives. The core is designed to provide a means of supporting the variety of backgrounds (both education and work experience) that those who wish to study this area may bring to the program. The core is also a statement of the knowledge domain that is common to most efforts in this area. The specializations provide for study in particular domains of knowledge within the field - which are also tied to communities of effort within the field.

Program Admission Requirements

All students who seek to enroll in the MS-CSIA program must interview with the Program Lead noted above prior to enrolling in the first course of the program.

Program Learning Outcomes

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

- Devise a mitigation plan against both external and internal vulnerabilities to enterprise computer infrastructures and sensitive digital assets.
- Analyze and evaluate multiple risk assessment methods and strategies.
- Compare and contrast the legal and ethical aspects of cybersecurity at the federal, state and international level.
- Assess and summarize the legal and ethical requirements of a cyber security professional.
- Integrate project management skills to produce a cybersecurity solution.
- Evaluate the results of a security assessment to assess the security status of a network or computer system.
- Conduct in-depth research into a specific CSIA topic, including finding and integrating relevant research results of others.
- Integrate systems-level-infrastructure thinking into CSIA problem identification and resolution, and effectively communicate the solution

Degree Requirements

To obtain the Master of Science in Cybersecurity, students must complete 58.5 graduate units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. All students must complete the 9 core requirements and choose an area of specialization. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

Core Requirements

(9 courses; 40.5 quarter units)

CYB 600   Cyber Security Technology
CYB 601   Cyber Sec. Toolkit Utilization
Prerequisite: CYB 600 with a minimum grade of B
CYB 602   Threat Modeling & Intel
Prerequisite: CYB 601
CYB 603   Cyber Security Ethical Issues
Prerequisite: CYB 602
CYB 604   Wireless and Mobile Security
Prerequisite: CYB 603
CYB 606   Net Defense & Cloud Security
Prerequisite: CYB 604
CYB 699A   Cyber Security Project I
Prerequisite: CYB 608 and completion of one specialization area.
CYB 699B   Cyber Security Project II
Prerequisite: CYB 699A
CYB 699C   Cyber Security Project III
Prerequisite: CYB 699B with a minimum grade of S

All students must choose **ONE** specialization defined below:

Specialization in Ethical Hacking and Pen Testing

The Ethical Hacking & Pen Testing specialization is designed to provide unique applications involved in the professional domain of Cyber Security and Information Assurance (CSIA). The curriculum focus is directed toward ethical hacking and penetration (Pen) testing. Penetration tests probe network and information system security components by conducting simulated attacks on systems. This specialization prepares the professional to develop rules of engagement, prepare a tool kit, discover and exploit system vulnerabilities, ethically conduct a penetration test and prepare penetration test documentation. Red-teaming practices are utilized and Red vs. Blue team exercises are executed.

Program Learning Outcomes

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

- Devise a mitigation plan against both external and internal vulnerabilities to enterprise computer infrastructures and sensitive digital assets.

- Integrate systems-level-infrastructure thinking into CSIA problem identification and resolution, and effectively communicate the solution.
- Forecast the impact of continually advancing technology and national and international cyber-legislation on CSIA.
- Conduct in-depth research into a specific CSIA topic, including finding and integrating relevant research results of others.
- Generate critical thinking in analysis and synthesis of enterprise and global CSIA issues through effective individual and team graduate-level written and oral assignments.
- Integrate project development skills in producing a security system.
- Produce a pen test authorization and rules of engagement document.
- Prepare and synthesize process specifications of Red Team actions against a Blue Team defense of a computer infrastructure.
- Prepare and synthesize process specifications of a Blue Team defense used to protect the computer infrastructure against a Red Team attack.

Program Requirements

(4 courses; 18 quarter units)

CYB 608   Ethical Hacking
         Prerequisite: CYB 606
CYB 632   Info Sys Vulnerab & Attacks
         Prerequisite: CYB 608
CYB 633   Red Teaming
         Prerequisite: CYB 632
CYB 634   Red vs. Blue Team Exercise
         Prerequisite: CYB 633

Specialization in Information Assurance and Security Policy

The specialization in Information Assurance and Security Policy provides study in the professional domain of Cyber Security and Information Assurance that focuses on the organizational and informational portion of the field. This arena particularly involves larger organizations, often in government, that have codified standards, policies and practices for this field.

Program Learning Outcomes

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

- Differentiate among the models, architectures, challenges and global legal constraints of secure electronic commerce technologies used to ensure transmission, processing and storage of sensitive information.
- Prescribe how to provide message privacy, integrity, authentication and non-repudiation using network security practices and infrastructure hardening techniques.
- Assess, from both a national and global perspective, the relative demands of Internet-openness, legislation and law-enforcement, and individual right to privacy.
- Forecast the impact of continually advancing technology and national and international cyber-legislation on CSIA.
- Generate critical thinking in analysis and synthesis of enterprise and global CSIA issues through effective individual and team graduate-level written and oral assignments.
- Produce a successful project using project-development skills.
- Prepare an IT risk mitigation and security plan.
- Prepare and create an enterprise disaster recovery and business continuity plan.
- Derive information assurance from an INFOSEC perspective.

Program Requirements

(4 courses; 18 quarter units)

CYB 608   Ethical Hacking
         Prerequisite: CYB 606
CYB 612   Disaster Rec./Bus. Continuity
         Prerequisite: CYB 608
CYB 613   Information Assurance
         Prerequisite: CYB 608

CYB 616   Certification & Accreditation
         Prerequisite: CYB 613

MASTER OF SCIENCE IN DATA SCIENCE

Program Lead: Jodi Reeves; (858) 309-3426; jreeves@nu.edu

Apply statistical methods to solve real-world problems and prepare for careers in data science. Core courses include data modeling, data management, and data-mining of continuous, categorical, and multivariable data. Advanced specializations focus on database analytics, business analytics or health analytics. The program culmination is a three-month capstone where real data from sponsoring organizations or publicly available data will be used in a data science project to demonstrate mastery in data acquisition, cleaning, analysis, modeling and visualization.

Program Learning Outcomes

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

- Integrate components of data science to produce knowledge-based solutions for real-world challenges using public and private data sources.
- Evaluate data management methods and technologies used to improve integrated use of data.
- Construct data files using advanced statistical and data programming techniques to solve practical problems in data analytics.
- Design an analytic strategy to frame a potential issue and solution relevant to the community and stakeholders.
- Develop team skills to ethically research, develop and evaluate analytic solutions to improve organizational performance.

Degree Requirements

To obtain the Master of Science in Data Science, students must complete at least 63 graduate units. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed 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 graduate admissions requirements for specific information regarding application and evaluation.

Program Requirements

(14 courses; 63 quarter units)

Core Requirements

(7 courses; 31.5 quarter units)

ANA 600   Fundamentals of Analytics
ANA 605   Analytic Models & Data Systems
         Prerequisite: ANA 600
ANA 610   Data Management for Analytics
ANA 615   Data Mining Techniques
         Prerequisite: ANA 610
ANA 620   Continuous Data Methods, Appl
         Prerequisite: ANA 615
ANA 625   Categorical Data Methods, Appl
         Prerequisite: ANA 620
ANA 630   Advanced Analytic Applications
         Prerequisite: ANA 625

*Students must select **ONE** of the areas of specialization.*

Capstone Requirements

(3 courses; 13.5 quarter units)

Students must complete all core and area of specialization courses prior to starting the capstone course sequence.

ANA 699A   Analytic Capstone Project I
         Prerequisite: All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Program Lead.
ANA 699B   Analytic Capstone Project II
         Prerequisite: ANA 699A
ANA 699C   Analytics Capstone Project III
         Prerequisite: ANA 699B

Specialization in Business Analytics

Program Lead: Jodi Reeves; (858) 309-3426; jreeves@nu.edu

The specialization in Business Analytics is designed to prepare students to apply scientific knowledge to big data to find practical patterns for decision-making. Organizations measure their operations, forecasting, and future strategic plans scientifically through analyzing data in marketing, sales, finances, and supply chain areas.

Program Learning Outcomes

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

- Evaluate data models to analyze the performance of supply chain processes.

- Analyze data to predict business outcomes in marketing processes.

- Design a probabilistic finance model to forecast business outcomes.

- Apply security, privacy and ethical measures using data and analytical models to business processes.

Requirements for the Specialization

(4 courses; 18 quarter units)

BAN 640   Performance MGT & SCM Process
BAN 645   Prediction in Marketing
BAN 650   Probabilistic Finance Models
BAN 655   Analytical Security & Ethics

Specialization in Database Analytics

Program Lead: Jodi Reeves; (858) 309-3426; jreeves@nu.edu

Specialization topics include how to develop, implement and maintain the hardware and software tools needed to make efficient and effective use of big data, including databases, data marts, data warehouses, machine learning and analytic programming.

Program Learning Outcomes

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

- Design data marts.
- Analyze complex database queries for real-world analytical applications.
- Design medium-to-large data warehouses.
- Evaluate machine learning methods and strategies for advanced data mining.

Requirements for the Specialization

(4 courses; 18 quarter units)

ANA 650   Database Design for Analytics
ANA 655   Data Warehouse Design & Devel
           Prerequisite: ANA 650
ANA 660   Advanced SQL Programming
           Prerequisite: ANA 655
ANA 665   Data Mining & Machine Learning
           Prerequisite: ANA 660

Specialization in Health Analytics

Program Lead: Tyler Smith; tsmith@nu.edu

The Specialization in Health & Life Science Analytics is designed to provide students with a practical learning experience through application of statistical methods to solve real-life health and life science analytics problems. The goal of this specialization is to prepare students for careers in health analytics and the pharmaceutical industry. To address the spectrum of issues in health and life science analytics, this curriculum has been designed to include specialized courses in analytic topics relative to the health and clinical fields. Topics include analytical and predictive modeling, data acquisition, data mining, healthcare information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication. Additionally, team projects are conducted using real data from sponsoring organizations or publicly available data. Previous academic or industrial experience in such areas as statistics, computer programming, engineering, epidemiology, healthcare, clinical trials or science are helpful prerequisites for this MS program. This degree is appropriate for both experienced professionals as well as recent college graduates.

Program Learning Outcomes

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

- Analyze the planning, organization, administration and policies of healthcare organizations using health analytic methods.

- Evaluate healthcare information system technologies through integration and interoperability of health data.

- Integrate data and analytic techniques to establish financial priorities of a healthcare organization in line with the needs and values of the community and stakeholders it serves.

- Analyze the distribution and determinants of disease and health outcomes in human populations.

Requirements for the Specialization

(4 courses; 18 quarter units)

HCA 626   Healthcare Information Systems
           Prerequisite: ANA 630
COH 606   Epidemiology
           Prerequisite: COH 602 or ANA 630
ANH 604   Clinical Research Analytics
ANH 607   Health Outcomes Research

MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

Program Lead: Ben Radhakrishnan, (858) 309-3423; bradhakrishnan@nu.edu

Engineering management knowledge and skills are highly sought after in today's competitive global technological marketplace. The Master of Science in Engineering Management program is designed to bring the benefits of modern technology and high-quality graduate-level instruction to engineers, scientists and technologists interested in advancing their skills in engineering management with specializations in:

- Project Management – to become effective and efficient project/program managers.

- Systems Management – to manage activities related to the life cycle of systems.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these specializations emphasize management skills that are specifically built on a students' technical background 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 data analysis 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.

- Assess tools and techniques, resources, organizational systems, and decision making processes for the successful management of projects and processes (products and services).

- Apply global mindset and a knowledge of business environments in engineering management solutions.

- Demonstrate organizational and team skills needed to manage projects and processes.

- Communicate effectively using graduate-level oral and writing skills.

- Demonstrate professional and ethical responsibility in engineering management.

Degree Requirements

To receive a Master of Science in Engineering Management, students must complete at least 58.5 quarter units of required courses. A total of 9.0 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. Students should refer to the section on the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisite

(1 course; 4.5 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 or non-engineering degree, admission would be based on relevant experience and the following program prerequisite:

CSC 220   Applied Probability & Stats.
           Prerequisite: MTH 215

This course may be waived if an equivalent has been completed at the undergraduate-level with a grade of "C" or better.

Core Requirements

(9 courses; 40.5 quarter units)

ENM 600   Engineering Mgmt Concepts
ENM 601   Project Management Principles
ENM 602   Risk, Contracts, and Legal Iss
PME 602   Skills Management
ENM 604   Quality Management
TMG 610   Global Trends in Technology
ENM 607A   Capstone Course I
           Prerequisite: All core and specialization classes in program.
ENM 607B   Capstone Course II
           Prerequisite: ENM 607A
ENM 607C   Capstone Course III
           Prerequisite: ENM 607B

All students must choose **ONE** Area of Specialization defined below.

Specialization in Project Management

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 do not happen spontaneously; they require preparation, planning, and organization. This specialization 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.

- Evaluate the financial impact of projects on corporations and businesses and develop appropriate action plans through project management engineering.

- Integrate state-of-the-art technological advances to the practice of project management engineering.

- Achieve agreed-upon scope, budget and schedule requirements using resources, organizational systems and decision-making processes.

Program Requirements

(4 courses; 18 quarter units)

ENM 603   Operation 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 Financing Management
           Prerequisite: ENM 600, ENM 601, ENM 602, ENM 603

Specialization in Systems Engineering

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 discrete and continuous systems utilizing appropriate systems theory, operational requirements and component integration.

- Validate system performance with testing and evaluation methods.

- Maintain system operations at optimal conditions through the application of systems management fundamentals.

Program Requirements

(4 courses; 18 quarter units)

SYE 600   Introduction to Systems Design
SYE 601   Systems Analysis & Design Eval
           Prerequisite: SYE 600
SYE 602   Advanced System Design
           Prerequisite: SYE 601
SYE 603   System Dynamics
           Prerequisite: SYE 602

MASTER OF SCIENCE IN HEALTH INFORMATICS

Program Lead: Linda Macomber; (858) 309-3495; lmacomber@nu.edu

As healthcare makes dramatic strides to adopt new information and communication technologies, there is a growing demand for Health Informatics professionals. This rapidly-developing field is only beginning to unlock the vast promise of using electronic-based information to advance healthcare and ultimately improve the health of individuals and populations. The MS in Health Informatics is a graduate professional degree designed to enhance the practice of Health Informatics by preparing students for career growth to mid-level and leadership positions within healthcare organizations, technology, and consulting firms. This program is intended for students interested in the effective use of information technologies and systems to improve the quality, safety, efficiency and affordability of healthcare.

The MS Health Informatics program leverages the rich collective strengths, synergies, faculty and resources of National University Center for Technology and Health Sciences and the College of Professional Studies including Health and Human Services, Engineering and Computing, and Business and Management.

Program study includes coursework related to:

1. Information Systems – leadership and management of healthcare applications; including analysis, design, adoption, and optimization

2. Information Technology – effective use of database and systems administration, computer networks, security, programming, and wireless devices

3. Informatics – the structured language of healthcare, standards, data structures, health information exchange, decision support, care coordination, consumer health, socio-technical aspects of health computing, human-computer interaction, and evidenced-based practice

Along with a broad understanding of health and human services, technology, information systems, leadership and the culture of healthcare, students apply Health Informatics knowledge through experiential learning opportunities with

case studies, research, simulations, and a capstone project. Graduates are prepared for various roles related to leveraging technology to enhance the collection, communication, exchange, aggregation, analysis and use of information across the healthcare ecosystem.

Program Learning Outcomes

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

- Evaluate the healthcare delivery system in the US and the impact of social, cultural, political, economic and environmental factors affecting the management and operation of healthcare organizations.

- Evaluate health data management standards, technologies and methods to improve the quality, efficiency, equity and safety of healthcare practice and organization.

- Develop policies and technologies to protect data integrity and validity, including information privacy and security policies and procedures.

- Develop strategies for improving healthcare delivery and achieving institutional strategic initiatives using information systems and technologies.

- Evaluate leadership principles and practices in health information technology staff development, technology adoption and change management in a healthcare organization.

- Evaluate a healthcare organization's processes and systems to ensure compliance with ethical, legal and regulatory mandates and professional standards of health information technology.

- Apply statistical and research methodologies to implement evidence-based health information technology management practice and healthcare quality improvement.

- Communicate knowledge of health information systems and technology to stakeholders of the healthcare ecosystem.

Degree Requirements

To receive an MS in Health Informatics degree, 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 admissions requirements for specific information regarding application and evaluation.

Core Requirements

(11 courses; 49.5 quarter units)

HCA 600	U.S. Healthcare System	
HTM 552	EHR Meaningful Use	
CIS 601	Information Systems Strategies	
COH 602	Biostatistics	
HCA 626	Healthcare Information Systems	
	Prerequisite: HCA 620	
HCA 622	Quality Appraisal & Evaluation	
	Prerequisite: HCA 600, HCA 610, HCA 620 and COH 606	
COH 611	Public Health Research Methods	
HTM 660	System Management and Planning	
HTM 520	Health Information Exchange	
HTM 680	Health Informatics Case Study	
	Prerequisite: HTM 520, HTM 552 and HTM 660	
HTM 692	Health Informatics Capstone	
	Prerequisite: HTM 680	

Please note that prerequisites for HCA and COH courses are not required for students in the MS Health Informatics program. HTM prerequisites are required.

Program Electives

(1 course; 4.5 quarter units)

LED 604	Leading Change and Adaptation	
COH 613	Public Health Informatics	
	Prerequisite: COH 606 and COH 612	
HCA 663	Healthcare Accounting/Finance	
	Prerequisite: HCA 628	
CIS 604	Management and Security	
	Prerequisite: CIS 601	
CIS 606	End User Information Systems	
	Prerequisite: CIS 601	

HCA 670	Healthcare Leadership	
	Prerequisite: HCA 624	
HCA 691	Healthcare Internship	
	Prerequisite: HCA 600, COH 602, HCA 610, HCA 620, HCA 622, COH 606, HCA 624, HCA 626, HCA 628, HCA 630, HCA 660, HCA 663, COH 611, HCA 670, and permission by instructor	

Please note that prerequisites for HCA and COH courses are not required for students in the MS Health Informatics program. HTM prerequisites are required.

MASTER OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Program Lead: Margaret Price; (559) 791-2217; mprice@nu.edu

The Master of Science in Homeland Security and Emergency Management (MSHSEM) program represents an interdisciplinary area of research and application that brings together the fields of homeland security, terrorism and emergency management as they relate to man-made and natural disasters. The terrorist events of 9/11 highlighted the national and international need for highly educated and experienced professionals in the area of Homeland Security and Emergency Management. Naturally occurring events such as Hurricane Katrina, Southern California Wildfires, Joplin tornados, and Japanese tsunami are further evidence of the ongoing requirement for specialized knowledge in this area. Businesses, governments and private industry must be able to prepare for, respond to, and recover from potentially debilitating natural and man-made catastrophes.

MSHSEM Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSHSEM transition program requirements described in the catalog must complete a minimum of 45 quarter units for their MSHSEM degree. Up to nine quarter units may be earned in a transition program. The number of units required for the MSHSEM program is dependent on the coursework completed in the bachelor's transition program and the grades earned.

Program Learning Outcomes

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

- Illustrate the issues related to homeland security of both natural and man-made disasters.

- Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.

- Formulate global mindset to terrorism, homeland security and emergency management issues.

- Assess the impact of security issues for the operation of the public and private sectors with respect to manmade and natural disasters.

- Integrate resources, organizational systems, and decision-making processes for the successful implementation of homeland security and emergency management plans.

- Assess the impact of communications and the media on terrorism, homeland security and emergency management messaging.

- Analyze the impact of national immigration policy on homeland security issues.

- Critique legal and ethical issues in homeland security and emergency management.

- Master oral and written communication skills appropriate with this profession.

Degree Requirements

To be awarded a Master of Science in Homeland Security and Emergency 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. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

For students in the BS in Homeland Security and Emergency Management/MS in Homeland Security and Emergency Management program, the University will waive up to two homeland security and emergency management courses taken as part of the bachelor's degree (see the BS in Homeland Security and Emergency Management/BS in Criminal Justice Administration/Bachelor of Public Administration transition program), but these students must still meet the residency

requirements for the MS in Homeland Security and Emergency Management. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

Degree Requirements

(12 courses; 54 quarter units)

Students must complete all courses:

HSE 613	Policies of Homeland Security
HSE 614	Infrastructure Protection
HSE 640	Leading Complex Environments
HSE 625	Domestic Terrorism
HSE 611	Emergency/Disaster Response
HSE 615	Fundamentals of Recovery
HSE 606	Managing Information Security
HSE 635	Communication and Security
HSE 620	Global Lessons in Security
HSE 630	Immigration Issues in Security
HSE 690A	Capstone Course
	Prerequisite: Completion of at least six core courses of the program.
HSE 690B	Capstone Course
	Prerequisite: HSE 690A with a minimum grade of S, Completion of at least six core courses of the program

MASTER OF SCIENCE IN MARKETING

Program Lead: Mary Beth McCabe; (619) 563-7316; mmccabe@nu.edu

National University's one year Master of Science in Marketing program will advance your marketing career. The program will build your marketing skills, enhance your knowledge, and strengthen brand identity. It is focused on its workshop-style classes, experiential curriculum and digital leadership.

With the emergence of digital marketing technologies, Marketing has become a highly scientific, data-driven and interdisciplinary practice. By some estimates, there are more than 95 different types of skills in marketing today, some of which did not even exist a few years ago.

The rapid growth in areas such as behavioral targeting, social media marketing, mobile marketing, demand generation, marketing analytics, marketing automation, and marketing operations has created a significant capability gap that has forced many companies to train their IT staff to fill these marketing positions.

The MS in Marketing program is designed to provide a flexible and well-rounded curriculum to accommodate students with diverse educational backgrounds and experiences. Students will receive in-depth training in all areas of marketing, including strategy, innovation, branding, social media, market research, buyer behavior, product management and international marketing.

Gain a Competitive Advantage

The MS in Marketing program has been developed to provide students with an innovative and specialized academic curriculum offering both breadth and depth of coverage in Marketing. Students will receive in-depth training and experience in all areas of Marketing, including:

- Branding
- Strategy
- Market Research
- Consumer Behavior
- Product Management
- International Issues

The program is designed to meet the needs of students having graduate or undergraduate degrees in both business and non-business and can be completed either full-time or part-time.

Practical Experience Today for the Challenges of Tomorrow

Experience-based learning is an integral component of the MS in Marketing program. The program is grounded in providing real-world project experiences to students with the opportunity to acquire practical, hands-on knowledge to establish or further their careers in the Marketing profession.

Program Learning Outcomes

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

- Analyze important terminology, concepts, principles, theories, analytic techniques and facts used in the field of marketing for effective decision-making.

- Integrate Marketing with various functions of business organization to create, capture and deliver value.

- Apply digital tools in developing Marketing strategies, organizational communication, business operations, and customer relations.

- Apply ethical problems within Marketing and business situations, choose a resolution, and justify that ethical choice.

- Develop a global strategic Marketing plan that addresses the global forces in the business environment of a firm.

Degree Requirements

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

1. **Admissions Criteria**

   1.1. Bachelors or higher degree from an accredited college or university.

   1.2. Aptitude and ability to handle quantitative material.

   1.3. Communication skills and motivation.

   1.4. Any exception to the above-mentioned requirements will need the approval of the Program Lead or the Chair of the Department.

2. **Program Requirement**

   Students must take MKT 602 Marketing Management as the first course in the program. Any exception to this requirement of the program must be approved by the Program Lead or the Chair of the Department.

3. **Basic Business Knowledge**

   Students enrolling in the MS in Marketing program are expected to have a basic understanding of business through undergraduate or graduate coursework. The International Accreditation Council for Business Education (IACBE) provides a requirement of basic business knowledge. Students holding business degrees from IACBE accredited institutions have satisfied this requirement; students who do not have a business degree or have a degree from a non-IACBE accredited institution may also have fulfilled much of this requirement. Advisors at NU can help you determine your fulfillment of this requirement.

Basic Business Knowledge Includes

- Markets and Organizations
- Business Statistics and Quantitative Methods
- Financial Accounting
- Economics

Basic business knowledge courses do not provide any credit for electives within the MS in Marketing degree. Students must meet the basic business knowledge requirements before taking any of the courses required in the program.

Requirements for Major

(10 courses; 45 quarter units)

Core Requirements

(6 courses: 27 quarter units)

MKT 602	Marketing Management
MKT 620	Consumer Behavior
	Prerequisite: MKT 602
MKT 631	Global Marketing
	Prerequisite: MKT 602
MKT 634	Market Research
	Prerequisite: MKT 602

MKT 651   Mobile Marketing
           Prerequisite: MKT 602
MKT 660   Strategic Marketing Simulation
           Prerequisite: MKT 602, MKT 620, MKT 631 and MKT 634

Elective Requirements

(4 courses; 18 quarter units)

Students must select **FOUR** of the following elective courses.

ECO 607   Eco. for Managerial Decisions
           Recommended: Prior completion of MNS 601
IBU 606   Global Business
COM 610   Integrated Marketing Comm
SCM 610   Supply Chain Collaboration
IBU 641   Topics in Int'l Business
MKT 653   Social Media
           Prerequisite: MKT 602
COM 615   Research Methods

MASTER OF SCIENCE IN NURSING

Program Lead: Tina Ho; (858) 309-3448; tho@nu.edu

The Master of Science in Nursing (MSN) degree program is for Registered Nurses who hold a Nursing diploma or an associate nursing degree, or a Bachelor Degree in Nursing (BSN). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of College of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Master's-level Nursing education is the appropriate level of education for Nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the healthcare delivery process.

This program is accredited by the Commission on Collegiate Nursing Education (CCNE).

MSN Admission Requirements

The following candidates are eligible for admission into the MSN program:

1. Candidates who hold a BSN degree from a nursing program that meets one of these criteria: 1) is State Board of Nursing approved, 2) is from a nationally accredited nursing program, 3) is from a regionally accredited University/School, if applicable, and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.

2. Candidates who are currently enrolled in the final course of their BSN degree program at National University or recently graduated from National University with their BSN, (Candidates in the RN- BSN Completion Program are eligible to take MSN courses in the last month of their RN to BSN Completion Program.) and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees including Admission in the Term prior to Bachelor's Degree Completion.

* Candidates will be conditionally accepted into the MSN program until the following proofs are provided.

Such students may not begin specialization courses until the conditional acceptance is lifted, by providing proof of the following:

- Current, active and unencumbered RN license in the state of employment and/or residence
- Copy of BSN transcript
- Proof of Employment Offer in the capacity of a registered nurse (RN)

If these candidates are unable to show proof of BSN degree conferral, RN license and employment offer, admission to the MSN program will be rescinded.

3. Candidates who hold a nursing diploma, or an associate nursing degree from a nursing program that meets one of these criteria: 1) is State Board of Nursing approved, 2) is from a nationally accredited nursing program, 3) is from a regionally accredited University/School, if applicable; and have completed a General Education curriculum or College Level Examination Program (CLEP) in these areas:

- Physical and Biological Sciences

- Mathematical Concepts and Quantitative Reasoning
- Social and Behavioral Sciences
- Arts, Humanities and Language
- Writing, Speech and Communication

* Exception: Candidates do not need to have a bachelor's degree for admission to the graduate program as specified in Academic Information for Graduate Degrees and Credentials, Admission procedures.

Candidates wishing to be admitted under the exception must select one of the RN-MSN pathway options and successfully complete the required courses prior to beginning Master of Science in Nursing (MSN) core requirements. (RN-MSN Option 1 includes NSG 500 RN- MSN Portfolio Transition; OR Option 2 includes NSG 444/444A Community Population Nursing with Lab, and NSG 442/442A Nursing Leadership and Management with Lab, and NSG 447/447A Quality Improvement with Lab.)

All MSN Candidates including RN to MSN must:

- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admission Committee on a case-by-case basis
- Complete the university graduate admission application
- Submit the MSN application packet

Candidates who graduated from a BSN program other than NU must:

- Provide proof of current, active and unencumbered RN license in the state of employment and/or residence.
- Provide one official transcript from each college or university attended to the Registrar's office.
- Provide two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of their specialization courses, all candidates must:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check and current BLS certification.

Additional Program Information

1. Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing program. The specifics described are: program of study, schedules of courses, requirements for progression in the program. Note: Prospective students should review the MSN and Post-Graduate Certificate packet before submitting the application.

2. Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.

3. The MSN program is online with mandatory on-site component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend four one-day Objective Structured Clinical Examination (OSCE) in Costa Mesa. FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

4. Students who request a change in specialization after they have been admitted to a prior specialization must resubmit an application packet including a new goal statement and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing e-form application in SOAR by the Admission Counselor.

5. Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Re-application to the program does not guarantee acceptance or provide an advantage to being accepted.

NOTE: Additional fees apply as described:

- MSN – $450 (NSG 600)

- RN-MSN students taking NSG 500 carry additional fee of $3,280.

- RN-MSN students taking NSG 442/A, NSG 444/A, NSG 447/A carry additional technology fees.

- FNP and PMHNP Area of Specializations carry additional program fees. See General Information section of catalog for course fees.

Program Disclosure Information

The Master of Science in Nursing (MSN) degree program is for baccalaureate-prepared nurses and is currently accredited by the Commission on Collegiate Nursing education (CCNE). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Master's-level Nursing education is the appropriate level of education for Nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the healthcare delivery process. Students must complete one of the specializations listed in the University catalog.

This program is not available in all 50 States, please see licensure website https://www.nu.edu/licensuredisclosures/ or see an admission specialist for up-to-date information.

Program Learning Outcomes

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

- Implement appropriate theories, models, frameworks and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.

- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and clinical expertise to provide evidence-based, patient-centered care.

- Evaluate economic, policy, environmental and social forces that impact nursing practice, healthcare delivery and quality of healthcare.

- Participate in the analysis, implementation and evaluation of strategies for improving nursing practice through the implementation of health information systems and technologies.

- Demonstrate a professional commitment to creating an environment of lifelong learning for patients, families, communities and other healthcare practitioners.

Degree Requirements

The Master of Science in Nursing requires a minimum of 49.5-82.5 quarter units of graduate credit, with a minimum of 40.5 quarter units completed at National University. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialization courses.

RN-MSN Pathway Options

Candidates who do not hold a bachelor's degree for admission to the graduate program will follow one of the RN-MSN pathway. Candidates accepted into the RN- MSN Program must provide completion of an associate degree in Nursing or diploma in a Nursing Program and hold an unencumbered Registered Nurse license.

Option 1 – Only a student who holds an associate degree in Nursing or diploma in Nursing and has at least one year of Registered Nursing experience in leadership, community health and quality improvement is eligible to complete NSG 500.

Option 2 – A student who holds an associate degree in Nursing or diploma in Nursing with no Registered Nursing experience in leadership, community health and quality improvement is eligible to complete NSG 442/A, NSG 444/A, NSG 447/A.

RN-MSN Pathway Course Requirements

(1 course; 6 quarter units **OR** 6 courses; 25.5 quarter units)

OPTION 1

NSG 500   RN-MSN Portfolio Transition (6 quarter units)
Prerequisite: Completion of an Associate Degree or Diploma Nursing Program and holding an unencumbered Registered Nurse license.

OR

OPTION 2

ALL of the following **SIX** courses:

NSG 444   Community Population NSG (6 quarter units)
Corequisite: NSG 444A
NSG 444A   Comm Pop NSG Practicum (3 quarter units)
Corequisite: NSG 444
NSG 442   NSG Leadership and Management
Corequisite: NSG 442A
NSG 442A   NSG LDRSHP & MGMT Practicum (3 quarter units)
Corequisite: NSG 442
NSG 447   Qual Improvement
Corequisite: NSG 447A
NSG 447A   Qual Improvement Practicum
Corequisite: NSG 447

Core Requirements

(6 courses; 27 quarter units)

NSG 600   Advanced Practice Nursing
NSG 620   Theory in Advanced Practice
NSG 623   Biomedical Statistics
NSG 606   Health Policy & Finance
NSG 607   EBP for Advanced NSG Practice
NSG 622   QI & Project Management

Students must pass all core courses before beginning specialization courses.

Specialization in Family Nurse Practitioner

Program Lead: Tina Ho; (858) 309-3448; tho@nu.edu

The Family Nurse Practitioner (FNP) specialization will prepare advanced practice Nurses to manage the care of individuals and families across the lifespan. The FNP program is designed for Nurses who hold a nursing diploma, or an associate nursing degree, or a Baccalaureate Degree in nursing (BSN) who wish to advance their knowledge, education and skills to practice in an Advanced Practice role as an FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

Admission Requirements

Students applying for the FNP area of specialization must be accepted to the MSN program.

NOTE: Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.

- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community and population levels for the purpose of improving healthcare outcomes.

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes.

- Advocate for culturally sensitive healthcare systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.

- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families, and communities.

- Analyze the impact of national and global health policy on the cost, quality and access to care in diverse patient populations.

Degree Requirements

Students must complete a total of 55.5 quarter units for the FNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements

(12 courses; 55.5 quarter units)

Preparation for FNP Specialization

(3 courses; 15 quarter units)

NSG 681*	Advanced Physical Assessment (6 quarter units)
NSG 641*	Advanced Pharmacology I
NSG 682*	Advanced Pathophysiology

* Students have the option of taking the preparation for FNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements

(9 courses; 40.5 quarter units)

Students must pass all Preparation for FNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN
FNP 642	Advanced Pharmacology II
FNP 683A	Primary Care of Adult and Aged
	Corequisite: FNP 683B
FNP 683B	Care of Adult & Aged Practicum
	Corequisite: FNP 683A
FNP 684A	Primary Care-Women & Children
	Corequisite: FNP 684B
FNP 684B	Women and Children Practicum
	Corequisite: FNP 684A
FNP 685A	FNP Residency
	Corequisite: FNP 685B
FNP 685B	FNP Residency Practicum
	Corequisite: FNP 685A
FNP 689	FNP Capstone

Specialization in Nursing Administration

The Master of Science in Nursing, Specialization in Nursing Administration prepares Nurse Managers who will provide leadership and management services to clinical care organizations. Successful decision-making strategies, evidence-based practice, team building and collaboration, fiscal management, quality improvement and creating a learning culture that supports high-quality and safe patient care are considered within a systems approach to management. The specialization courses offered in the MSN, Specialization in Nursing Administration are designed using the interprofessional Education Model to develop IPE competencies.

Graduates are prepared to meet eligibility requirements to take the American Nurses Credentialing Center (ANCC) Nurse Executive-Advanced- Board Certified (NEA-BC) competency-based examination or the American Organization of Nursing Leadership (AONL) competency-based examination for Certification in Executive Nursing Practice (CENP).

Program Learning Outcomes

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

- Effectively communicate with members of the multidisciplinary healthcare team in the design and management of healthcare delivery systems.

- Employ best evidence and judgment to make sound and ethical decisions that advance the quality and safety of healthcare and care delivery systems.

- Create and implement a plan for day-to-day operations for a clinical facility in order to maintain accreditation, meet organizational goals, achieve quality and safety outcomes, and carry out the mission of the facility.

- Provide effective, caring, culturally sensitive and fiscally responsible leadership to other members of the healthcare team in order to facilitate excellence in patient care services to diverse patient populations.

- Apply principles of leadership and management to foster an organizational culture that engenders lifelong learning, quality, safety and competence in a clinical care organization.

Degree Requirements

Students must maintain a cumulative GPA of 3.0, and must maintain a B average (84%) in all core and specialty courses. Students participating in the Nursing Administration specialization must complete 200 hours of a preceptored practicum experience within their specialty capstone course.

Specialization Requirements

(5 courses; 22.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

HCA 600	U.S. Healthcare System
HCA 620	Health Organization Management
	Prerequisite: COH 602
HCA 624	Healthcare Planning & Marketing
	Prerequisite: COH 611
HCA 670	Healthcare Leadership
	Prerequisite: HCA 624
HCA 692	Healthcare Capstone
	Prerequisite: HCA 691 or permission by instructor.

Please Note: COH and HCA prerequisites are NOT required for students in the Specialization in Nursing Administration.

Specialization in Nursing Informatics

The Specialization in Nursing Informatics is designed for nurses who seek advanced education in informatics theory and practice. Nurses play an important leadership role in the implementation of health information technology in healthcare delivery organizations. Potential students include nurses who participate and, in some instances, lead the successful deployment of health information technologies to achieve improvement in the quality, safety, outcomes and thus, the value of health services in the United States. The goal is to prepare RNs for leadership roles in informatics that includes the information and knowledge management best practices and effective technology capabilities for Nurses identified through the Technology Informatics Guiding Education Reform Initiative.

The specialty courses offered in the MSN Program of Study in Nursing Informatics are designed using the Interprofessional Education (IPE) Model to develop IPE Competencies. Graduates are prepared to take one of the following Health Information Management Systems Society's (HIMSS) competency-based certification examinations depending on their length of experience in the field: Certified Associate in Healthcare Information and Management Systems (CAMINS), or Certified Professional in Healthcare Information and Management Systems (CPHIMS). Graduates also are being prepared to take the American Nurses Credentialing Center (ANCC) competency-based certification examination in nursing informatics (RN-BC).

Program Learning Outcomes

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

- Collaborate with interprofessional teams to conduct a needs assessment, plan, design, transition to and evaluate information systems and innovative technologies.

- Employ evidenced-based practice resources and references to support the adoption and use of healthcare technologies at the point of care.

- Evaluate ongoing quality and process improvement for patient-centered care systems that optimize clinical workflow, care coordination and patient outcomes.

- Appraise the healthcare technology environment to ensure compliance with ethical, legal and regulatory mandates and professional standards for advanced practice.

Degree Requirements

The Master of Science in Nursing, Specialization in Nursing Informatics requires a minimum of 49.5 graduate quarter units, with 45 of those completed at National University. A total of 9 units of graduate credit may be granted for graduate work completed at another institution, as it applies to this program and provided the units were not used to earn another advanced degree. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must maintain a cumulative GPA of 3.0 and must maintain a B average (84%) in all core and specialty courses. Students participating in the Nursing Informatics specialization must complete 200 hours of a preceptored practicum experience within their specialty capstone course.

Specialization in Informatics

(5 courses; 22.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

HTM 552	EHR Meaningful Use	
HTM 660	System Management and Planning	
HTM 520	Health Information Exchange	
HTM 680	Health Informatics Case Study	
	Prerequisite: HTM 520, HTM 552 and HTM 660	
HTM 692	Health Informatics Capstone	
	Prerequisite: HTM 680	

Specialization in Psychiatric-Mental Health Nurse Practitioner – Lifespan

Program Lead: Kita Lastrape; klastrape@nu.edu

The Psychiatric-Mental Health Nurse Practitioner–Lifespan (PMHNP) is a registered nurse prepared at the master's degree-level who and specializes in primary mental healthcare for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a nursing diploma, or an associate nursing degree, or a Baccalaureate Degree in Nursing (BSN), who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the healthcare team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the healthcare team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses, and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this PMHNP Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner Lifespan competency-based examination.

Admission Requirements

Students applying for the PMHNP area of specialization must be accepted to the MSN program.

NOTE: Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community and population levels for the purpose of improving healthcare outcomes.

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes
- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.
- Model collaboration and coordination with interprofessional teams in healthcare systems delivering care to complex, multi-need patients, families and communities.
- Synthesize broad organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management and evaluation of evidence-based clinical prevention and population behavioral healthcare and services to individuals, families and identified populations.

Degree Requirements

Students must complete a total of 55.5 quarter units for the PMHNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 510 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Total Specialization Requirements

(12 courses; 55.5 quarter units)

Preparation for PMHNP Specialization Courses

(3 courses; 15 quarter units)

NSG 641*	Advanced Pharmacology I	
NSG 681*	Advanced Physical Assessment (6 quarter units)	
NSG 682*	Advanced Pathophysiology	

* Students have the option of taking the preparation for MNP specialization concurrently with the 6 MSN core courses.

Specialization Requirements

(9 courses; 40.5 quarter units)

Students must pass all Preparation for PMHNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	
MNP 643	Psychopharmacology in MH Care	
MNP 694	MH Care: Adults/Aging Adults	
MNP 696A	Adults/Aging Adults Practicum	
	Corequisite: MNP 694	
MNP 687	MH Care: Children/Adolescents	
MNP 696B	Children/Adoles Practicum	
	Corequisite: MNP 687	
MNP 688A	Introduction to Psychotherapy	
	Corequisite: MNP 688B	
MNP 688B	Intro Psychotherapy Practicum	
	Corequisite: MNP 688A	
MNP 697	PMHNP Capstone	

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Program Lead: Julia Buchanan; (858) 642-8453; jbuchanan@nu.edu

The mission of the Master of Science in Organizational Leadership (MSOL) program is to prepare diverse learners to become effective, change-oriented leaders in an international society. The program uses distinctive and challenging curriculum that integrates theory with practice, personal success with service to others, and information technology with creativity, empathy, and democracy.

The Master of Science in Organizational Leadership program prepares individuals from a wide variety of backgrounds and interests to become change-oriented leaders. As every industry and profession needs effective and ethical leadership, employers are increasingly targeting candidates who possess the capacity to take initiative, build and cultivate strong teams, orchestrate conflict, and promote innovation to serve organizational purposes. Using a collaborative, integral and holistic approach, this degree builds the skill set to think critically and analytically, learn communication skills that serve a diverse population, and develop the ability to lead change in increasingly global/complex environments. Drawing from work/life experiences, students will learn to frame problems, use systems thinking and plan strategic interventions. Students will acquire knowledge, skills and abilities through experiential learning and critical analysis.

Program Learning Outcomes

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

- Distinguish between multiple approaches to exercising leadership in order to harness collective talent, promote innovation and confront complex issues within organizations.

- Interpret organizational dynamics, group dynamics and engage in systems thinking in order to promote the development of a learning organization capable of orchestrating conflict, creating innovation and adaptation.

- Evaluate ethical issues and aid organizational members in creating ethical culture appropriate to the organizational and/or global arena that supports operating in environments of diversity, uncertainty and unpredictability.

- Distinguish between the functions of authority or power and the understanding of leadership and be able to apply diverse leadership skills, utilize frameworks in order to serve organizational purposes.

- Utilize emerging technology, presentation skills and communication both in face-to-face and virtual environments.

- Utilize dialogue and other forms of inquiry with groups and teams in order to create collective problem solving and strategic plans.

- Create frameworks to determine how decisions made might impact ethical culture, support sustainability practices and serve the organizational purpose.

- Identify quality scholarship and research and demonstrate the potential application of emerging leadership theory and knowledge to real world scenarios and simulations.

- Integrate knowledge and skills from multiple disciplines in order to utilize critical thinking, synthesize information, manage conflict and create collective problem-solving capacity.

Degree Requirements

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.

Core Requirements

(10 courses; 45 quarter units)

LED 601	Ethics and Classic Theories
LED 602	Developing Groups and Teams
LED 603	Leadership in the 21st Century
LED 604	Leading Change and Adaptation
LED 605	Conflict and Power Dynamics
LED 610	Analysis and Decision Making
LED 615	Consulting and Assessments
LED 620	World View & Adult Development
LED 680	Leadership Research
	Prerequisite: LED 601 and LED 602
LED 690	Capstone Project
	Prerequisite: 5 LED courses

Program Elective

(2 courses; 9 quarter units)

Each student must complete two graduate courses from the School of Business and Management to meet the elective requirement. In lieu of general electives, students can choose to take the Area of Specialization in Community Development. Students must complete all four courses specified in the Specialization.

Specialization in Community Development

The Area of Specialization in Community Development is designed for aspiring change agents and leaders working in social transformation and community development. In order to prepare leaders to analyze community development projects and practices from within systemic, holistic and sustainable perspectives, students will be prepared to frame issues and integrate cultural differences within diverse populations. This program is tied to real-world needs and promotes a constant emphasis on the interplay between theory, reflection and practice. An Area of Specialization in Community Development is ideal for individuals who desire

to develop the understanding of the dynamics of power, politics and resources in a social transformation and community development context.

The objective of this program is to equip leaders with the ability to become:

1. Scholars with sensitivity and expertise at observing and interpreting culture and community dynamics.

2. Innovators who can develop and implement culturally responsive programs that address social issues.

3. Critical thinkers able to evaluate approaches to meeting the needs of communities.

4. Leaders who inspire with life-changing compassion and transformative vision.

This program will be useful in many areas including the following:

Non-profit organizations, Advocacy groups, Community organizing, Corporate and private foundations, Public education and public health, Environmental organizations, Economic development, Grassroots and Arts organizations, Religious communities, Tribal organizations

Program Learning Outcomes

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

- Critically analyze social transformation and community development cases and practices from within systemic, holistic and sustainable perspectives.

- Examine the origins and contemporary implications of cultural differences effecting community environments, and develop intervention methods into diverse cultural contexts.

- Recognize and analyze their own behavior within the dynamics of power, politics and resources in community development contexts.

This AOS includes concepts that are not offered elsewhere at NU. The components for this degree include: an emphasis on development and leadership that is specific to a holistic, systemic and sustainable framework; preparation that is culturally knowledgeable for multiple environments including urban and international; development of the student in increased self-awareness and capacity to lead in diverse contexts.

Degree Requirements

This AOS requires that students fulfill the degree requirements for the Master of Science in Organizational Leadership (10 courses, 2 electives) and these required 4 courses. Students can use 2 required electives for this specialization, and then are required to take 2 additional courses.

Program Requirements

(4 courses; 18 quarter units)

SCD 600	Global Development
SCD 610	Human Environments
SCD 630	Culture and Change
SCD 680	Planning and Evaluation

DOCTORAL DEGREE

DOCTOR OF NURSE ANESTHESIA PRACTICE (DNAP)

Program Lead: Joseph Martin; (559) 256-4902; jmartin2@nu.edu

The Doctor of Nurse Anesthesia Practice (DNAP) degree is an entry-into-practice clinical practice doctoral degree awarded to students who enter the nurse anesthesia program with a bachelor's degree, and subsequently complete the three-year doctoral curriculum of study. The DNAP curriculum prepares graduates in the art and science of anesthesia care delivery, and to sit for the National Certification Exam (NCE) to become a board-certified Certified Registered Nurse Anesthetist (CRNA). In addition, graduates will be educated to assume leadership positions in nurse anesthesia administration and education, with focused course work in health organizations and systems analysis, quality assessment and improvement, leadership, policy analysis, and the implementation of evidence based practice initiatives.

The hybrid curriculum is a combination of eight online synchronous and asynchronous delivered courses, nineteen on-site courses, and seven clinical courses, structured in a 36-month course of study. The program will involve the completion of 138 quarter units. During the first week of the program, students

engage in an intensive orientation where they are introduced to the overall curriculum, program and University policies.

Clinical Training

Seven clinical practicum courses are provided in the proposed entry into practice DNAP program, which stress the application of relevant science and research to anesthesia practice while engaging in the art and science of anesthesia care delivery.

Throughout the clinical practicum coursework, students will be afforded the opportunity to plan for, and administer, all types of currently accepted general and regional anesthesia techniques, to a variety of patients ranging in medical and surgical acuity. Graduate students will be assigned to various anesthetizing locations within selected affiliate hospitals. At all times while in the clinical environment, students will be directly supervised, instructed and counseled by a CRNA and/or physician anesthesiologist clinical preceptor. The course faculty member will supervise student progression, required case attainment, clinical work hours, and mid-quarter and end-of-quarter evaluations.

Program Disclosure Information

The Doctor of Nurse Anesthesia Practice (DNAP) program is currently operating using guidelines from the Council on Accreditation of Nurse Anesthesia Educational Programs (COA) to become a Certified Registered Nurse Anesthetist (CRNA).

Students must understand that once their didactic learning ends, they may have to rotate amongst multiple states to satisfy their clinical rotations. In addition, they must maintain California, Arizona, and Texas licensure for the duration of the program. All scheduling for rotations will be 6-9 months in advance so that student may obtain essential licensure. Please note that students will be assigned to affiliated hospital locations based upon specialty case requirements. Students who wish to become certified must pass the National Certification Examination (NCE.) Please see organizations for more information.

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

Program Learning Outcomes

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

- Analyze physiologic, safety, and organizational theories to promote patient safety, enhance quality care and improve nurse anesthesia practice.

- Synthesize relevant scientific literature and apply results to improve nurse anesthesia practice and patient care outcomes in a culturally sensitive manner.

- Develop effective communication strategies for working with complex patients, families, administrators and other health professionals.

- Develop effective strategies for managing ethical dilemmas inherent in anesthesia patient care and the workplace.

- Demonstrate leadership skills to meet the challenges of complex healthcare and educational environments.

- Demonstrate doctoral-level scholarship in nurse anesthesia through presentations, publications, leadership activities, and collaboration with other disciplines.

- Utilize technology and information systems to analyze, manage and present data.

- Analyze complex patient comorbidities to formulate and implement an anesthesia plan of care.

Nurse Anesthesia Application Procedure and Requirements

Admission Requirements

1. Successful admission to National University.

2. Bachelor of Science in Nursing (BSN) from a NLNAC or CCNE accredited college or university or Bachelor of Science in a related physical science with licensure as a Registered Nurse.

3. Current unrestricted/unencumbered (clear/active) license as a registered nurse in one of the states of the United States, with eligibility for licensure throughout all states in the United States.

4. A cumulative Grade Point Average (GPA) of 3.0 on all undergraduate courses or 3.25 on the last 60 hours of undergraduate courses on a 4.0 scale.

5. Science GPA of 3.0 or greater.

6. Successful completion of the following prerequisite courses:

   a. Pharmacology

   b. Anatomy (with Lab)

   c. Physiology

   d. General Chemistry (with lab)

   e. Undergraduate statistics

7. A minimum of one full year of critical care experience in an intensive care unit within the past three years as a Registered Nurse. Emergency department and other experiences will be considered on an individual basis. Operating room, OB, and PACU experience is not accepted as critical care experience.

8. Three favorable evaluations/recommendations from:

   a. Current clinical supervisor

   b. Fellow critical care nursing peer or anesthesia provider

   c. Academic faculty or clinical educator familiar with your academic performance

9. Professional certification in any of the following is preferred: CCRN, CEN, or CFRN.

10. Current ACLS and PALS certification

11. Shadow experience in the OR with a CRNA or Anesthesiologist

13. Successful personal interview

14. Ability and willingness to travel for clinical rotation assignments, and to be flexible when required to change clinical sites at short notice.

15. Ability to meet the didactic and clinical requirements of the curriculum.

Didactic and clinical professional and physical competency standards include:

- **Ability to observe and communicate.** Nurse Anesthetists must be able to observe, hear, and understand evidence about a patient's status quickly and accurately as well as communicate rapidly and clearly with patients, members of the healthcare team, and others.

- **Physical capabilities and motor skills.** Nurse Anesthetists are required to move, transfer, and position patients and to locate and arrange equipment as needed; to be sufficiently mobile to provide care to several patients at a time, and to have sufficient dexterity, hand/eye coordination, and stamina to operate complicated instruments and perform procedures for prolonged periods.

- **Cognitive skills and intellectual capacities.** Nurse Anesthetists are able to understand complex medical information related to patient needs and care; to transcribe and communicate that information quickly and accurately; and to distinguish standard from nonstandard patterns of patient behaviors and responses.

- **Decision making skills.** Nurse Anesthetists are expected to demonstrate the capacity to gather, organize, assess, prioritize, make decisions, and then act on information appropriately so as to facilitate the prompt and timely delivery of patient care.

- **Behavioral and social attributes.** Nurse Anesthetists should exhibit professionally appropriate behaviors at all times with patients, members of the healthcare delivery team, and the public. These behaviors include capacities to establish rapport and trust including respect for team roles and norms; to preserve confidentiality; to communicate clearly with patients, other healthcare providers and the public; to complete work in a timely manner; and to demonstrate commitment to ensuring the quality of and upgrade the practice of Nurse Anesthesia.

Program Requirements

(34 courses; 138 quarter units)

Students must take all of the DNAP courses in the set sequence. The program utilizes a cohort model.

ANE 800   Advanced Principles of EBP
ANE 810   Advanced Pharmacology Concepts
            Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Program Lead
ANE 815   Adv Human Anatomy for Anesth
            Prerequisite: Admission to the Nurse Anesthesia Program or approval from Program Lead.

ANE 816	Advanced Human Anatomy Lab (1.5 quarter units)
	Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Program Lead.
ANE 820	Nurse Anesthesia Physiology I
ANE 824	Principles of Anesthesia I
ANE 825	Advanced HiFi Sim I (1.5 quarter units)
	Corequisite: ANE 824 with a minimum grade of B-
ANE 818	Anesthesia Pharmacology I
	Corequisite: ANE 824 with a minimum grade of B-
ANE 821	Nurse Anesthesia Physiology II
ANE 826	Principles of Anesthesia II
	Prerequisite: ANE 824 with a minimum grade of B- minimum passing grade is B-
ANE 827	Advanced HiFi Sim II (1.5 quarter units)
ANE 819	Anesthesia Pharmacology II
ANE 828	Principles of Anesthesia III
ANE 829	Advanced HiFi Sim III (1.5 quarter units)
	Corequisite: ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)
ANE 822	Anesthesia Physiology III
	Prerequisite: ANE 821 with a minimum grade of B-
ANE 823	Anesthesia Physical Assessment
ANE 830	Principles of Anesthesia IV
	Prerequisite: ANE 824 with a minimum grade of B- Curriculum in a cohort, lock-step model
ANE 831	Advanced HiFi Sim IV (1.5 quarter units)
	Corequisite: ANE 830 with a minimum grade of B-
ANE 840	Anesth Professional Aspects
ANE 801	Biostat for Nurse Anesthesia
ANE 850	Clinical and Seminar I
	Prerequisite: Satisfactory completion of the didactic phase of the program.
ANE 851	Implementing EBP in Anesthesia
	Prerequisite: ANE 800 with a minimum grade of B-
ANE 855	Clinical and Seminar II
ANE 856	Health Policy and Advocacy
ANE 860	Clinical and Seminar III
ANE 861	Systems Analysis-Communication
ANE 865	Clinical Rotation- Seminar IV
ANE 866	Epidemiology-Population Health
	Prerequisite: ANE 801 with a minimum grade of B-
ANE 870	Clinical Rotation-Seminar V
	Corequisite: ANE 865 with a minimum grade of B-
ANE 871	Healthcare Economics - Finance
ANE 875	Clinical Rotation-Seminar VI
	Prerequisite: ANE 870 with a minimum grade of B-
ANE 876	Capstone Project
ANE 880	Clinical Specialization
	Prerequisite: ANE 870 with a minimum grade of B-
ANE 881	DNAP Role - Healthcare Impact

UNDERGRADUATE CERTIFICATES

UNDERGRADUATE CERTIFICATE IN ALTERNATIVE DISPUTE RESOLUTION

Program Lead: Jack Hamlin; (858) 642-8405; 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 & Conflict
ADR 425	Issues in Conflict Management
ADR 430	Ethics and Neutrality

UNDERGRADUATE CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION

Program Lead: Damon Martin; (310) 662-2023; dmartin@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	CJ Management and Leadership
CJA 340	Corrections
CJA 431	Criminology
CJA 351	Courts & the Judicial Process

UNDERGRADUATE CERTIFICATE EMERGENCY MEDICAL TECHNICIAN

Program Lead: Manuel Medina; (619) 277-6681; ManuelLuis.Medina@natuniv.edu

This certificate program provides entry-level basic knowledge, essential skills, and an understanding of emergency medical assistance in outpatient and emergency settings. Students will be prepared to respond in various types of emergencies that require urgent medical attention to assess emergency situations, provide care that can save a life, and transport patients to a hospital. Students will learn how to respond quickly to high-level emergencies such as motor vehicle accidents, heart attacks, near drownings, childbirth, poisoning, and life-threatening injuries. Graduates will have met the national guidelines for all areas of their didactic and clinical requirements. Students will comply with all levels of legal, regulatory and ethical requirements for EMTs.

This program meets the requirements of the U.S. Department of Transportation National EMS Education Standards (NEMSES) and California State Regulations, Title 22.

EMT Certification

On successful completion of this certificate, the graduate is eligible to complete the NREMT-B exam. Successful completion will allow the individual to apply for their state EMT card and perform entry-level EMT skills as a member of

technical rescue teams/squads or as part of an allied service such as a fire or police department. EMT certificates are issued by county/local Emergency Medical Services (EMS) agencies. Contact your agency for specific requirements.

Prerequisites

Healthcare Provider Level CPR certification is required prior to first day of class. Students with criminal background issues (any felony and some misdemeanors) should speak with the certifying authority prior to enrollment. State public safety regulations prohibit certification of individuals who have prior criminal convictions.

Clinical and ambulance companies may require the following immunizations in order to conduct their hospital and ambulance clinical:

- Two-step Mantoux PPD tuberculosis test which, if positive, follow with negative chest x-ray and Health Department's guidelines for treatment.
- Measles (rubella and rubeola) and Mumps: by a positive titer, physician's diagnosis of disease; or two doses of vaccine.
- Immunizations: Tdap given in 2005 or later (tetanus, diphtheria, acellular pertussis).
- Varicella Immunity: by a titer, physician's diagnosis of disease; or two doses of vaccine.
- Hepatitis B vaccination or waiver declining.

Age Requirement

In order to participate in the clinical ambulance ride-along and obtain subsequent state certification, the student must be 18 years of age or older.

Recommended Preparation

Since this is an accelerated program, students are recommended to complete coursework in advanced first aid or emergency medical responder prior to enrolling. Work experience at the first responder level is helpful.

Program Disclosure Information

The EMT Certificate program is currently operating using only guidelines that align with educational standards set forth by NREMT, Title 22 and San Diego County Department of Public Health. Students who wish to become Licensed EMTs in San Diego must complete the program and pass the NREMT Certification, then apply to the San Diego County EMS Agency. All licensing is handled by the county in which a student wishes to work.

This program meets the educational requirements for licensure in California. Other States may require a bridge certification. Please see the county in which you intend to practice for more information.

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

Program Learning Outcomes

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

- Conduct trauma and medical assessment and proper treatment of persons afflicted with medical and trauma conditions requiring advanced medical intervention following currently approved EMT practices.

Degree Requirements

To receive a certificate of completion, students must complete the program with a grade of at least 80 percent and complete 24-hours of clinical ride along.

Requirements for Certificate

(2 courses; 6 quarter units)

EMTX 2181X   EMT I Basic (3 quarter units)
Prerequisite: BLS HCP (CPR) Cert
EMTX 2182X   EMT II Basic (3 quarter units)
Prerequisite: EMTX 2181X with a minimum grade of B

UNDERGRADUATE CERTIFICATE LVN "30-45 UNIT" OPTION

Program Lead: Hope Farquharson; (858) 521-3947; hfarquharson@nu.edu

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 "30-45 Unit" Option method to satisfy the requirements for licensure as a Registered Nurse should consult the Department of Nursing.

Departmental Admission Requirements

To be eligible for admission to the "30-45 Unit" certificate, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Hold a current, active, unencumbered 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.

Program Disclosure Information

The LVN "30 -45 Unit" option certificate is currently a **California-only** program. This program is specifically designed for Licensed Vocational Nurses (LVNs) who desire to take the RN licensure examination. Students must consult the Chair of the Department of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

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

Program Learning Outcomes

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

- 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.

Requirements for the Certificate

To receive the LVN "30-45 Unit" option certificate, students must complete 44.5 quarter units as outlined below. The following courses are specific certificate requirements.

Required Preparation

(6 courses; 18 quarter units)

BIO 201   Human Anatomy & Physiol I
Corequisite: BIO 201A, Prerequisite: BIO 100, BIO 100A, CHE 101, and CHE 101A
BIO 201A   Human Anatomy & Physiol Lab I (1.5 quarter units)
Corequisite: BIO 201, Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A or equivalent courses.
BIO 202   Human Anatomy & Physiol II
Corequisite: BIO 202A, Prerequisite: BIO 201 and BIO 201A
BIO 202A   Human Anatomy & Physiol Lab II (1.5 quarter units)
Corequisite: BIO 202, Prerequisite: BIO 201 and BIO 201A
BIO 203   Introductory Microbiology
Corequisite: BIO 203A, Prerequisite: BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.
BIO 203A   Introductory Microbiology Lab (1.5 quarter units)
Corequisite: BIO 203, Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, Recommended Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

Nursing Core Courses

(7 courses; 26.5 quarter units)

NSG 328   BSN Transition
Prerequisite: Approved by Chair of Nursing or designee. Required for Advanced Placement student challenging NSG 245/A and higher.
NSG 330**   Medical-Surgical Nursing II
Corequisite: NSG 330A, Prerequisite: NSG 214 and NSG 214A
NSG 330A**   Medical-Surgical II Clinical (3.5 quarter units)
Corequisite: NSG 330, Prerequisite: NSG 214 and NSG 214A
NSG 335**   Psychiatric-Mental Health Nur
Corequisite: NSG 335A, Prerequisite: NSG 330 and NSG 330A
NSG 335A**   Psych-Mental Health Clinical (3.5 quarter units)
Corequisite: NSG 335, Prerequisite: NSG 330 and NSG 330A
NSG 340**   Nursing Leadership/Management
Corequisite: NSG 340A, Prerequisite: NSG 335 and NSG 335A
NSG 340A**   Leadership/Management Clinical (1.5 quarter units)
Corequisite: NSG 340, Prerequisite: NSG 335 and NSG 335A

** Content required for licensure by CA Board of Registered Nursing.

PROFESSIONAL UNDERGRADUATE CERTIFICATE IN MARINE TECHNOLOGY

Program Lead: William Hyder; (858) 309-3501; whyder@nu.edu

The Professional Certificate in Marine Technology provides the student with the technical diving skills needed for entry into the offshore and inland diving industry as professional Marine Technicians and Commercial Divers. The program is a fast paced immersion into surface supply and SCUBA diving, and includes air and helium-oxygen elements, diving safety, professional work habits, underwater work skills, and the diving science needed to become a professional Commercial Diver. Students will develop problem solving, team building and communication skills appropriate with this program.

After completion of the core training, students will be directed to one of two diving professional diving concentrations:

Diver Medic (Diving and Hyperbaric Medicine)

The Diver Medic concentration prepares students in the medical aspects of diving and advanced training in hyperbaric medicine. Diver Medics are respected professionals who perform regular work as divers and, when necessary, respond to medical emergencies on the job. Graduate with a Diver Medic concentration and you will be trained as a Diver Medic Technician, qualified for work as a "tender" and diver medic for underwater job sites inland and offshore. This concentration qualifies you to take both Emergency Medical Technician-Basic (EMT-B) and National Board of Diving and Hyperbaric Medical Technology (NBDHMT) exams.

Underwater Inspection Technology (Nondestructive Testing)

The Nondestructive Testing concentration prepares students to conduct a number of advanced underwater inspection and testing techniques important for ensuring the quality of underwater construction. The program is designed to provide students with the knowledge, skills and abilities to perform a variety of inspections to locate and determine the condition of structures, pipes and components ranging from steel buildings, sub-sea pipelines and platforms, to engine parts and components. Students are trained in a variety of Nondestructive Testing (NDT) methods to inspect metals and welds, in particular, as well as non-metallic materials. Students will be trained to American Society for Nondestructive Testing (ANST) Level I and Level II standards in Ultrasonic Testing (UT), Magnetic Particle Testing (MT), Dye Penetrant Testing (PT), and Visual Testing (VT). The NDT program instructs the student on underwater applications and uses of many of these inspection methods including underwater photography and video.

Admission Program Requirements

1. Age

An applicant must be 18 years or older on or before his or her graduation. Some state and federal agencies require that an individual be 18 years of age to be qualified for licensure or certification.

2. Medical Physical Examination

The applicant must submit a complete dive physical examination to NUPI as part of their admittance package. This physical examination must be performed by a licensed medical practitioner using the Association of Diving Contractors International (ADCI) guidelines and their approved physical examination forms. The applicant must pass all sections of the physical exam and be within body fat standards according to the ADCI guidelines.

3. Drug Policy

This commercial diving program has a zero-tolerance drug policy. Students will be required to pass a drug screening test at a certified lab as part of the physical examination. During the course, students will be subject to random drug testing and may be tested at any time if a student is suspected of being under the influence of a controlled substance.

4. High School Diploma / GED

Applicants must have a high school diploma from a regionally accredited high school with a high school GPA of 2.0 or an equivalent GED prior to starting the program. Applicants who have a GED or do not meet the minimum high school GPA of 2.0 will be required to take the ACCUPLACER prior to starting the program. Students who do not meet minimum admission requirements may be admitted under Probationary Admission Status. Please see the Academic Information for Undergraduate Degree Programs section of the University catalog for additional information.

5. Dress Code / Personal Protective Equipment

The Professional Commercial Diving program requires the use of specific personal protective equipment and garments. Individual courses will have specific requirements.

Useful Program Information

1. ACCUPLACER

Students not meeting the minimum cumulative Grade Point Average (GPA) of 2.0 for admission will be required to 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.

2. Divers Logbook

It is each student diver's personal responsibility to maintain an approved Diver's Log Book. Your future employer uses these logs to verify experience, dives, and academic training for hiring and promotion within the diving industry. The Diver's Logbook must contain a personal passport-size photo which is embossed to the page. Each student is responsible for keeping the Diver's Logbook current and accurate. Instructors will verify dives and will sign stamp each entry with the official NUPI stamp.

3. International Requirements

Many countries have unique regulations for the training of commercial divers. Additional training after graduation may be required if you plan to work internationally. Please check the qualifications, certifications, work permit regulations, and immigration requirements of the particular country being considered. Be aware that foreign immigration laws may restrict or prevent your working overseas. It is highly recommended that students apply for a passport prior to completing the program, and ensure you have the needed immunizations.

4. Transportation Workers Identification Credential (TWIC Card)

Students enrolled in the Professional Commercial Diving program are required to obtain a TWIC card prior to enrolling in the Dive Operations I course. Students should review the information on the Transportation Security Administration (TSA) website regarding TWIC card requirements and eligibility. Most students entering the commercial diving industry will be required to have a TWIC card prior to employment. The TSA has strict requirements on the criteria that must be met for TWIC card eligibility. All students are advised to become familiar with the requirements. For more information, go to www.tsa.gov/twic

Note: Students are advised that, due to the nature of the program, class start and end times may be set outside normal University schedules. More information will be provided at the time of orientation.

Program Fees

The core fee represents costs associated with gear, books, and materials supplied by the school and is required to be paid at the beginning of the program.

Core Fee

$2,000

Program Disclosure Information

The Professional Certificate in Marine Technology program is currently operating using guidelines that align with the National Board of Diving and Hyperbaric Medical Technology (NBDHMT) and American Society for Nondestructive Testing (ANST), respectively. Students who wish to become certified must pass a Homeland Security background check and be prepared to have hands-on dive training. This program **meets** the educational requirements for licensure in all states.

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

Program Learning Outcomes

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

- Dive and tend using surface supply or SCUBA underwater breathing apparatuses in either air or mixed gas modes to perform underwater tasks safely.
- Perform decompression safely under a variety of situations.
- Apply formulas associated with decompression and medical aspects of diving.
- Assess medical needs of divers and provide appropriate first aid and recompression treatment for diving illnesses.
- Work effectively as a dive team member to achieve goals of a planned diving job and underwater tasks.
- Demonstrate safe operation while working as an outside tender, inside tender, communications operator, and/or log keeper.
- Plan a diving job utilizing all available data.
- Cut and weld steel properly.

Degree Requirements

(16 courses; 44 quarter units)

Students must complete all core courses as well as one concentration from the following: Diving Medic Technician, Underwater Inspector Technology.

All students will be enrolled in the Physical Fitness Course throughout the entire program. The course is designed to teach the student proper lifestyle and a routine of exercise that is needed to be a professional commercial diver. This course will be offered for no academic credit.

Physical Fitness Course for Divers

(1 course; 0 quarter units)

This course will be taken monthly throughout the length of the program. There is no cost or academic credit.

PMTX 1900X   Physical Fitness & Nutrition (0 quarter units)
Prerequisite: Admission to Professional Certificate in Marine Technology

Certificate Core Requirements

(12 courses; 32 quarter units)

PMTX 2110X   Commercial Diving Orientation (3 quarter units)
Corequisite: PMTX 2120X, PMTX 1900X, Prerequisite: Diving Physical Examination,
PMTX 2120X   Diving Physics & Air Decomp. (3 quarter units)
Corequisite: PMTX 2110X, PMTX 1900X, Prerequisite: Diving Physical Exam
PMTX 2130X   Medical Aspects of Diving (3 quarter units)
Corequisite: PMTX 2140X with a minimum grade of C, PMTX 2110X with a minimum grade of C, PMTX 2120X with a minimum grade of C and PMTX 1900X, Prerequisite: Diving physical exam.
PMTX 2140X   Decomp. Chamber & Forklift Op. (3 quarter units)
Corequisite: PMTX 2130X with a minimum grade of C and PMTX 1900X, Prerequisite: Diving Physical Exam, PMTX 2110X with a minimum grade of C and PMTX 2120X with a minimum grade of C

PMTX 2150X   Com. SCUBA & Inland Diving (3 quarter units)
Corequisite: PMTX 2155X with a minimum grade of C and PMTX 1900X, Prerequisite: SCUBA card, Basic First Aid & CPR card, PMTX 2130X with a minimum grade of C and PMTX 2140X with a minimum grade of C
PMTX 2155X   Basic Surface Supply Diving (2 quarter units)
Corequisite: PMTX 2150X with a minimum grade of C and PMTX 1900X, Prerequisite: Diving Physical Exam, SCUBA card, First Aid & CPR card, PMTX 2130X with a minimum grade of C and PMTX 2140X with a minimum grade of C
PMTX 2160X   Diving Operations I (2 quarter units)
Corequisite: PMTX 2200X with a minimum grade of C, or PMTX 2250X with a minimum grade of C and PMTX 1900X, Prerequisite: PMTX 2155X with a minimum grade of C and PMTX 2150X with a minimum grade of C
PMTX 2162X   Haz Waste Ops and Response (3 quarter units)
Corequisite: PMTX 2160X with a minimum grade of C, Prerequisite: PMTX 2150X with a minimum grade of C and PMTX 2155X with a minimum grade of C
PMTX 2165X   Diving Operations II (2 quarter units)
Corequisite: PMTX 2210X with a minimum grade of C or EMTX 2181X and PMTX 1900X, Prerequisite: PMTX 2160X with a minimum grade of C
PMTX 2170X   Dive Operations III (3 quarter units)
Corequisite: PMTX 2220X with a minimum grade of C or EMTX 2182X and PMTX 1900X, Prerequisite: PMTX 2165X with a minimum grade of C
PMTX 2180X   Rigging Fundamentals (3 quarter units)
Corequisite: PMTX 2230X with a minimum grade of C, Prerequisite: PMTX 2170X with a minimum grade of C, PMTX 2280X with a minimum grade of C and PMTX 1900X
PMTX 2190X   Underwater Cutting & Welding (2 quarter units)
Corequisite: PMTX 2240X with a minimum grade of C or PMTX 2290X with a minimum grade of C, Prerequisite: PMTX 2180X with a minimum grade of C

Students must choose one of the following concentrations:

Concentration in Diver Medic Technician

This certificate provides entry-level basic knowledge, essential skills, and an understanding of emergency medical assistance in outpatient and emergency settings. Students will be prepared to respond in various types of emergencies that require urgent medical attention to assess emergency situations, provide care that can save a life, and transport patients to a hospital. Students will learn how to respond quickly to high-level emergencies such as motor vehicle accidents, heart attacks, near drownings, childbirth, poisoning, and life-threatening injuries. In addition, students will learn how to evaluate, recognize and perform hyperbaric chamber treatments of diving illness disorders and to perform advanced medical skills in hyperbaric conditions following current hyperbaric clinical and commercial diving practices as a diving medical technician. Graduates will have met the national guidelines for all areas of their didactic and clinical requirements. Students will comply with all levels of legal, regulatory, and ethical requirements for EMTs and DMTs.

EMT Certification

On successful completion of this concentration, the graduate is eligible to complete the NREMT-B exam and successful completion will allow the individual to apply for their state EMT card and perform entry-level EMT skills as a member of technical rescue teams/squads or as part of an allied service such as a fire or police department. EMT certificates are issued by county/local Emergency Medical Services (EMS) agencies. Contact your agency for specific requirements.

DMT Certification

On successful completion of this concentration, the graduate is eligible to apply for Diver Medical Technician (DMT) certification through the National Board of Diving & Hyperbaric Medical Technology. For certification, the individual must successfully complete the DMT certification examination.

Program Learning Outcomes

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

- Conduct trauma and medical assessment and proper handling of persons afflicted with medical trauma conditions requiring advanced medical intervention following currently approved EMT practices.

- Evaluate, recognize, and perform recompression hyperbaric chamber treatments of diving illness disorders and to perform advanced medical skills in hyperbaric conditions following current hyperbaric clinical and commercial diving practices as a diving medic technician (DMT).

This is a certificate program with academic credit through COPS.

Degree Requirements

Students must complete the core Marine Technology courses with a minimum grade of C and complete the required concentration courses with a minimum grade of C.

Requirements for the Concentration

(4 courses;12 quarter units)

EMTX 2181X EMT I Basic (3 quarter units)
Prerequisite: BLS HCP (CPR) Cert
EMTX 2182X EMT II Basic (3 quarter units)
Prerequisite: EMTX 2181X with a minimum grade of B
PMTX 2280X Advanced Diving Medicine (3 quarter units)
Corequisite: PMTX 1900X and PMTX 2180X with a minimum grade of C, Prerequisite: EMTX 2182X with a minimum grade of B, Diving Physical Exam
PMTX 2290X Advanced Hyperbaric Medicine (3 quarter units)
Corequisite: PMTX 1900X and PMTX 2190X with a minimum grade of C, Prerequisite: PMTX 2280X with a minimum grade of C

Concentration in Underwater Inspection Technology

In this concentration, the student will learn theoretical, practical and industry-specific knowledge as an inspector-level (ASNT Level II) capability in visual, liquid, penetrant, magnetic particle and ultrasonic testing in underwater and traditional settings.

Program Learning Outcomes

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

- Perform visual, liquid penetrant, magnetic particle and ultrasonic testing.

Concentration Requirements

(4 courses;12 quarter units)

PMTX 2205X VT II/Underwater Inspection (3 quarter units)
Corequisite: PMTX 2165X, PMTX 1900X, Prerequisite: Diving Physical Exam, PMTX 2160X with a minimum grade of C, and PMTX 2162X with a minimum grade of C
PMTX 2210X MT/PT II (3 quarter units)
Corequisite: PMTX 1900X and PMTX 2170X, Prerequisite: PMTX 2165X with a minimum grade of C and PMTX 2205X with a minimum grade of C
PMTX 2220X Ultrasonic Testing I (3 quarter units)
Corequisite: PMTX 1900X, PMTX 2180X, Prerequisite: PMTX 2210X with a minimum grade of C and PMTX 2170X with a minimum grade of C
PMTX 2230X Ultrasonic Testing II (3 quarter units)
Corequisite: PMTX 1900X, PMTX 2190X, Prerequisite: PMTX 2180X with a minimum grade of C and PMTX 2220X with a minimum grade of C

PARALEGAL SPECIALIST CERTIFICATE – CORPORATIONS

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

The Paralegal Specialist Certificate in Corporations is intended to introduce students to the legal skills required to serve the community effectively and ethically in a corporate law practice. The program provides an academic and practical education of uncompromising quality. The Corporations Specialization covers case analysis, legal research and documents for the formation, management and dissolution of corporate entities. The certificate is approved by the American Bar Association and offered only at the Los Angeles and Woodland Hills campuses.

Program Learning Outcomes

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.

- Conduct legal research using manual and computer-assisted methods.

- Demonstrate the basic process of legal reasoning and analysis.

- Describe the Paralegal's role in a corporate law practice.

- Recognize how broad ethical principles apply to Paralegals in a corporate law practice.

Degree Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses, all of which are legal specialty courses. Please note that a minimum of 27 quarter units of General Education coursework (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language and English) are required by the American Bar Association.

All lower-division General Education courses must be completed at National University or another regionally accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

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 toward other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents and understanding procedural matters.

The Corporations Specialization covers case analysis, legal research and documents for the formation, management and dissolution of corporate entities. The following courses are specific certificate requirements.

Requirements for the Certificate

(8 courses; 22.5 quarter units and 13.5 CEUs)

PLX 2100X Torts
PLX 2101X Leg Res Wrtg-Briefing/Analysis
PLX 2102X Contracts
PLX 2103X Leg Res Wrtg-Legal Memo
PLX 1804X Foundations of Property Law
PLX 2105X Computers & the Law
PLX 1806X Legal Writing Project
Prerequisite: PLX 2101X and PLX 2103X
PLX 1808X Essentials of Corporate Law

Paralegals may not provide legal services directly to the public, except as permitted by law.

PARALEGAL SPECIALIST CERTIFICATE – CRIMINAL LAW

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

The Paralegal Specialist Certificate in Criminal Law is intended to introduce students to the legal skills required to serve the community effectively and ethically in a criminal law practice. The program provides an academic and practical education of uncompromising quality. The certificate is only offered at the Los Angeles and Woodland Hills campuses and is ABA-approved.

Program Learning Outcomes

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.

- Conduct legal research using manual and computer-assisted methods.

- Demonstrate the basic process of legal reasoning and analysis.

- Describe the Paralegal's role in a criminal law practice.

- Recognize how broad ethical principles apply to Paralegals in a criminal law practice.

Degree Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses (36 quarter units), all of which are legal specialty courses. Please note that a minimum of 27 quarter units of General Education coursework (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language and English) are required by the American Bar Association.

All lower-division General Education courses must be completed at National University or another regionally accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

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 legal documents and understanding procedural matters.

The Criminal Law Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The following courses are specific certificate requirements.

Requirements for the Certificate

(8 courses; 22.5 quarter units and 13.5 CEUs)

PLX 2100X	Torts
PLX 2101X	Leg Res Wrtg-Briefing/Analysis
PLX 2102X	Contracts
PLX 2103X	Leg Res Wrtg-Legal Memo
PLX 1804X	Foundations of Property Law
PLX 2105X	Computers & the Law
PLX 1806X	Legal Writing Project
	Prerequisite: PLX 2101X, and PLX 2103X
PLX 1809X	Essentials of Criminal Law

Paralegals may not provide legal services directly to the public, except as permitted by law.

PARALEGAL SPECIALIST CERTIFICATE – LITIGATION

Program Lead: Bryan Hance; (310) 662-2115; bhance@nu.edu

The Paralegal Specialist Certificate in Litigation is intended to introduce students to the legal skills required to serve the community effectively and ethically in a litigation practice. The Litigation Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The program provides an academic and practical education of uncompromising quality. The certificate is approved by the American Bar Association and offered only at the Los Angeles and Woodland Hills campuses.

Program Learning Outcomes

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

- Discuss broad legal principles from the primary areas of law, such as Torts, Contracts, Real Property, and others, and explain the definitions of certain basic legal terms and phrases.

- Conduct legal research using manual and computer-assisted methods.

- Demonstrate the basic process of legal reasoning and analysis.

- Explain the litigation process and the Paralegal's role in pre-trial, trial, and post-trial proceedings.

- Recognize how broad ethical principles apply to Paralegals in a litigation practice.

Degree Requirements

This program option requires the completion of 90 quarter units of coursework. It includes 8 courses, all of which are legal specialty courses. Please note that a minimum of 27 quarter units of General Education coursework (across at least three disciplines, such as social science, natural science, mathematics, humanities, foreign language and English) are required by the American Bar Association.

All lower-division General Education courses must be completed at National University or another regionally accredited institution. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

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 toward other Paralegal Specialist Certificates. Each certificate is tailored to include training in substantive legal analysis, drafting legal documents and understanding procedural matters.

The Litigation Specialization covers case analysis, legal research, drafting pleadings, motion and discovery documents, evidence, and preparation of cases for trial. The following courses are specific certificate requirements.

Requirements for the Certificate

(8 courses; 22.5 quarter units and 13.5 CEUs)

PLX 2100X	Torts
PLX 2101X	Leg Res Wrtg-Briefing/Analysis
PLX 2102X	Contracts
PLX 2103X	Leg Res Wrtg-Legal Memo
PLX 1804X	Foundations of Property Law
PLX 2105X	Computers & the Law
PLX 1806X	Legal Writing Project
	Prerequisite: PLX 2101X and PLX 2103X
PLX 1807X	Litigation Essentials

GRADUATE CERTIFICATES

GRADUATE CERTIFICATE IN BANKING

Program Lead: Farhang Mossavar-Rahmani; (858) 642-8409; fmossava@nu.edu

Graduate Certificate in Banking is designed for students who wish to move up in the banking profession or may be considering getting into MBA with area of specialization in Banking.

Program Learning Outcomes

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

- Apply capital budgeting techniques to the evaluation of alternative investment projects

- Compare and contrast agency problems and methods used to ensure owners' and managers' goals are congruent;

- Apply the Asset Market Approach to a Commodity Market.

- Evaluate interest rate behavior and its impacts on the economy and businesses.

- Analyze Investment Risk and recommend the proper rate of returns associated with that risk

Program Requirements

(4 courses; 18 quarter units)

FIN 609A	Seminar in Financial Management
	Prerequisite: FIN 310 or ACC 600
FIN 674	Managing Financial Institution
	Prerequisite: FIN 609A
FIN 678	Regulation of Banks
	Prerequisite: FIN 609A

Students must select **ONE** of the following courses:

FIN 679	Risk & Capital Mgmnt in Banks
	Prerequisite: FIN 609A
ECO 607	Eco. for Managerial Decisions
	Recommended Prior completion of: MNS 601
ACC 604	Managerial Accounting

GRADUATE CERTIFICATE IN HEALTH INFORMATICS

Program Lead: Linda Macomber; (858) 309-3495; lmacomber@nu.edu

Innovations in information and communication technologies are empowering and transforming healthcare. Meeting significant healthcare challenges and demands for quality, value, access and connectivity requires new more collaborative interprofessional, patient/citizen-focused and technology-enabled approaches. The Graduate Certificate in Health Informatics supports students interested in addressing these challenges and advancing their careers at the intersection of technological innovation and human health.

Students acquire and develop a professional portfolio to demonstrate competencies needed to contribute to the development, adoption, and progress of technology applications into healthcare delivery. In addition to healthcare professionals such as nurses, physicians, pharmacists, therapists and lab scientists, this certificate also provides value for those with broader backgrounds including information systems and computer technologies, business, the sciences, law, engineering and liberal arts.

Graduates then qualify for positions working as analysts, coordinators, project managers, and specialists contributing in healthcare delivery, and with consulting firms, health insurance companies, government agencies, and businesses providing

innovative products and services to both the 3 trillion dollar-plus US and the larger global healthcare industries. Upon completion of this four-course four-month certificate, those who wish to continue their education and further grow into leadership roles in health information technology can also use all of these course credits toward their Informatics master's degree.

Program Learning Outcomes

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

- Communicate innovative technology applications and health information system solutions to stakeholders of the healthcare ecosystem.

- Evaluate the effective adoption of information and communication technologies in healthcare organizations using effective project management, interprofessional teams, and leadership practices.

- Analyze health technologies, languages, standards, and methods that improve systems interoperability, communications and patient-centered care coordination.

- Evaluate best practices that advance the health of individuals and populations through technology-enabled improvements in care delivery quality, efficiency, safety, access and value.

Certificate Requirements

(4 courses; 18 quarter units)

HTM 552	EHR Meaningful Use
HTM 660	System Management and Planning
HTM 520	Health Information Exchange
HTM 680	Health Informatics Case Study
	Prerequisite: HTM 520, HTM 552 and HTM 660

POST-GRADUATE FAMILY NURSE PRACTITIONER CERTIFICATE

Program Lead: Tina Ho; (858) 309-3448; tho@nu.edu

The Post-Graduate FNP Certificate will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), and who wish to advance their knowledge, education, and skills to practice in an advanced practice role as an FNP. Graduates are eligible to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). The program emphasis is to foster the FNP's abilities to critically think; make differential diagnoses; use evidence-based findings to improve healthcare outcomes; and be accountable for the provision of healthcare to diverse individuals and families in the areas of health promotion, disease prevention, management of acute and chronic health conditions, and primary care. The FNP provides clinical management of primary care conditions in a variety of clinics and community-based settings.

*This certificate program is a non-degree, graduate-level program. Upon completion of the program, participants receive a Post-Graduate Family Nurse Practitioner Certificate.

This program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

To be eligible for admission to the Post-Graduate FNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.

- Hold a master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing-approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable.

- Provide proof of current, active and unencumbered RN license in the state of residence.

- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case-by-case basis.

- Have completed the University Application for Graduate Admissions.

- Have completed the Post-Graduate Certificate application packet.

- Provide one official transcript from each college or university attended to the Registrar Office.

- Have two professional recommendations on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of the program, candidates are required to:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.

- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

Additional Program Information

- Candidates are required to meet with their Admission Counselor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, requirements for progression in the program. Note: Prospective students should review the MSN & Post-Graduate Certificate packet before submitting the application.

- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.

- Post-Graduate FNP Certificate program is online with mandatory on-site component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend four one-day Objective Structured Clinical Examinations (OSCE) in Costa Mesa. FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty-approved, in-person, preceptored clinical settings.

- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admission into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.

- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admission will need to resubmit a new application packet including all required items needed for the application packet, and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information

The Family Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Please see appropriate organization for more information.

This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a FNP.

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

Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.

- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community and population levels for the purpose of improving healthcare outcomes.

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes.

- Advocate for culturally sensitive healthcare systems and policies that meet ethical and legal standards as a means to improve outcomes and reduce disparity.

- Model collaboration with interdisciplinary and intradisciplinary teams in healthcare systems delivering care to complex, multi-need patients, families and communities.

- Analyze the impact of national and global health policy on the cost, quality and access to care in diverse patient populations.

Degree Requirements

The Post-Graduate FNP Certificate Program of Study includes 46.5 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

NOTE: Additional course fees apply. Fees can be referenced in the general fee section of this catalog.

Preparation for the Certification

(3 courses; 15 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral-level courses may be used to waive these courses.

NSG 641	Advanced Pharmacology I
NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 682	Advanced Pathophysiology

Requirements for the Certification

(7 courses; 31.5 quarter units)

FNP 642	Advanced Pharmacology II
FNP 683A	Primary Care of Adult and Aged
	Corequisite: FNP 683B
FNP 683B	Care of Adult & Aged Practicum
	Corequisite: FNP 683A
FNP 684A	Primary Care-Women & Children
	Corequisite: FNP 684B
FNP 684B	Women and Children Practicum
	Corequisite: FNP 684A
FNP 685A	FNP Residency
	Corequisite: FNP 685B
FNP 685B	FNP Residency Practicum
	Corequisite: FNP 685A

POST-GRADUATE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

Program Lead: Kita Lastrape; klastrape@nu.edu

The Post-Graduate PMHNP Certificate program will prepare advanced practice nurses to provide primary mental healthcare for individuals, groups and populations across the lifespan. This Certificate Program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy in Nursing (PhD) who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a PMHNP. The Advanced Practice Nurse maintains a critical role in the healthcare team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the healthcare team, and in partnership with patients, the PMHNP provides a variety of evidence-based services and therapies. The PMHNP assesses, makes diagnoses and plans care for complex psychiatric and concomitant medical issues, including the prescription and management of psychopharmacologic agents. The PMHNP advocates for patients and their families within a recovery and trauma-informed paradigm. The PMHNP ensures that patients and their families are engaged and actively participate in their behavioral health (mental health and substance use) care as they respond to the illness experience. The PMHNP

continuously enhances their care through quality improvement and safety efforts and influences policy at the local, regional and national levels. The PMHNP melds the art and science of professional nursing and skillfully manages the acute and enduring issues posed by people with behavioral health issues across the lifespan. Graduates of this Post-Graduate PMHNP Certificate Program are eligible to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner (Lifespan; formerly known as Family Psychiatric-Mental Health Nurse Practitioner) competency-based examination.

*This certificate program is a non-degree, graduate-level program. Upon completion of the program, participants receive a PMHNP Certificate of Completion.

This program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

To be eligible for admission to the Post-Graduate PMHNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.

- Hold a Master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing-approved, 2) Nationally accredited, 3) from a regionally accredited university/school, if applicable.

- Provide proof of current, active and unencumbered RN license in the State of residence.

- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.

- Have completed the University Application for Graduate Admissions.

- Have completed the Post-Graduate Certificate application packet.

- Provide one official transcript from each college or university attended to the Registrar Office.

- Have two professional recommendations on approved forms, preferably from individuals who hold graduate or doctoral degrees.

Prior to the start of the program, candidates are required to:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.

- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

Additional Program Information

- Candidates are required to meet with their Admission Counselor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, requirements for progression in the program. Note: Prospective students should review the MSN and Post-Graduate Certificate packet before submitting the application.

- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.

- Post-graduate PMHNP Certificate program is online with a mandatory on-site component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend four one-day Objective Structured Clinical Examinations (OSCE) in Costa Mesa. FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admission into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.

- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet, and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

Program Disclosure Information

The Psychiatric Mental Health Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner competency-based examination. Please see appropriate organization for more information.

This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), and who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP.

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

Program Learning Outcomes

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional Advanced Clinical Nursing practice.

- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community and population levels for the purpose of improving healthcare outcomes.

- Utilize current technologies to deliver, enhance and document care across multiple settings to achieve optimal outcomes.

- Apply organizational and systems leadership to current healthcare issues for the promotion of quality, effective and safe patient care, including the emphasis on ethical and critical decision making, effective working relationships, and a systems-perspective approach.

- Model collaboration and coordination with interprofessional teams in healthcare systems delivering care to complex, multi-need patients, families and communities.

- Synthesize broad organizational, client-centered and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population behavioral healthcare and services to individuals, families and identified populations.

Degree Requirements

The Post-Graduate PMHNP Certificate Program of Study includes 46.5 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 510 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

NOTE: Additional course fees apply. Fees can be referenced in the general fee section of this catalog.

Preparation for Certifications

(3 courses; 15 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral-level courses may be used to waive these courses.

NSG 641   Advanced Pharmacology I
NSG 681   Advanced Physical Assessment (6 quarter units)
NSG 682   Advanced Pathophysiology

Requirements for the Certification

(7 courses; 31.5 quarter units)

MNP 643   Psychopharmacology in MH Care
MNP 694   MH Care: Adults/Aging Adults
MNP 696A   Adults/Aging Adults Practicum
            Corequisite: MNP 694
MNP 687   MH Care: Children/Adolescents
MNP 696B   Children/Adoles Practicum
            Corequisite: MNP 687
MNP 688A   Introduction to Psychotherapy
            Corequisite: MNP 688B
MNP 688B   Intro Psychotherapy Practicum
            Corequisite: MNP 688A

SANFORD COLLEGE
OF EDUCATION

Interim Dean, Donna Elder
Ed.D., Educational Leadership, University of La Verne

Associate Dean, Lori Piowlski
Ph.D. Educational Administration in Higher Education,
University of Nebraska, Lincoln

DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Bachelor of Arts

with Majors in:

- Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)

- Early Childhood Education 🖵

- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)

- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)

GRADUATE DEGREES

Master of Arts

With Fields of Study in:

- Education 🖵

- Social Emotional Learning 🖵

Master of Early Childhood Education 🖵

Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (California)

with Emphasis in:

- » Critical Thinking 🖵

- » English Language Learner Education 🖵

- » Inspired Teaching Practices 🖵

- » Social Emotional Learning 🖵

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild/ Moderate with Internship Option (California)

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Moderate/Severe with Internship Option (California)

Master of Science

with Fields of Study in:

- Applied Behavioral Analysis 🖵

- Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with County Office of Education)

- Educational Administration with Preliminary Administrative Services Credential Option (California)

- Educational Counseling with PPSC School Counseling Credential Option (California)

- Educational and Instructional Technology 🖵

- Higher Education Administration 🖵

- School Psychology with PPSP School Psychology Credential

DOCTORAL DEGREE

- Doctor of Education

with a Field of Study in:

- » Organizational Innovation (Ed.D) 🖵

CALIFORNIA CREDENTIAL PROGRAMS

(Approved by the California Commission on Teacher Credentialing)

- Clear Administrative Services Credential Induction Program 🖵

- Early Childhood Special Education Add-On Authorization 🖵

- Inspired Teaching and Learning with a Preliminary Multiple Subject Teaching Credential and Internship Option (California)

- Inspired Teaching and Learning with a Preliminary Single Subject Teaching Credential and Internship Option (California)

- Preliminary Administrative Services Credential (CA Option) 🖵

- Preliminary Education Specialist Mild/ Moderate Teaching Credential with Internship Option

- Preliminary Education Specialist Moderate/ Severe Teaching Credential with Internship Option

- Pupil Personnel Services Credential School Counseling (PPSC)

- Pupil Personnel Services Credential School Psychology (PPSP)

- University Internship Pupil Personnel Services Credential School Counseling (PPSC)

The following programs are also listed in the College of Letters and Sciences section:

Bachelor of Arts

with Majors in:

- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

GRADUATE CERTIFICATES

- Autism 🖵

- Early Childhood Special Education Add-on Authorization 🖵

- Reading and Literacy Certificate (Added Authorization) 🖵

CENTER FOR ADVANCED GRADUATE STUDIES

DOCTORAL DEGREE

- Doctor of Education

  with a Field of Study in:

  » Organizational Innovation (Ed.D) 🖥

DEPARTMENT OF APPLIED BEHAVIOR ANALYSIS, SCHOOL PSYCHOLOGY, & EDUCATIONAL COUNSELING

GRADUATE PROGRAMS

Master of Science

with Fields of Study in:

- Applied Behavior Analysis 🖥
- Educational Counseling with PPSC Credential
- School Psychology with PPSP Credential

CALIFORNIA CREDENTIAL PROGRAMS

(Approved by the Commission on Teacher Credentialing)

- Pupil Personnel Services Credential School Counseling (PPSC)
- Pupil Personnel Services Credential School Psychology (PPSP)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)

DEPARTMENT OF EDUCATIONAL LEADERSHIP

Master of Science

with Fields of Study in:

- Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with County Office of Education)
- Educational Administration with a Preliminary Administrative Services Credential
- Higher Education Administration 🖥

CALIFORNIA CREDENTIAL PROGRAMS

(Approved by the Commission on Teacher Credentialing)

- Clear Administrative Services Credential Induction Program 🖥
- Preliminary Administrative Services Credential 🖥

DEPARTMENT OF SPECIAL EDUCATION

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild/ Moderate with Internship Option (California)

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Moderate/Severe with Internship Option (California)

CALIFORNIA CREDENTIAL PROGRAMS

(Approved by the Commission on Teacher Credentialing)

- Preliminary Education Specialist Mild/ Moderate Teaching Credential with Internship Option
- Preliminary Education Specialist Moderate/ Severe Teaching Credential with Internship Option

GRADUATE CERTIFICATES

- Autism 🖥
- Early Childhood Special Education Add-on Authorization 🖥

DEPARTMENT OF TEACHER EDUCATION

Bachelor of Arts

with Majors in:

- Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)
- Early Childhood Education 🖥
- English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Master of Arts

with Fields of Study in:

- Education 🖥
- Social Emotional Learning 🖥

Master of Early Childhood Education 🖥

Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (California)

with Emphasis in:

- » Critical Thinking 🖥
- » English Language Learner Education 🖥
- » Inspired Teaching Practices 🖥
- » Social Emotional Learning 🖥

Master of Science

with a Field of Study in:

- Educational and Instructional Technology 🖥

CALIFORNIA CREDENTIAL PROGRAMS

(Approved by the Commission on Teacher Credentialing)

- Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential with Internship Option
- Inspired Teaching and Learning Preliminary Single Subject Teaching Credential with Internship Option

GRADUATE CERTIFICATE

- Reading and Literacy Certificate (Added Authorization) 🖥

🖥 Entire program can be completed online.

👥 On-site program with possible online courses or prerequisites.

- Not all courses or programs are available at every campus.

- Consult an admissions advisor for online course availability.

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CANDIDATE ASSISTANCE PROCESS

National University Policies

National University has Policies and Procedures for Student Discipline, Academic Dishonesty, Civility, Reasons for Probation, Suspension and Dismissal that are described in the Catalog under the Policy and Procedures section. National University also has a process for providing accommodation to students with documented special needs (see Students with Disabilities under the Student Services section of the catalog). Additionally, a Writing Center and Math Tutoring are available to assist students seeking to improve their writing and mathematics skills.

Sanford College of Education Procedures

The Sanford College of Education has developed procedures to assist candidates (students in professional preparation programs) in meeting School and program requirements. Candidates must be able to demonstrate the requisite knowledge, skills and dispositions of the School's Conceptual Framework and the values of National University. These knowledge, skills and dispositions provide a foundation for educators in today's schools.

Within the Sanford College of Education, each program has identified knowledge, skills and dispositions necessary for specific professional responsibilities. The knowledge, skills and dispositions are based upon the Sanford College of Education Conceptual Framework, California Commission on Teacher Credentialing (CTC) preparation standards, National Council on the Accreditation of Teacher Education (NCATE) standards and professional organization standards.

Candidate Progress Alert

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate. The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation.

When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

Candidate Assistance Plan

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature on the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the Sanford College of Education.

Unsatisfactory Completion of Candidate Assistance Plan

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met, will be forwarded by the appropriate faculty member with a recommendation to the Sanford College of Education and Office of Student Services designees. The candidate will be notified by the Dean of the Sanford College of Education regarding the candidate's continuing status within the program and/or the College.

Requesting Accommodations to a Candidate Assistance Plan

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan (Plan) may do so through submitting an application for accommodations to the National University Office of Special Services (Special Services). Applications for accommodations for a disability may be requested from the Student Accessibility Services, National University, 16875 West Bernardo Drive Suite 110, San Diego, CA 92127-1675, Phone: (858) 521-3967. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services. The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is sent within seven (7) days to the student and faculty responsible for the implementation of the Plan. Following

receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodation's application and review process, and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter. If a student is denied accommodation(s) 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. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipts of the appeal. The decision of the Vice President is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: ocr.sanfrancisco@ed.gov. The timeline for completion of a Plan is also halted during the appeals process.

SANFORD COLLEGE OF EDUCATION

UNDERGRADUATE DEGREES

BACHELOR OF ARTS

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

Program Lead: Jessica Alvarado; (858) 642-8360; jalvarado@nu.edu

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum incorporating content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination (CSET).

The credential is designed for teacher candidates who will be dedicated to inspiring K-6 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and an equitable and inclusive learning community.

Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from birth to age 5 in a **general education, inclusive setting.** Recommended sites are Early Head Start, Head Start, CA Preschools, Transitional Kindergarten (TK), and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work, per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

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

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

Program Disclosure Information

The Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Identify essential concepts, inquiry tools, structure of content areas and resources for early childhood education.
- Develop oral, written and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive and challenging for all children.
- Use systematic observations, documentation and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.

Degree Requirements

To receive a Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 70.5 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

Preparation for Major

(4 courses; 18 quarter units)

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

Core Program Requirements

(24 courses; 103.5 quarter units)

Early Childhood Education Core Requirements
Requirements for the Major

(9 courses; 40.5 quarter units)

ECE 464	Ethical and Legal Issues
ECE 330	Early Cognition
	Prerequisite: ECE 201, ECE 210, HED 220 and ECE 211
ECE 410	Early Language and Literacy
	Prerequisite: ECE 330
ECE 415	Designing Emergent Curriculum
	Prerequisite: ECE 330
ECE 420	Nature, Numbers and Technology
	Prerequisite: ECE 330
ECE 430	Play as Pedagogy
	Prerequisite: ECE 330
ECE 440	Observing, Assessing & Planning
	Prerequisite: ECE 330

ECE 443	Children with Special Needs
	Prerequisite: ECE 330
ECE 445	Strategies: Guiding Behaviors
	Prerequisite: ECE 330

All Early Childhood Education coursework has field experience components.

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

Students are required to take the courses in this sequence.

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

PRIOR to beginning any of the Multiple Subject Methods courses, candidates 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).

All candidates seeking a Preliminary Multiple Subject Credential must successfully complete CalTPA Cycles 1 and 2. CalTPA Cycles are completed during Clinical Practice.

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

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

Teacher Credential CORE Requirements

Multiple Subject Teaching Credential

(15 courses; 63 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher

Students must complete ITL 400 and Credential Packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S.
	Prerequisite: ITL 400 and Students must complete the credential packet.
ITL 404	Learners and Learning I
	Prerequisite: ITL 402

ITL 406	Learners and Learning II
	Prerequisite: ITL 404
ITL 408	Design and Process of Teaching
	Prerequisite: ITL 406

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, pass CSET, and meet any other related program requirements. This coursework will not transfer as graduate-level credit to National University or any other University as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

ITL 510	Language-Literacy: Foundations
ITL 512	Language/Literacy: Strategies
	Prerequisite: ITL 510
ITL 514	Language-Literacy: Assessment
	Prerequisite: ITL 512
ITL 516	Mathematics Integrative Design
	Prerequisite: ITL 514
ITL 518	Science Integrative Design
	Prerequisite: ITL 516
ITL 530	Optimized Learning Community

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Core, Multiple Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete Student Teaching application. The Student Teaching application process must be completed at least three-months prior to the candidate's intended start of Student Teaching. Student Teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The Student Teaching placements must align to the CSET credential sought. Student Teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time Student Teaching) in designated K-12 classrooms.

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

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

MAJOR IN EARLY CHILDHOOD EDUCATION

Program Lead: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

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) and the Child Development Associates National Competency Standards (CDA). The completion of the BAECE degree program meets the educational requirements needed for the Child Development Associates National Licensing 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 importantly, play as pedagogy.

Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

Note: ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from birth to age 5 in a **general education, inclusive setting**. Recommended sites are Early Head Start, Head Start, CA Preschools, Transitional Kindergarten (TK), and NAEYC accredited sites.

Students may be required to provide proof of current DTAP, MMR, and Flu vaccinations in order to complete their field work per SB792. Any fee or cost associated with this requirement is the responsibility of the student.

Arkansas Bachelor of Arts in Early Childhood Education Disclosure

Enrollment in the Bachelor of Arts in Early Childhood Education offered by National University may require Arkansas applicants/students to pursue teacher/administrator licensure in California and then earn an Arkansas educator or school administrator license by reciprocity. The State of Arkansas has additional course requirements in order to earn an Arkansas license in the program area or a similar program area, and Arkansas applicants/students must check the website for information on Arkansas reciprocity: http://www.arkansased.gov/divisions/educator%20effectiveness/educator-licensure

Washington Bachelor of Arts in Early Childhood Education Disclosure

Eligibility for initial educator certification in Washington is based on a completion of a state-approved educator preparation program. This program in intended to lead to licensure in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to http://pathway.pesb.wa.gov/future-educators/becoming-a-teacher-in-washington/out-of-state-transfers for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

Program Learning Outcomes

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for early childhood education.
- Develop oral, written and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive and challenging for young children.
- Use systematic observations, documentation and other assessment strategies in partnership with families and professionals to positively influence children's development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal and professional standards in early childhood education.
- Create positive relationships and supportive interactions 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, 76.5 of which must be completed at the upper-division level, and 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. Refer to the section on undergraduate admission procedures for specific information regarding 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

(4 courses; 18 quarter units)

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

Requirements for the Major

(12 courses; 54 quarter units)

ECE 464	Ethical and Legal Issues
ECE 330	Early Cognition
	Prerequisite: ECE 201, ECE 210, HED 220 and ECE 211
ECE 312	Infant and Toddler Care
	Prerequisite: ECE 330
ECE 410	Early Language and Literacy
	Prerequisite: ECE 330
ECE 415	Designing Emergent Curriculum
	Prerequisite: ECE 330
ECE 420	Nature, Numbers and Technology
	Prerequisite: ECE 330
ECE 430	Play as Pedagogy
	Prerequisite: ECE 330
ECE 440	Observing, Assessing & Plannin
	Prerequisite: ECE 330
ECE 443	Children with Special Needs
	Prerequisite: ECE 330
ECE 445	Strategies: Guiding Behaviors
	Prerequisite: ECE 330
ECE 452	Partnering With Families
	Prerequisite: ECE 330
ECE 450	Academic Seminar/Field Experie
	Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.

Upper-Division Electives

(4 courses; 18 quarter units)

Candidates must choose **FOUR** elective courses from the following:

ECE 435	Music, Movement, Drama, Dance
ECE 446	Literature and Young Children
ECE 451	Infant/Toddler Observe/Assess
ECE 453	Infant/Toddler Curriculum
ECE 454	Infant/Toddler Experiences
ECE 460	Program Administration
ECE 461	Leadership and Supervision
ECE 462	Financial Mgmt & Resources
ECE 465	Trauma-Informed Practice
ECE 466	Planning Physical Environments

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

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 **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 for 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 be used to meet a General Education requirement.

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

And **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
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

Any **ONE** of the following **THREE** courses:

LIT 410   African American Literature
          Prerequisite: LIT 100 and ENG 240
or
LIT 420   U.S. Latino Literature
          Prerequisite: LIT 100 and ENG 240
or
LIT 460   Gender and Literature
          Prerequisite: ENG 240 and LIT 100
LIT 463   20th Century World Literature
          Prerequisite: ENG 240 and LIT 100
LIT 498   English Capstone Course
          Prerequisite: Satisfactory completion of 8 upper-division LIT courses

AND

Any **ONE** additional upper-division Literature (LIT) course from available offerings.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

Students are required to take the courses in this sequence.

PRIOR to taking ITL 402, the candidate should turn in their completed Subject Matter Waiver letter that was earned in the previous coursework along with the 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).

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

All candidates seeking a Preliminary Single or Multiple Subject Credential must successfully complete CalTPA Cycles 1 and 2. CalTPA Cycles are completed during Clinical Practice.

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

This coursework will **not** transfer as graduate-level credit to National University or any other university as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

Program Learning Outcomes

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

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

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400   Becoming a Teacher

Students must complete ITL 400 and credential packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402   Context: Education in the U.S.
          Prerequisite: ITL 400 and Students must complete the credential packet.
ITL 404   Learners and Learning I
          Prerequisite: ITL 402
ITL 406   Learners and Learning II
          Prerequisite: ITL 404
ITL 408   Design and Process of Teaching
          Prerequisite: ITL 406

Single Subject Credential Methods

(5 courses; 22.5 quarter units)

PRIOR to beginning any of the Single Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, 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, and submit a complete Student Teaching application. The Student Teaching application process must be completed at least three-months prior to the candidate's intended start of Student Teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the university and respective school district. The Student Teaching placements must align to the Subject Matter credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time Student Teaching) in designated K-12 classrooms.

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

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

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

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

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Arts in Interdisciplinary Studies and with a California Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential provides a broad, rigorous education preparing candidates for a teaching career at the elementary level. The program introduces candidates to essential knowledge and connections across the disciplines, and applies knowledge of life beyond the University. This degree program gives candidates an enriched and thought-provoking curriculum incorporating content across subjects. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a teacher. It is designed for multiple subject teacher candidates who will be dedicated to inspiring all PK-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subjects Teaching Credential.

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

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

Program Disclosure Information

The Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

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 contact and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world view.

- Use information communications technology for knowledge sharing and the interdisciplinary approach.

Degree Requirements

To receive a Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Multiple Subjects Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level, including a minimum 70.5 units of the University General Education. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. All candidates must meet California's Basic Skills Requirement and Subject Examination for Teachers (CSET) prior to starting the multiple subject credential method courses.

Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation as well as the Sanford College of Education Credential Information section of the catalog

Preparation for the Major

(3 courses; 13.5 quarter units)

LIT 100*	Introduction to Literature	
	Prerequisite: ENG 100 and ENG 101	
HIS 410	California History	
	Prerequisite: ENG 100 and ENG 101	
MTH 209A*	Fundamentals of Mathematics I	
	Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B	

* May be used to meet a General Education requirement.

Requirements for the Major

(26 courses; 112.5 quarter units)

Interdisciplinary Study Core Requirements

(6 courses; 27 quarter units)

BIS 301	Intro to Interdisc. Studies	
ENG 350	Fundamentals of Linguistics	
	Prerequisite: ENG 100 and ENG 101	
MTH 301	Fundamentals of Mathematics II	
	Prerequisite: MTH 209A or Accuplacer test placement evaluation	
ART 329	World Art	
	Prerequisite: ENG 100 and ENG 101	
BIS 401	Interdisciplinary Practice: In	
	Prerequisite: BIS 301 and four additional courses from the major	
BIS 499	Interdisciplinary Studies Proj	

Upper-Division Requirements

(5 courses; 22.5 quarter units)

COM 380	Democracy in the Info. Age	
	Prerequisite: ENG 100 and ENG 101	
HIS 320	Culture of Global Capitalism	
	Prerequisite: ENG 100 and ENG 101	
SCI 300	Geography	
BIS 405	Genetic Anthropology	
	Prerequisite: BIS 301, Recommended Prior completion of: MTH 215	
MTH 410	Technology in Math Education	
	Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301	

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

Students are required to take the courses in this sequence.

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

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

All candidates seeking a Preliminary Single or Multiple Subject Credential must successfully complete CalTPA Cycles 1 and 2. CalTPA Cycles are completed during Clinical Practice.

There is an application process for applying to Student Teaching (clinical practice).

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms representing diverse student populations. The field experience is not associated with any clinical practice courses.

This coursework will **not** transfer as graduate-level credit to National University or any other university as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Multiple Subject Teaching Credential
(15 courses; 63 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400   Becoming a Teacher

Students must complete ITL 400 and Credential Packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402   Context: Education in the U.S.
              Prerequisite: ITL 400 and Students must complete the credential packet.
ITL 404   Learners and Learning I
              Prerequisite: ITL 402
ITL 406   Learners and Learning II
              Prerequisite: ITL 404
ITL 408   Design and Process of Teaching
              Prerequisite: ITL 406

Multiple Subject Credential Methods

(6 courses; 27 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, pass CBEST, pass CSET, and meet any other related program requirements. This coursework will not transfer as graduate-level credit to National University or any other university as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate Grade Point Average.

ITL 510   Language-Literacy: Foundations

ITL 512   Language/Literacy: Strategies
              Prerequisite: ITL 510
ITL 514   Language-Literacy: Assessment
              Prerequisite: ITL 512
ITL 516   Mathematics Integrative Design
              Prerequisite: ITL 514
ITL 518   Science Integrative Design
              Prerequisite: ITL 516
ITL 530   Optimized Learning Community

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Core, Multiple Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete Student Teaching application. The Student Teaching application process must be completed at least three months prior to the candidate's intended start of Student Teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the University and respective school district. The Student Teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time Student Teaching) in designated K-12 classrooms.

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

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

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

Program Lead: Duncan Campbell; (858) 642-8419; dcampbell2@nu.edu

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

The Bachelor of Art in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education, preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures--including their own--in ways they have never considered, and they develop strong skills in critical thinking, reading, writing and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all PK-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subjects Teaching Credential.

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

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

Program Disclosure Information

The Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Assess the significance of major trends in World History.

- Assess the significance of major trends in U.S. History.

- Analyze a variety of primary sources.

- Analyze secondary sources for their arguments and use of supporting evidence.

- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.

- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

Degree Requirements

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

Preparation for the Major

(9 courses; 40.5 quarter units)

HIS 220A*   United States History I
Prerequisite: ENG 100 and ENG 101
HIS 220B*   United States History II
Prerequisite: ENG 100 and ENG 101
HIS 233*   World Civilizations I
Prerequisite: ENG 100 and ENG 101
HIS 234*   World Civilizations II
Prerequisite: ENG 100 and ENG 101
POL 100*   Introduction to Politics
Prerequisite: ENG 100 and ENG 101
POL 201*   American Politics
Prerequisite: ENG 100 and ENG 101
SCI 300*   Geography
ECO 203*   Principles of Microeconomics
ECO 204*   Principles of Macroeconomics

* May be used to meet a General Education requirement.

Requirements for the Major

(25 courses; 108 quarter units)

Social Science Requirements

(11 courses; 49.5 quarter units)

HIS 431   The Ancient World
Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 432   The Classical World
Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 433   The Post-Classical World
Prerequisite: ENG 100, ENG 101 and HIS 233
HIS 434   Modern World, 1500 to Present
Prerequisite: ENG 100, ENG 101 and HIS 234
HIS 400   Historical Theories & Methods
Prerequisite: ENG 240
HIS 360   American Colonial Experience
Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 361   Making and Sundering of Union
Prerequisite: ENG 100, ENG 101 and HIS 220A
HIS 362   U.S. Between Wars, 1865-1917
Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 363   U.S. Since World War I
Prerequisite: ENG 100, ENG 101 and HIS 220B
HIS 410   California History
Prerequisite: ENG 100 and ENG 101
HIS 499   Capstone Research Project
Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL

Credential Program Lead: Ida Randall; (661) 301-1671; irandall@nu.edu

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 classrooms (grades 7-12) representing the candidate's single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400   Becoming a Teacher

Students must complete ITL 400 and credential packet prior to beginning ITL 402.

Foundation Courses

(4 courses; 18 quarter units)

ITL 402   Context: Education in the U.S.
Prerequisite: ITL 400 and Students must complete the credential packet.
ITL 404   Learners and Learning I
Prerequisite: ITL 402
ITL 406   Learners and Learning II
Prerequisite: ITL 404
ITL 408   Design and Process of Teaching
Prerequisite: ITL 406

Single Subject Credential Methods

(5 courses; 22.5 quarter units)

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

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

Student Teaching Requirements

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Foundation, Single Subject Credential Area Method, and upper-division courses, pass CBEST, pass CSET, and submit a complete Student Teaching application. The Student Teaching application process must be completed at least three months prior to the candidate's intended start of Student Teaching. Student teaching placements in K-12 classrooms are made through a collaborative partnership of the University and respective school district. The Student Teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time Student Teaching) in designated K-12 classrooms.

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

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

GRADUATE DEGREES

MASTER OF ARTS EDUCATION

Program Lead: Thomas Reynolds; (858) 205-8795; treynold@nu.edu

The Master of Arts in Education (MAE) program is designed for individuals interested in non-credential professional growth and advancement in educational fields. Acknowledging the importance of customized study in the development of professional competencies, degree candidates complete a two-course sequence that emphasizes plan of study customized designs and applications of practitioner research. In addition to the two required courses, program candidates will designate an eight-course emphasis plan of study from approved emphasis area courses.

Note: This program is not designed for students seeking a credential.

Program Learning Outcomes

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

- Integrate advanced approaches to instruction, assessment and learning using digital tools and skills.

- Design learning experiences that include learner characteristics, principles of customized learning, and assessment as learning.

- Develop reflective practices that are grounded in current learning science research, professional ethics, and include pathways to continuous growth.

- Apply practitioner research methods to study and inform instruction in traditional and digital learning environments.

Degree Requirements

To receive a Master of Arts in Education, students must complete 45 quarter hours of graduate work. A total of 4.5 quarter units of transfer graduate credit may be granted if not used earning another advanced degree. An additional 11.25 units of graduate-level credit may also be transferred through prior learning experience. All

prior learning experience will be reviewed by the Sanford College of Education Prior Learning Experience Assessment Committee before being accepted for transfer.

Requirements for the Degree

(10 courses; 45 quarter units)

Required Courses

(2 courses; 9 quarter units)

MAE 610	Plan of Study & Prac Research
MAE 670	App Prctnr Rsrch & Cust Study

Emphasis Requirements

(8 courses; 36 quarter units)

Students must select any **EIGHT** courses from the list below to fulfill this requirement.

AAL 650	Purposeful Assessment
AAL 652	Creating Clear Lrng Trgt
	Prerequisite: AAL 650
AAL 654	Quality Assess for Stu Lrng
	Prerequisite: AAL 650, AAL 652
AAL 656	Assessment for Learning
	Prerequisite: ATP 600, AAL 650, AAL 652, AAL 654
ARL 645**	Dev. Fluency in Reading
ARL 646**	Comprehension Strategies
ARL 647A**	Lang Arts Assess and Instruc I
	Prerequisite: ARL 645, and ARL 646
ARL 647B**	Fld St: Lag Art Assess & In II
	Prerequisite: ARL 645, ARL 646, and ARL 647A
ECE 650	The Early Childhood Educator
	Prerequisite: ATP 600 or MAE 610
ECE 651	Current Issues in ECE
	Prerequisite: ATP 600 or MAE 610
ECE 652	ECE Learning & Development
	Prerequisite: ATP 600 or MAE 610
ECE 653	Best ECE Teaching Practices
	Prerequisite: ATP 600 or MAE 610
ECE 654	Collaborative Partnerships
	Prerequisite: ATP 600 or MAE 610
ECE 655	Inclusive ECE Practices
	Prerequisite: ATP 600 or MAE 610
ECE 656	Foundations of Adult Learners
	Prerequisite: ATP 600 or MAE 610
ECE 657	Foundations of ECE Advocacy
	Prerequisite: ATP 600 or MAE 610
EDA 640	Introduction to H.E. Admin.
EDA 641	Leading and Managing Change
EDA 642	Policy & Accountability
EDA 643	Community Development in HE
EDA 644	Higher Education Law/Politics
EDA 645	Managing Finances & Operations
EDA 646	Strategic Planning & Analysis
EDA 648	Student Svcs & Enrollment Mgt
EDT 600A	Technology Foundations
EDT 601*	Instructional Design
	Prerequisite: EDT 600A
EDT 605	Education Theory & Technology
EDT 607*	Media Based Learning Objects
	Prerequisite: EDT 600A, EDT 601, and EDT 605
EDT 609*	Developing Online Courseware
	Prerequisite: EDT 600A, EDT 601, EDT 605, and EDT 607
EDT 631*	Media and Instruction
	Prerequisite: EDT 600A
EDT 613*	Simulations & Virtual Reality
	Recommended: Prior completion of: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609
EDT 632*	Technology and Leadership
	Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.
ITI 660	Identity, Inclusion and Equity
ITI 662	Linguistics-Academic Language
	Prerequisite: ITI 660
ITI 664	EL Achievement in Content Area
	Prerequisite: ITI 662

ITI 670*   Introduction to SEL
            Prerequisite: ITL 600, ITL 604, ITL 606
ITI 672   SEL in Action
            Prerequisite: ITI 670
ITI 674   Research in SEL
            Prerequisite: ITI 672
ITI 680*   Self as a Critical Thinker
            Prerequisite: ITL 600, and ITL 604, and IT 606
ITI 682   Critical Thinking - Classroom
            Prerequisite: ITI 680
ITI 684   Applied Critical Thinking
            Prerequisite: ITI 680, and ITI 682
ITI 690*   Inspired Teaching Inquiry
            Prerequisite: ITL 600, ITL 604, ITL 606
ITI 692   Inspired Student Learning
            Prerequisite: ITI 690
ITI 694   Inspired Learning Technology
            Prerequisite: ITI 692
ITL 604   Learners and Learning I
ITL 606   Learners and Learning II
            Prerequisite: ITL 604
ITL 608   Design and Process of Teaching
            Prerequisite: ITL 606
SPD 621*   Adv. Behavioral Supports & SEL
            Prerequisite: ITL 516
SPD 631   Special Ed Law
            Prerequisite: SPD 621

* Prerequisite requirements are waived for students enrolled in the Master of Arts in Education. Students in a credential program who no longer desire to earn the credential may transfer courses into the MAE.

** Candidates in the Reading Specialization are required to upload assignments in the Reading Specialization Electronic Presentation Portfolio. Completion of the Reading Specialization may qualify candidates for a State of California Commission on Teacher Credentialing (CTC) Reading and Literacy Added Authorization. Upon successful completion, the candidate should contact their credential program specialist for information about applying for the Reading and Literacy Added Authorization. No coursework is accepted from another university for this program and no substitutions are allowed.

Guided Study Option

(0.5 - 6.0 quarter units)

Students who transfer prior learning credit course work may take a variable unit course to help meet the total degree unit requirements. This course is only offered as an independent study request. Please contact your academic advisor for additional information.

MAE 691   Soc Emtnl Lrng & Relationship
           (variable unit)

MASTER OF ARTS IN SOCIAL EMOTIONAL LEARNING

Program Lead: Cynthia Sistek-Chandler; (858) 642-8322; cchandler@nu.edu

The Master of Arts in Social Emotional Learning (SEL) program is intended to be a catalyst for transformational change in school communities. SEL impacts ALL students and educators everywhere, every day. This program will equip the educator with research-based knowledge and skills in self-care, cognition, trauma and the ability to create healthy environments and relationships that are culturally responsive, equitable and supportive for the whole child. A deep dive into personal identity, culture, leadership, community and programs will provide an SEL foundation where a positive school climate thrives.

Program Learning Outcomes

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

- Conduct and complete an action research project based on SEL research, theory and practice that will create inclusive environments for the whole child.

- Evaluate the impact of SEL competencies on student success metrics at the various developmental levels.

- Distinguish the intersectionality between SEL, equity, cognition, and cultural responsiveness in educational communities.

- Examine SEL communities, frameworks, programs and policies.

- Develop SEL leadership skills to support teachers, administrators and families in transforming school culture and climate

Degree Requirements

To receive a Master of Social Emotional 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 at another institution, as it applies to this degree, and if the units were not used in earning another advanced degree, and provided the coursework was completed within the past 7 years.

Requirements for the Major

(10 courses; 45 quarter units)

SEL 600   SEL Education Communities
SEL 605   Identity and Culture
           Prerequisite: SEL 600
SEL 610   Cognition and Emotion
           Prerequisite: SEL 605
SEL 615   SEL Action Research Methods
           Prerequisite: SEL 610
SEL 620   SEL Frameworks
           Prerequisite: SEL 615
SEL 625   Trauma in Education
           Prerequisite: SEL 620
SEL 630   SEL Strategies
           Prerequisite: SEL 625
SEL 635   Leadership and SEL in Context
           Prerequisite: SEL 630
SEL 640   SEL and Assessment
           Prerequisite: SEL 635
SEL 680   SEL Capstone
           Prerequisite: SEL 600, SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, & SEL 640

MASTER OF EARLY CHILDHOOD EDUCATION

Program Lead: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

The Master of Early Childhood Education program is designed for current Early Childhood Educators, including Transitional Kindergarten (TK) teachers who are inspired to deepen their knowledge, understanding and advancement of the field. The program is a pathway to become a more effective Early Childhood Education leader and change agent. The program engages candidates in opportunities, based upon Universal Design for Learning (UDL) theory, to gain the skills and knowledge to advance and advocate for the field of Early Childhood Education. Through deep reflection on current issues, research and trends in the field, the program provides opportunity to explore the complex role and unique history of Early Childhood Education.

Candidates develop an in-depth area of increasing competency as an INSPIRED educator. Evidence of professional growth is presented in a portfolio capstone. Candidates develop a personal teaching growth plan that is grounded in both historical and current practice as well as professional ethics to create a pathway for continuous growth and to advance the field. The inquiry-based approach to learning integrated throughout the program allows candidates to develop a line of practitioner inquiry to support and implement exceptional experiences for ALL learners while advancing the field.

Program Learning Outcomes

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

- Evaluate effective early childhood practice using critical thinking skills, active self-reflection and professional standards.

- Examine the impact of evidence-based practices and policies on children, family, schools and community.

- Demonstrate effective leadership skills to promote and advance the field of early childhood education for children, families, educators and community.

Degree Requirements

To receive a Master of Early Childhood Education, students must complete 45 quarter units of graduate work. ATP 600 and ATP 699 must be taken at National University. 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.

Requirements for the Major

(10 courses; 45 quarter units)

ATP 600	Inspired Educator
ECE 650	The Early Childhood Educator
	Prerequisite: ATP 600 or MAE 610
ECE 651	Current Issues in ECE
	Prerequisite: ATP 600 or MAE 610
ECE 652	ECE Learning & Development
	Prerequisite: ATP 600 or MAE 610
ECE 653	Best ECE Teaching Practices
	Prerequisite: ATP 600 or MAE 610
ECE 654	Collaborative Partnerships
	Prerequisite: ATP 600 or MAE 610
ECE 655	Inclusive ECE Practices
	Prerequisite: ATP 600 or MAE 610
ECE 656	Foundations of Adult Learners
	Prerequisite: ATP 600 or MAE 610
ECE 657	Foundations of ECE Advocacy
	Prerequisite: ATP 600 or MAE 610
ATP 699	Capstone/Portfolio
	Prerequisite: Students must complete all major core courses prior to enrolling in the capstone course.

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

Single Subject Credential: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

Multiple Subject Credential: Cynthia Schubert; (858) 642-8339; cschubert@nu.edu

The Master of Education in Inspired Teaching and Learning with a Multiple or Single Subject Teaching Credential and Internship Option is designed for candidates dedicated to inspiring all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the new California Commission on Teacher Credentialing (CTC) Program Standards, including the new 45 Teacher Performance Expectations (TPEs), composing the TPEs' six domains and Teacher Performance Assessments (TPA) associated with the revised 2.0 CalTPA model. This degree meets all CTC requirements for a Preliminary Multiple or Single Subject teaching credential and those requirements for a master's degree. Students in this degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Language Learner Education, Inspired Teaching Practices or Social Emotional Learning.

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

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

Program Disclosure Information

The Master of Education in Inspired Teaching and Learning with a Preliminary Multiple and Single Subject Teaching Credential and Intern Option 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 and wish to participate in the program will need to receive special permission.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for being a legal, ethical and professional educator for all K-12 learners, including those with diverse learning needs.

- Reflect critically about professional beliefs and practices in the application of teaching, learning principles, and research needed to inspire K-12 learners as well as being an inspired teacher.

Degree Requirements

To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential candidates must complete at least 63 quarter units of graduate credit. For a Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 58.5 quarter units of graduate credit. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

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

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

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

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

Internship Option

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

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

This Internship Option requires the successful completion of the Internship Clinical Practice Experience (minimum 1 year).

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

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

Program Requirements

(Multiple Subject 17 courses; 63 quarter units **OR** Single Subject 16 courses; 58.5 quarter units)

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

Introductory Core Requirement

(1 course; 4.5 quarter units)

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600   Becoming a Teacher

Foundation Core Courses

(3 courses; 13.5 quarter units)

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

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

Multiple Subject Methods Courses

(6 courses; 27 quarter units)

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

ITL 510   Language-Literacy: Foundations
ITL 512   Language-Literacy: Strategies
        Prerequisite: ITL 510
ITL 514   Language-Literacy: Assessment
        Prerequisite: ITL 512
ITL 516   Mathematics Integrative Design
        Prerequisite: ITL 514
ITL 518   Science Integrative Design
        Prerequisite: ITL 516
ITL 530*   Optimized Learning Community

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

OR

Single Subject Methods Courses

(5 courses; 22.5 quarter units)

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

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

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

Clinical Practice Pathways: Student Teaching OR Internship

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

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

Student Teaching

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, complete all Multiple or Single Subject Credential Area Method courses, and submit a successful Student Teaching application.

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

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

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

* Does NOT grant academic credit.

OR

Internship

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

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

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

The Intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two years and requires the candidate to be employed in the district and enrolled in National University's Intern Teacher Credential program. As long as the candidate holds the Intern credential and is employed, they have up to two years to earn a multiple or single subject credential. For a third year as an Intern, the California Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy' and consideration on a case-by-case basis. If the petition is granted, the Intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A*   CP Internship A: Year 1
         Corequisite: ITL 651A
ITL 651A   CP Intern Seminar A (2.25 quarter units)
         Corequisite: ITL 650A
ITL 650B*   CP Internship B: Year 1
         Corequisite: ITL 651B, Prerequisite: ITL 650A
ITL 651B   CP Intern Seminar B (2.25 quarter units)
         Corequisite: ITL 650B, Prerequisite: ITL 651A
ITL 650C*   CP Internship C: Year 2
         Prerequisite: ITL 650B
ITL 650D*   CP Internship D: Year 2
         Prerequisite: ITL 650C
ITL 650E*   CP Internship E: Year 3
         Prerequisite: ITL 650D, For those Interns, who can document a medical emergency or other extreme circumstances will be required to submit an 'exception to policy'. Petitions will be considered on a case by case basis. If approved by the department chair, the Intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.
ITL 650F*   CP Internship F: Year 3
         Prerequisite: ITL 650E, Interns who have received approval for an 'exception to policy', will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant academic credit.

Students **must** also enroll in the following emphasis:

Emphasis in Critical Thinking

This emphasis is intended for teacher candidates and practicing teachers. The program introduces candidates to critical literacy, transformative pedagogy, and the means for student empowerment. Candidates select and study a topic of interest in education through the lens of critical thinking theory. Candidates reflect on and critically evaluate their syllabi, course materials and teaching approaches. Candidates learn and apply strategies to empower students to reflect, read, and write critically.

Program Learning Outcomes

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

- Develop as critical thinkers.
- Empower their students as critical thinkers.
- Engage in transformative pedagogy.
- Create an action research study that applies critical thinking theory in their content area.

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 680	Self as a Critical Thinker	
	Prerequisite: ITL 600, ITL 604 and ITL 606	
ITI 682	Critical Thinking - Classroom	
	Prerequisite: ITI 680	
ITI 684	Applied Critical Thinking	
	Prerequisite: ITI 680 and ITI 682	

Emphasis English Language Learner Education

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

Program Learning Outcomes

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

- Assess multiple theoretical frameworks and inclusion practices based on knowledge of Identity and Equity for the improvement of the education of K-12 English Language Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Language Learners (ELLs) with the use of multiple of measures.
- Synthesize the findings and implications from an English Language Learner-based inquiry project designed to investigate evidence-based curricular and instructional improvements for ensuring meaningful academic achievement and social-emotional thriving of K-12 English Language Learners (ELLs).

Emphasis Requirements

(3 courses; 13.5 quarter units)

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

Emphasis in Inspired Teaching Practices

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT), digital tools and resources to become more competent users of learning technologies in their own instructional practices.

An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a Review of Literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

Program Learning Outcomes

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

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 690	Inspired Teaching Inquiry	
	Prerequisite: ITL 600, ITL 604 and ITL 606	
ITI 692	Inspired Student Learning	
	Prerequisite: ITI 690	
ITI 694	Inspired Learning Technology	
	Prerequisite: ITI 692	

Emphasis in Social Emotional Learning

The Social Emotional Learning (SEL) emphasis resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

Program Learning Outcomes

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

- Evaluate social emotional learning theories and evidence-based practices.
- Self-reflect about their own knowledge and skills of evidence-based practices.
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

Emphasis Requirements

(3 courses; 13.5 quarter units)

ITI 670	Introduction to SEL	
	Prerequisite: ITL 600, ITL 604 and ITL 606	
ITI 672	SEL in Action	
	Prerequisite: ITI 670	
ITI 674	Research in SEL	
	Prerequisite: ITI 672	

MASTER OF EDUCATION IN SPECIAL EDUCATION WITH A PRELIMINARY EDUCATION SPECIALIST: MILD/MODERATE WITH INTERNSHIP OPTION (CALIFORNIA)

Program Lead: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild/ Moderate (M/M) program is designed to provide candidates with critical skills needed to teach in inclusive classroom settings within the framework of Universal Design for Learning (UDL) and Multi-Tiered System of Support (MTSS) structure. Designed for courses to be taken in sequential order, the program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of Information Communication Technology (ICT) in the 21st century classroom and global learning community. The program also provides

candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild/Moderate with Intern Option program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The M.Ed. in Special Education is aligned with the Education Specialist Authorizations and standards of the California Commission on Teacher Credentialing (CCTC). This program also allows candidates to obtain a Preliminary Education Specialist Credential: Mild/Moderate Credential with Intern Option (CA) as part of the master's degree.

The Master of Education program focuses on practical, field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied to teaching practices. The Master of Education is ideal for educators looking to move into leadership roles or improve their own instructional strategies.

Program Disclosure Information

The Master of Education in Special Education with a Preliminary Ed Specialist Credential: Mild/Moderate with Internship Option program is currently operating using credential guidelines for **California only**. Students who wish to use this program for credentials 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Integrate knowledge/skills to create and sustain learning environments for TK-12 learners with M/M that support inclusive practices under the Multi-tiered System of Support (MTSS) framework, principles of universal design, and positive behavioral and social-emotional supports.

- Integrate knowledge/skills to provide individualized support for all TK-12 learners with M/M from diverse backgrounds with a wide spectrum of physical, sensory, developmental, academic, behavioral and social-emotional needs.

- Integrate knowledge/skills to make subject matter accessible and comprehensible for all TK-12 learners with M/M through a collaborative multidisciplinary team approach.

- Integrate knowledge needed to use a strength-based, continuous improvement and evidence-based framework to design and plan inclusive learning activities for all TK-12 learners with M/M.

- Integrate knowledge/skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all TK-12 learners with M/M.

- Integrate the knowledge to meet legal, ethical and professional obligations as an educational specialist and advocate for TK-12 learners with M/M and as a member of professional learning communities

- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with TK-12 learners with M/M, families, other professionals and community members.

- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research).

Degree Requirements

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild/Moderate (M/M) program is designed to address both the Education Specialist standards and program-specific standards, including the Teacher Performance Expectations and California Standards for the Teaching Profession. This program adheres to the CTC Universal Teaching Performance Expectations (TPEs) and the TPEs for Credential Authorization for the Mild/Moderate. The TPEs form the backbone of the program and are translated into the Program Learning Outcomes. To receive a Master of Education in Special

Education with a Preliminary Education Specialist Credential: M/M, candidates must complete 18 courses (76.5 quarter units).

Candidates must complete at least 54 quarter units of graduate credit in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the Catalog.

Admission

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship). Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SPD 600S. Further information regarding graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the Catalog.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required 4-hour field experience in a TK-12 classroom representing the candidate's credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: student teaching or internship option.

- Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 13 courses.

- Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an Internship credential.

The CTC mandates that Interns and Student Teachers must be supported during their entire internship experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild/Moderate (M/M) will need to meet the Internship Eligibility requirements. Courses required include SPD 600S, ITL 530 and ITL 604.

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

Total Degree Requirements

(18 courses; 76.5 quarter units)

Program Prerequisite

(1 course; 4.5 quarter units)

HEDX 2301X   Intro Health Ed: K-12

Core Requirements Mild/Moderate (M/M)

(11 courses; 49.5 quarter units)

SPD 600S	Foundation Preparation: SPED
ITL 604	Learners and Learning I
ITL 530	Optimized Learning Community
ITL 606	Learners and Learning II
	Prerequisite: ITL 604
ITL 608	Design and Process of Teaching
	Prerequisite: ITL 606
ITL 510	Language-Literacy: Foundations
ITL 512	Language/Literacy: Strategies
	Prerequisite: ITL 510
ITL 516*	Mathematics Integrative Design
	Prerequisite: ITL 514
SPD 621	Adv. Behavioral Supports & SEL
	Prerequisite: ITL 516

SPD 631	Special Ed Law
	Prerequisite: SPD 621
SPD 514	Lang/Lit- Case Study
	Prerequisite: SPD 631

** Prerequisite requirements are **NOT** required for candidates in the Ed Specialist programs.*

Mild/Moderate (M/M)

(2 courses; 9 quarter units)

SPD 633	Assmnt,& Differentiation M/M
	Prerequisite: SPD 514
SPD 635	Collab & Case Mgmnt M/M
	Prerequisite: SPD 633

M/M Clinical Practice Requirements – Student Teaching or Internship

(2 courses; 4.5 quarter units)

Students must complete all core courses prior to being enrolled in Student Teaching or Internship classes.

SPD 552A	Student Teaching for M/M: A (2.25 quarter units)
	Prerequisite: Must complete All core coursework in M/M program.
SPD 552B	Student Teaching for M/M: B (2.25 quarter units)
	Prerequisite: SPD 552A
or	
SPD 693A	M/M Internship: A (2.25 quarter units)
	Prerequisite: Receipt of Internship Credential
SPD 693B	M/M Internship: B (2.25 quarter units)
	Prerequisite: SPD 693A

Master's Capstone Requirements

(2 courses; 9 quarter units)

Students must complete all course work prior to beginning the capstone requirements.

SPD 695	Understanding Edu. Research
SPD 696	Capstone Project
	Prerequisite: SPD 695

MASTER OF EDUCATION IN SPECIAL EDUCATION WITH A PRELIMINARY EDUCATION SPECIALIST: MODERATE/SEVERE WITH INTERNSHIP OPTION (CALIFORNIA)

Program Lead: Britt Ferguson; (916) 855-4140; mferguson@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Moderate/Severe (M/S) is designed to provide candidates with critical skills needed to teach in inclusive classroom settings within the framework of Universal Design for Learning (UDL) and Multi-Tiered System of Support (MTSS) structure. Designed for courses to be taken in sequential order, the program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of Information Communication Technology (ICT) in the 21st century classroom and global learning community. The program also provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The Master of Education in Special Education (M.Ed. in SPD) with a Preliminary Education Specialist Credential: Moderate/Severe (M/S) with Intern Option (CA) program at National University provides the knowledge and skills needed to successfully teach and impact the lives of students who have moderate to extensive learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The M.Ed. in Special Education is aligned with the Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing. This program also allows candidates to obtain a Preliminary Education Specialist Credential: Moderate/Severe with Intern Option (CA) as part of the master's degree.

The Master of Education focuses on practical, field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied to the classroom. The Master of Education is ideal for educators looking to move into leadership roles or improve their own instructional strategies.

Program Disclosure Information

The Master of Education in Special Education with a Preliminary Ed Specialist Credential: Moderate/Severe with Internship Option 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Integrate knowledge/skills to create and sustain learning environments for TK-12 learners with M/S that support inclusive practices under the Multi-tiered System of Support (MTSS) framework, principles of universal design, and positive behavioral and social-emotional supports.

- Integrate knowledge/skills to provide individualized support for all TK-12 learners with M/S from diverse backgrounds with a wide spectrum of physical, sensory, developmental, academic, behavioral, social-emotional verbal and non-verbal communication needs.

- Integrate knowledge/skills in movement, mobility, sensory, and specialized healthcare needs to make school subject matter and community resources accessible and comprehensible for all of TK-12 learners with M/S through a collaborative multidisciplinary team approach.

- Integrate knowledge needed to use a strength-based, continuous improvement and evidence-based framework to design and plan inclusive learning activities for all TK-12 learners with M/S.

- Integrate knowledge/skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all TK-12 learners with M/S.

- Integrate the knowledge to meet legal, ethical and professional obligations as an educational specialist and advocate for TK-12 learners with M/S and as a member of professional learning communities

- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with TK-12 learners with M/S, families other professionals and community members.

- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

- Synthesize research methodology and findings as a professional educator, life-long learner and scholar (consumer and producer of research).

Degree Requirements

The Master of Education with a Preliminary Education Specialist Credential: Moderate/Severe (M/S) program is designed to address both Education Specialist standards and program-specific standards, including the Teacher Performance Expectations and California Standards for the Teaching Profession. This program adheres to the CTC Universal Teaching Performance Expectations (TPEs) and the TPEs for Credential Authorization for the Moderate/Severe. The TPEs form the backbone of the program and are translated into the Program Learning Outcomes. To receive a Master of Education with a Preliminary Education Specialist Credential (M/S), candidates must complete 18 courses (76.5 quarter units). Candidates must complete at least 54 quarter units of graduate credit in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the Catalog.

Admission

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship). Several requirements must be completed prior to beginning the credential courses. A Credential Packet must be completed during SPD 600S. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the General Catalog.

Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required 4-hour field experience in a TK-12 classroom representing the candidates credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

- Student Teaching requires 16 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student Teaching is conducted at the completion of the required 15 courses.

- Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an internship credential.

The CTC mandates that Interns and Student Teachers must be supported during their entire internship experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Moderate/Severe (M/S) will need to meet the Internship Eligibility requirements. Courses required include SPD 600S, ITL 530 and ITL 604.

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

Total Degree Requirements

(18 courses; 76.5 quarter units)

Program Prerequisite

(1 course; 4.5 quarter units)

HEDX 2301X Intro Health Ed: K-12

Core Requirements Moderate/Severe (M/S)

(11 courses; 49.5 quarter units)

SPD 600S	Foundation Preparation: SPED
ITL 604	Learners and Learning I
ITL 530	Optimized Learning Community
ITL 606	Learners and Learning II
	Prerequisite: ITL 604
ITL 608	Design and Process of Teaching
	Prerequisite: ITL 606
ITL 510	Language-Literacy: Foundations
ITL 512	Language/Literacy: Strategies
	Prerequisite: ITL 510
ITL 516*	Mathematics Integrative Design
	Prerequisite: ITL 514
SPD 621	Adv. Behavioral Supports & SEL
	Prerequisite: ITL 516
SPD 631	Special Ed Law
	Prerequisite: SPD 621
SPD 514	Lang/Lit- Case Study
	Prerequisite: SPD 631

** Prerequisite requirements are **NOT** required for candidates in the Ed Specialist programs.*

Moderate/Severe (M/S) Specialized Requirements

(2 courses; 9 quarter units)

SPD 643	Assmnt Differentiation M/S
	Prerequisite: SPD 514
SPD 645	Collab & Case Mgmnt M/S
	Prerequisite: SPD 643

M/S Clinical Practice: Student Teaching or Internship

(2 courses; 4.5 quarter units)

SPD 550A	Student Teaching for M/S: A (2.25 quarter units)
	Prerequisite: Completion of all M/S core course work.
SPD 550B	Student Teaching for M/S: B (2.25 quarter units)
	Prerequisite: SPD 550A

or

SPD 691A	M/S Internship: A (2.25 quarter units)
	Prerequisite: Receipt of Internship Credential
SPD 691B	M/S Internship: B (2.25 quarter units)
	Prerequisite: SPD 691A

Master's Capstone Requirements

(2 courses; 9 quarter units)

Students must complete all course work prior to beginning the capstone requirements.

SPD 695	Understanding Edu. Research
SPD 696	Capstone Project
	Prerequisite: SPD 695

MASTER OF SCIENCE IN APPLIED BEHAVIORAL ANALYSIS

Program Lead: Sharlyn Crump; (714) 429-5151; scrump@nu.edu

Program Lead: Gerold Simon; (714) 429-5142; gsimon@nu.edu

The Master of Science in Applied Behavioral program prepares students with the course work required for understanding the role of an Applied Behavior Analyst. The curriculum includes a 10-course sequence of which 8 courses are verified by the Behavior Analyst Certification Board. This course work along with the additional 2,000 hours of approved supervision allows a student to be eligible to sit for the BCBA exam. Behavior Analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. This program is designed to prepare candidates for acceptable behavior management techniques and strategies to be used in a wide range of settings. Students will be required to develop, implement, analyze and evaluate behaviorally accepted methods for positive behavior change across various environments. Information about becoming certified through the BACB can be found at www.bacb.com

Program Disclosure Information

The program meets the educational/coursework requirements for students who wish to pursue a career as a Board Certified Behavior Analyst® (BCBA®). In addition to their educational requirements, graduates of this program **will need to also meet additional requirements established by their state and the BACB®** including supervised field experiences, applications, examinations, and background checks to become certified.

In order to receive a Board Certified Behavior Analyst (BCBA) graduate-level certification, the student will have a choice of 3 options or 4 pathways depending on when the student applies for BCBA certification. Each option or pathway requires: a degree, behavior-analytic content, experience or supervised fieldwork, and passing the BCBA certification examination. The details of these requirements can be found at https://www.bacb.com/bcba/.

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

Program Learning Outcomes

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

- Explain Radical Behaviorism's foundational concepts and principles from a behavior analytic approach.

- Analyze measurement, data display and interpretation in experimental design format.

- Integrate the Code of Ethics during the behavior change process and assessment procedures.

- Integrate behavior management and performance monitoring during the behavior change process and assessment procedures.

- The application of Applied Behavior Analysis in research and daily life.

- Conduct research using relevant design, statistical, measurements, data analysis and program evaluation methods to improve student outcomes.

Degree Requirements

To receive a Master of Science in Applied Behavior Analysis, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution. To effectively transfer units to this degree, the transferable units were not previously used in earning another advanced degree. In addition, the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University Catalog for admission and evaluation.

Program Requirements

(10 courses; 45 quarter units)

ABA 620	Philosophical Underpinning ABA	
ABA 622	Concepts and Principles of ABA	
	Prerequisite: ABA 620	
ABA 624	Measurement and Design	
	Prerequisite: ABA 622	
ABA 626	Functional Behavior Assessment	
	Prerequisite: ABA 624	
ABA 628	Behavioral Change Procedures	
	Prerequisite: ABA 626	
ABA 630	Developing ABA Interventions	
	Prerequisite: ABA 628	
ABA 632	BACB Ethics Compliance Code	
	Prerequisite: ABA 630	
ABA 634	Supervision and Management	
	Prerequisite: ABA 632	
ABA 636	Application of ABA Skills	
	Prerequisite: ABA 634	
ABA 670	ABA Capstone Project	
	Prerequisite: ABA 636	

MASTER OF SCIENCE APPLIED SCHOOL LEADERSHIP WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION (IN PARTNERSHIP WITH PARTICIPATING COUNTY OFFICES OF EDUCATION)

Program Lead: Glenn Sewell; (916) 855-4118; 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. This program is offered in collaboration with County Offices of Education--'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 County Education Office preliminary administrative credential courses. Students must also take an additional four required National University Master of Science in Educational Administration courses for the completion of the Master of Science in Applied Leadership Degree.

Administrator Performance Assessment

The California Administrator Performance Assessment (CalAPA) measures students' mastery of selected California Administrator Performance Expectations (CAPE). The exam is made up of three cycles, each cycle focusing on a different skill set required for successful school leadership.

Candidates seeking the Preliminary Education Administration Credential must take and pass all three cycles of the CalAPA to be eligible for the Preliminary Administrative Services credential.

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

Program Learning Outcomes

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

- Develop a personal vision of education that includes reflection with colleagues and school stakeholders.
- Implement a shared vision that places student and adult learning at the center of instructional leadership.
- Establish high expectations and standards for the academic and social development of all students and adult stakeholders.
- Devise effective communication systems that support the implementation of the vision of the school community and the infusion of the vision in the instructional program.

- Create consensus among the diverse constituencies in the school and community.
- Critically analyze a topic related to educational leadership through the lens of a researcher.

Degree Requirements

To receive a Master of Science in Applied School Leadership in Partnership with County Offices of Education, students must complete at least 45 quarter units of graduate work. 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 if the units were not used in earning another advanced degree.

Program Requirements

(10 courses; 45 quarter units)

Core Requirements

(8 courses; 36 quarter units)

EDA 631(**),*	Shared Vision of Learning	
EDA 632(**),*	Teaching and Learning Culture	
EDA 633(**),*	Mgmt. for Teaching/Learni	
EDA 634(**),*	Diverse Families/Communities	
EDA 635(**),*	Personal Ethics for Leadership	
EDA 636(**),*	Political and Social Influence	
ILD 625	Educational Research	
EDA 637	Action Research	
	Prerequisite: ILD 625	

(**) County Office of Education (COE) Courses

* Required for Preliminary Administrative Services Certificate/Credential

Plus choose **TWO** additional core courses from the following list:

EDA 652	Visionary Leadership
EDA 653	Curriculum Leadership
EDA 654	Instructional Leadership
EDA 655	School Improvement Leadership
EDA 656	Professional Growth Leadership
EDA 657	Org/Systems Leadership
EDA 658	Community Leadership

Fieldwork is required and the requirement is met through the completion of 75 hours of supervised on-site administrative fieldwork embedded in the six COE courses.

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION (CA OPTION)

Program Lead: Glenn Sewell; (916) 855-4118; 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 administrators. It can be completed with or without a preliminary credential option for those pursuing a career in the nonpublic education sector. For students who want to pursue the credential option, please see the Sanford College of Education Credential Information section of the catalog.

Program Disclosure Information

The Master of Science in Educational Administration with Preliminary Administrative Services Credential Option 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Analyze the process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.

- Examine the role of the instructional leader in the context of curriculum development, implementation, and assessment.

- Analyze the collaborative, ongoing processes of data-based school growth plans.

- Critique systems for the provision of professional growth opportunities for school teachers, staff and administrators.

- Examine the complex interaction of all of a school's systems to promote teaching and learning.

- Analyze ways in which a school can engage their communities to promote the shared vision.

- Examine a topic related to educational leadership through the lens of a researcher.

Degree Requirements

To receive a Master of Science in Educational Administration, students must complete at least 45 quarter units of graduate work. 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 if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

Administrator Performance Assessment

The California Administrator Performance Assessment (CalAPA) measures students' mastery of selected California Administrator Performance Expectations (CAPE). The exam is made up of three cycles, each cycle focusing on a different skill set required for successful school leadership.

Candidates seeking the Preliminary Education Administration Credential must take and pass all three cycles of the CalAPA to be eligible for the Preliminary Administrative Services credential.

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

To be successful in this program, it is highly recommended to take program coursework in sequence described below.

Program Requirements

(10 courses; 45 quarter units)

EDA 655	School Improvement Leadership
EDA 653	Curriculum Leadership
EDA 654	Instructional Leadership
	Prerequisite: EDA 653 and EDA 655
EDA 600A	Applications in Leadership
	Prerequisite: EDA 654
EDA 652	Visionary Leadership
EDA 656	Professional Growth Leadership
EDA 657	Org/Systems Leadership
EDA 658	Community Leadership
ILD 625	Educational Research
EDA 637	Action Research
	Prerequisite: ILD 625

MASTER OF SCIENCE IN EDUCATIONAL COUNSELING WITH PPSC CREDENTIAL OPTION

Program Lead: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu

National University 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 schools and employment in an institution of higher education.

Candidates enrolled in the degree and/or credential program are not awarded the master's degree until they have successfully completed all coursework, the action 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.

Administrator Performance Assessment

The California Administrator Performance Assessment (CalAPA) measures students' mastery of selected California Administrator Performance Expectations

(CAPE). The exam is made up of three cycles, each cycle focusing on a different skill set required for successful school leadership.

Candidates seeking the Preliminary Education Administration Credential must take and pass all three cycles of the CalAPA to be eligible for the Preliminary Administrative Services credential.

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

Program Disclosure Information

The Master of Science in Educational Counseling with PPSC Credential Option 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Distinguish among 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.

- Differentiate relevant social and diversity concerns and crises of individuals and groups of students.

- Implement comprehensive guidance programs based on relevant data that has been developed and implemented by the student.

- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents and community agencies in order to support candidate academic, career and personal/social success.

- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.

- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data-driven educational decisions/interventions.

- Integrate computer technology relevant to the tasks and role of a school counselor.

- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.

- Perform as professional school counselors and professional leaders reflecting the history and trends of the profession to enhance the field of school counseling.

- Propose career-based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.

- Interpret findings of social science research, developed and implemented by the student, to professional practice.

Degree Requirements

To receive a Master of Science in Educational Counseling, students must complete at least 81 quarter units of graduate work. Credentialed teachers may waive the CED 605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course. 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, and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience.

Core Requirements

(15 courses; 67.5 quarter units)

CED 607   School Counseling Orientation
CED 600   Applied Child/Adol Development
CED 602   Societal Issues in the Schools
Prerequisite: CED 607
CED 605   Instructional Design
CED 614   Legal and Ethical Practices
Prerequisite: CED 607
CED 606   Development and Evaluation
Prerequisite: CED 607
CED 610   Adv Coun Theories & Methods
Prerequisite: CED 600 or PED 667
CED 603   Multicultural Counseling
Prerequisite: CED 610
CED 611   Group Counseling
Prerequisite: CED 610
CED 601   Consultation in the Schools
Prerequisite: CED 610
CED 612   Career & Academic Counseling
CED 613   Assessment for Ed Counselors
Prerequisite: CED 607 and Advancement to Candidacy
CED 621   Practicum/Fieldwork Seminar
Prerequisite: CED 614
ILD 625   Educational Research
CED 637   School Counseling Research
Prerequisite: ILD 625

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

Internship Requirements for Master Degree with PPSC Credential

(3 courses; 13.5 quarter units)

A minimum of 600 clock hours with school-aged children 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. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels.

CED 616   School Counseling Intern. I
Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 617   School Counseling Intern. II
Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 618   School Counseling Intern. III
Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.

Candidates are expected to complete their internship either on a full-time basis of 3 to 4 months (40 hours per week) or part-time basis of a minimum of 8 hours per week.

Internship Requirements for Master Degree only students

(3 courses; 13.5 quarter units)

For candidates who are only pursuing the MS degree in Educational Counseling (without the PPSC credential).

CED 619   Couns Practicum Comm College
Prerequisite: Completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of Program Lead and approval of internship site by Placement Specialist.

OR

CED 616   School Counseling Intern. I
Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.

Plus select **TWO** courses from the following list (other electives may be chosen in consultation with the Program Lead by special permission):

EDT 660   Multimedia & Interactive Tech.
EDA 656   Professional Growth Leadership
EDA 652   Visionary Leadership
EDA 640   Introduction to H.E. Admin.
EDA 648   Student Svcs & Enrollment Mgt
EDA 647   Curriculum & Instruction in HE
Prerequisite: EDA 640

Candidates are expected to complete their internship either on a full-time basis or part-time basis of a minimum of 8 hours per week.

MASTER OF SCIENCE IN EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Program Lead: Everett Beckwith; (951) 347-6091; gbeckwith@nu.edu

The Master of Science in Educational and Instructional Technology program 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 in business, industry, and governmental agencies. This program emphasizes practical applications by offering extensive technical training in a variety of software. The program culminates with a final technology project that applies the theory and practice of educational and instructional technology.

Program Technical Requirements

Students are expected to possess an Intel Core i3 computer or higher with a dedicated graphics card 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 broadband connection (minimum 15 Mbps download and 3 Mbps upload) and have at least 2.4 GHz processing speed with 4 GB RAM memory. The computer should also have Windows 7, 8, or 10 (recommended) for PCs or OS 10.9 or higher for a MAC with a minimum computer hard drive storage of 250 GB (500 GB is recommended). In addition, students should have access to MS Office (Word, PowerPoint, Excel) and use an updated browser such as Chrome or Firefox. Additional software may be required depending on projects selected in various courses. Finally, students must also have access to a computer headset with microphone and a camera for synchronous video enabled, web-based conferences.

Program Learning Outcomes

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

- Develop research skills and conduct an educational needs assessment using analysis of subject matter, job/task, audience and context.

- Apply learning theory, instructional theory, and interactive communication theory using various technology methods across disciplines to prepare students for lifelong learning.

- Apply interdisciplinary elements from technology, psychology, and computer-assisted interactive communications.

- Construct an instructional module requiring students to use and display appropriate theories and methodologies to include literary and communicative skills.

- Present effective teaching methods for adult learners using available technologies.

- Develop the social, political, economic, and global implications of web-based instruction to include tools for group processes and collaboration.

- Demonstrate multimedia elements such as simulations, virtual worlds, and learning objects.
- Demonstrate professional ethics as well as cultural and global awareness to be responsible citizens in a diverse society to include how technology education may contribute to each.

Degree Requirements

To obtain a Master of Science in Educational and Instructional Technology students must complete 45 quarter units of graduate work. Where appropriate, students can transfer a maximum of 4.5 quarter units of graduate work completed at another regionally accredited institution to meet stated requirements in the program if the units were not used toward a conferred degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(10 courses; 45 quarter units)

EDT 600A	Technology Foundations
EDT 601	Instructional Design
	Prerequisite: EDT 600A
EDT 605	Education Theory & Technology
EDT 607	Media Based Learning Objects
	Prerequisite: EDT 600A, EDT 601 and EDT 605
EDT 609	Developing Online Courseware
	Prerequisite: EDT 600A, EDT 601, EDT 605 and EDT 607
EDT 631	Media and Instruction
	Prerequisite: EDT 600A
EDT 613	Simulations & Virtual Reality
	Recommended Prior completion of: EDT 600A, EDT 601, EDT 605, EDT 607 and EDT 609
EDT 632	Technology and Leadership
	Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and completion of all core requirements.
EDT 693	Instructional Eval. & Devl.
	Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 613, EDT 631 and EDT 632
EDT 695	Capstone Project
	Prerequisite: EDT 693

MASTER OF SCIENCE IN HIGHER EDUCATION ADMINISTRATION

Program Lead: Joseph Marron; (858) 642-8356; jmarron@nu.edu

This program is designed to provide candidates with the knowledge and skills necessary for leadership positions in institutions of Higher Education. Candidates will learn to apply sound educational theory, leadership and strategic management techniques in the planning, evaluation and implementation of instructional programs and student services. Candidates will learn strategies for managing and implementing change in the dynamic higher education environment. Developing and maintaining positive community relationships and addressing diverse community needs and interests will be addressed, along with financial management and case law pertinent to higher education.

Program Learning Outcomes

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

- Analyze sound educational philosophy, theory and practice in managing change, policy and governance, strategic planning and analysis, student services, and enrollment management in higher education.
- Appraise change strategies, including understanding complex human phenomena such as resistance and anxiety.
- Evaluate current higher education policy in the context of its possible impact on the future of colleges and universities.
- Examine the impact community relations have on institutions of higher learning.
- Interpret major legal issues that impact higher education today and will impact higher education in the future.
- Examine resource management in higher education settings.
- Analyze strategic planning and evaluation strategies and data in the context of student, programmatic assessment, and operational needs.
- Examine the impact Student Services and Enrollment Management have on institutions of higher learning.

- Critically analyze a topic related to higher education administration through the lens of a researcher.

Degree Requirements

To receive a Master of Science in Higher Education Administration, students must complete at least 45 quarter units of graduate work. 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 if the units were not used in earning another advanced degree, and provided the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

Core Requirements

(10 courses; 45 quarter units)

EDA 640	Introduction to H.E. Admin.
EDA 641	Leading and Managing Change
EDA 642	Policy & Accountability
EDA 643	Community Development in HE
EDA 644	Higher Education Law/Politics
EDA 645	Managing Finances & Operations
EDA 646	Strategic Planning & Analysis
EDA 648	Student Svcs & Enrollment Mgt
EDA 649	Higher Education Research
EDA 694	Thesis
	Prerequisite: EDA 649

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY WITH PPSP CREDENTIAL

Program Lead: Tricia Crosby-Cooper; (714) 429-5129; tcrosbycooper@nu.edu

National University 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 enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework including practicum and internship and successful completion of the PRAXIS exam. Course equivalence cannot be granted for life experiences.

This program is aligned with California Commission for Teacher Credentialing (CCTC) standards and prepares candidates in California for the position of school psychologist. Graduates of this program generally seek employment as a school psychologist in PK-12 school districts and must hold a PPSP credential for public school employment.

Students taking courses online are advised that there is a program requirement for students to meet on-site for 16 Saturdays to engage in experiential, hands-on training for the 4 assessment courses: PED 671-674. No make-up sessions will be available for the Saturday sessions; students absent from a session may be significantly delayed from completing the program. On-site campuses for these four courses include Los Angeles, Costa Mesa, Rancho Cordova, San Diego and Fresno.

Program Advisement

All PPSP candidates will be assigned a Program Lead. Candidates will meet with a Program Lead for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned Program Lead at the following times: (1) upon admission into the program, (2) after 5 classes, (3) before starting their practicum and internship, and (4) at the exit of the program.

Candidates who receive a grade lower than a "B" in two or more courses may be evaluated by the faculty and may be required to repeat the course(s) at their own expense before being allowed to continue in the program.

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

Practicum Prerequisites

In PED 678 candidates are required to complete their practicum hours and experiences only in public school-based settings (according to CCTC requirements). A credential school site psychologist will supervise and evaluate the candidate's performance. Candidates must complete PED 671, PED 672, PED 673 and pass the CBEST.

Internship Prerequisites

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. 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). A credentialed school-based psychologist will evaluate candidate performance.

Program Disclosure Information

Master of Science in School Psychology with PPSP 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 and who wish to participate in the program will need to receive special permission.

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

Program Learning Outcomes

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

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.

- Evaluate various methods of assessment in order to make data-based decisions.

- Analyze how systemic school approaches can affect student outcomes.

- Examine societal influences on academic and social behavior.

- Appraise principles related to prevention in the context of their ability to improve services provided to students.

- Examine strategies related to family systems that support student success.

- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.

- Compare and contrast current research methodologies used in school psychology and related fields.

- Conduct research using relevant design, statistics, measurements, data analysis, and program evaluation methods to improve student outcomes.

- Interpret the ethical, legal and professional standards necessary to engage in sound decision-making.

- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

Degree Requirements

To receive a Master of Science in School Psychology, students must complete at least 90.0 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. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship and research (PED 637). Course equivalence cannot be granted for life experience. Students must complete all coursework with a GPA of 3.0 or better within seven years. Any courses taken more than seven years ago must be repeated.

Core Requirements

(20 courses; 90 quarter units)

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

PED 603	School Psychology Orientation
PED 680	Roles, Issues and Ethics
	Prerequisite: PED 603
PED 665	Test and Measurements
	Prerequisite: PED 603
PED 671	Cognitive Assessment
	Prerequisite: PED 665 and PED 680
PED 672	Psycho-Academic Assessment
	Prerequisite: PED 671 with a minimum grade of B
PED 667	Developmental Psychopathology
	Prerequisite: PED 603

PED 673	Social/Emotional Assessment
	Prerequisite: PED 672 with a minimum grade of B
PED 664	Crisis Response & Intervention
	Prerequisite: PED 603 with a minimum grade of B
PED 674	Special Populations Assessment
	Prerequisite: PED 673 with a minimum grade of B
CED 610	Adv Coun Theories & Methods
	Prerequisite: CED 600 or PED 667
PED 662	Leadership in School Psych
	Prerequisite: PED 603 with a minimum grade of B
PED 663	Curriculum Interventions
	Prerequisite: PED 603 with a minimum grade of B
PED 676	Applied Behavior Analysis
CED 601	Consultation in the Schools
	Prerequisite: CED 610
PED 678	Practicum in School Psychology
	Prerequisite: Students must have completed all PED and CED core courses, and successfully passed all three (3) sections of the CBEST. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).
PED 625	Research Methods in Education
	Prerequisite: PED 665 with a minimum grade of B
PED 637	School Psychology Research
	Prerequisite: PED 625
PED 685	Internship Seminar
	Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the Program Lead.
PED 689	School Psych Internship I
	Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Program Lead
PED 690	School Psychology Intern II
	Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Program Lead

DOCTORAL DEGREE

Ed.D. ORGANIZATIONAL INNOVATION

Interim Program Lead: Teri Marcos; (310) 662-2015; tmarcos@nu.edu

This program focuses on evolving Inspiring and Innovative Educators who will potentially innovate and serve as notable change agents representing many disciplines and fields of study and who have capabilities and the desire to transform public and private schools, businesses, organizations, military and government agencies in the United States and around the world. There is a required orientation at the beginning of the program. Students have the option of attending either in person or virtually. All components of the program must be completed before starting the program.

Admissions Requirements

The Ed.D. in Organizational Innovation is designed as both an interdisciplinary and interagency program with a focus on creating visionary change agents and leaders who are involved at a high level with an education enterprise in a variety of organizations such as, government, military, business, community, education, non-profits, healthcare, and nursing. In this program, candidates will stay current with changes, and understand how to view a problem of practice that would require an innovative approach. The program encourages candidates to learn from their own discipline as well as from colleagues in other disciplines, ensuring candidates have a rich experience. The program is seeking applicants who bring work experience in innovation, have strong communication skills and are prepared for the rigors of doctoral studies.

- Completed Online Application Form and Fee

- An earned bachelor's degree from an accredited institution

- An earned master's degree from an accredited institution with a minimum 3.0 Grade Point Average

- Curriculum Vitae or Resume

- Employer Endorsement Letter

- Two Letters of Reference which speak to the applicant's innovation, communication skills, and preparedness for doctoral studies

- Problem of Practice Statement: This statement explains a problem of practice in your organization that you have thought about and would like to explore further. You are describing the problem and your thoughts about the parameters of the problem. It should be no longer than 1,500 words.

- Official transcripts which include all college and university coursework.

- International candidates: Applicants whose native language is not English are required to demonstrate English proficiency by providing proof of a minimum score of 213 on the computer-based Test of English as a Foreign Language (TOEFL) exam or 6.0 on the International English Testing System (IELTS) exam.

All applications will be reviewed by the Doctoral Faculty Admissions Committee. No single criterion alone determines the Doctoral Faculty Admissions Committee's decision to admit or deny an applicant. After review of all candidates, selected candidates will be invited to an interview as well as asked to complete a writing sample as part of the interview process.

All candidates accepted into the program will be required to complete an orientation prior to the start of the program. Candidates are highly encouraged to participate in a face-to-face orientation late July or early August, prior to initial matriculation into the program at the National University in San Diego. There will be a $300 (final charge to be determined) non-refundable orientation fee. The orientation will be on-site at National University in La Jolla, California. If a candidate is unable to attend, he/she will be required to complete an online orientation at the same fee.

Specialized Requirements

Upon admission, each candidate is assigned a Faculty Advisor. Candidates are required to complete a minimum of 81 quarter-units beyond the master's degree which has been granted by an accredited university. The program is organized for the candidate to complete in 3 years. Candidates have a maximum of 7 years to complete the program.

Academic Performance Requirements

Doctoral candidates are required to maintain at least a 3.0 Grade Point Average in their coursework throughout the program.

Transfer of Credit

Nine quarter hours may be transferred upon review and approval by doctoral faculty.

Continuous Enrollment

Candidates who do not complete their capstone project by the end of EDD 840 will be required to register for continuous enrollment until all requirements are met for the awarding of the degree.

Academic Leave of Absence

Ed.D. candidates may apply for no more than two leaves of absence for a total of three quarters. The candidate may have no outstanding balance when applying for a leave. The leave must be approved by the Program Director. During the leave, the candidate will be considered on active status, but tuition will not be charged. The leave will count as part of the 7-year completion requirement. At the conclusion of the leaves, the candidate must resume continuous enrollment until the degree is awarded.

Program Learning Outcomes

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

- Evaluate internal and external factors that influence consideration of innovation adoption in educational enterprises.

- Examine human and organizational dynamics that influence implementation of innovation in educational enterprises.

- Analyze relevant innovation and organizational theories influencing contemporary educational enterprises.

- Engage contemporary systems of data analysis that inform decisions pertaining to change in educational enterprises.

- Examine contemporary methodologies to incorporate human and organizational dynamics into the evaluation of innovation initiatives.

- Generate alternative solutions in determining whether to adopt an innovation into an educational enterprise.

Degree Requirements

To receive an Ed.D. in Organizational Innovation, students must complete 81 quarter units of doctoral work. There is a required orientation at the beginning of the program. The student has the option of attending either in person or virtually. All components of the program must be completed before starting the program. In addition, students must complete the capstone project. A total of 9 quarter units may be granted for equivalent graduate work completed, as it applies to aligning with coursework in this degree. The work must be at the doctoral level.

Program Requirements

(9 courses; 81-89 quarter units)

EDD 800	Intro to Innovation in Ed	(9 quarter units)
EDD 805	Innovation Theories & Applic	(9 quarter units)
EDD 810	Theories, Methods of Inquiry	(9 quarter units)
EDD 815	Seminar in Exemplary Pract	(9 quarter units)
EDD 820	Consult, Collab & Ethical Prac	(9 quarter units)
EDD 825	Culm Project Proposal	(9 quarter units)
EDD 830	Knowledge Mgt for Innovation	(9 quarter units)
EDD 835	Emerg Issues & Trends	(9 quarter units)
EDD 840	Culminating Project	(9 quarter units)

Each course is comprised of 9 quarter units and is 12 weeks in length.

EDD 845	Culminating Project Support	(3 quarter units)

Additional Course Requirements

(1 course; 1-8 quarter units repeatable up to 8 instances)

EDD 804	Individual Support/Mentoring	(1 quarter unit)

This course is designed to provide additional time and faculty support as recommended by faculty. No academic credit is awarded, but tuition fees will be charged for each attempt.

CALIFORNIA CREDENTIAL PROGRAMS

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION PROGRAM

Program Lead: Wayne Padover; (818) 635-4634; wpadover@nu.edu

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

Program Disclosure Information

The Clear Administrative Services Credential Induction program is currently operating using guidelines that relate only to the California Professional Standards for Educational Leaders (CPSEL). This program was developed from the Professional Administrative Services Credential Standards adopted by the California Commission for Teacher Credentialing (CTC). Students who wish to participate in this program who do not reside in California must obtain special permission.

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

Program Learning Outcomes

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

- Facilitate the development and implementation of a shared vision of learning and growth of all students.

- Develop a collaborative culture of teaching and learning informed by professional standards and focused on student and professional growth.

- Manage the organization to cultivate a safe and productive learning and working environment.

- Collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

- Model professionalism, ethics, integrity, justice and equity for faculty and staff.

- Influence political, social, economic, legal and cultural contexts affecting education to improve education policies and practices.

Degree Requirements

The program is for credentialing purposes only. Once all four courses are successfully completed, the University can recommend the student to the California Commission for a credential.

Credential Requirements

(4 courses; 18 quarter units)

EDA 610	Induction Seminar	
EDA 611	Pro Development Seminar I	
	Prerequisite: EDA 610 with a minimum grade of S	
EDA 612	Pro Development Seminar II	
	Prerequisite: EDA 611 with a minimum grade of S	
EDA 613	Assessment Seminar	
	Prerequisite: EDA 612 with a minimum grade of S	

EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON AUTHORIZATION

Program Lead: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

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

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

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

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

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

Program Learning Outcomes

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities.

- Demonstrate knowledge of family systems, the impact of a child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.

- Demonstrate skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family-supported interventions and reflect

the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.

- Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP-center-based preschool/prekindergarten programs.

Degree Requirements

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

Authorization Requirements

(4 courses; 18 quarter units)

SPD 672	Intro to ECSE	
	Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.	
SPD 674	Collaborative Partners	
	Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.	
SPD 676	ECSE Assessment & Intervention	
	Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.	
SPD 678	ECSE Field Experience	
	Prerequisite: SPD 672, SPD 674, and SPD 676	

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

Program Lead: Cynthia Schubert; (858) 642-8339; cschubert@nu.edu

The Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Multiple Subject teaching credential. Candidates are required to successfully complete foundation courses, multiple subject credential method courses, and a clinical practice path (student teaching or internship).

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

Program Disclosure Information

The Preliminary Multiple Subject Teaching Credential and Intern Option 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

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

Degree Requirements

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 49.5 graduate units, 31.5 of which must be completed in residency to meet the residency requirement.

A number of requirements must be completed prior to taking ITL 600, which include the successful completion of the Credential Packet. The Packet includes a number of requirements, such as background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

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

Each credential course (ITL) includes a required 4-hour field experience in one or more K-6 classrooms, representing a diverse K-12 student population, with the exception of the clinical practice courses.

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

Internship Option

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

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

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year and maximum of 2 years). The California Commission on Teacher Credentialing (CTC) requires an intern candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first year, the intern will take ITL 650A and ITL 651A, ITL 660B and ITL 651B. If, by the end of the first year, the intern's employment continues and the program requirements have not been completely met, then National University is required to provide additional ongoing support and supervision to the intern. Additionally, the intern will need to be enrolled in ITL 650C and, if needed, ITL 650D. For the intern to continue for a third year, the California Commission must approve an extension of the intern credential and National University must approve the intern's petition for an exception to policy. With the petition, the intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case-by-case basis and would require the intern to complete one or both courses of the following courses: ITL 650E, ITL 650F respectively.

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

Credential Requirements

(14 courses; 49.5 quarter units)

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

Introductory Core Course

(1 course; 4.5 quarter units)

ITL 600   Becoming a Teacher

All students must complete ITL 600 and credential packet prior to beginning ITL 604.

Foundation Core Requirements

(3 courses; 13.5 quarter units)

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

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

Multiple Subject Methods Courses

(6 courses; 27 quarter units)

ITL 510   Language-Literacy: Foundations
ITL 512   Language/Literacy: Strategies
             Prerequisite: ITL 510
ITL 514   Language-Literacy: Assessment
             Prerequisite: ITL 512
ITL 516   Mathematics Integrative Design
             Prerequisite: ITL 514
ITL 518   Science Integrative Design
             Prerequisite: ITL 516
ITL 530*   Optimized Learning Community

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

AND

Clinical Practice Pathways: Student Teaching or Internship

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

Candidates will complete the clinical practice experience through Student Teaching or the Internship.

The clinical practice (K-12 classroom) experience courses (ITL 550A, ITL 550B, ITL 650A, ITL 650B, ITL 650C, ITL 650D, ITL 650E, ITL 650F) do NOT grant graduate credit.

Student Teaching

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

Student Teaching will be arranged by the University for candidates who have completed all program coursework and met all program/state requirements. Student Teaching is unpaid and composed of at least 600 instructional hours in designated K-12 classrooms.

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

* Does NOT grant graduate credit.

Internship

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

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

The intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's Intern Teacher Credential program. As long as the candidate holds the Intern credential and is employed, they have up to two-years to earn multiple subject credential. For a third year as an Intern, the California Commission must approve an extension of the Intern Credential and the candidate must obtain an approved petition from National University by documenting a medical emergency or other extreme circumstances

necessitating an 'exception to policy'. Consideration on a case-by-case basis. If the petition is granted, the Intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F respectively.

ITL 650A* CP Internship A: Year 1
           Corequisite: ITL 651A
ITL 651A   CP Intern Seminar A (2.25 quarter units)
           Corequisite: ITL 650A
ITL 650B* CP Internship B: Year 1
           Corequisite: ITL 651B, Prerequisite: ITL 650A
ITL 651B   CP Intern Seminar B (2.25 quarter units)
           Corequisite: ITL 650B, Prerequisite: ITL 651A
ITL 650C* CP Internship C: Year 2
           Prerequisite: ITL 650B
ITL 650D* CP Internship D: Year 2
           Prerequisite: ITL 650C
ITL 650E* CP Internship E: Year 3
           Prerequisite: ITL 650D, For those interns, who can document a medical emergency or other extreme circumstances, they will be required to submit an 'exception to policy'. Petitions will be considered on a case-by-case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.
ITL 650F* CP Internship F: Year 3
           Prerequisite: ITL 650E, Interns who have received approval for an 'exception to policy', will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant graduate credit.

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

Program Lead: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

Inspired Teaching and Learning with a Single Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single Subject teaching credential. Candidates are required to successfully complete foundation courses, single subject credential method courses, and a clinical practice path (student teaching or internship).

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

Program Disclosure Information

The Preliminary Single Subject Teaching Credential and Intern Option 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

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

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

Degree Requirements

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 45 quarter units of graduate credit, 31.5 of which must be taken in residence at National University. The degree consists of those courses granting degree units in the Core, Single Subject Credential Methods, or Clinical Practice (Student Teaching or Internship). Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to taking ITL 600, including successful completion of the Credential Packet. The packet includes a number of requirements, such as cleared background clearance and Negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

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

Each credential course (ITL) includes a required 4-hour field experience in one or more classrooms (grades 7-12) representing diverse student populations. The field experience requirement is associated with the clinical practice courses.

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

Once the candidate is Intern Eligible, the California Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

Internship Option

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

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

The Internship Option is designed to be completed within two years and the university may not extend Intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) requires an Intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first year, the Intern will take ITL 650A and ITL 651A, ITL 660B and ITL 651B. By the start of the second year, if the Intern's employment continues and the program's requirements have not been met, then the California Commission requires National University to provide the Intern with ongoing, K-12 classroom-based support and supervision. Therefore, the Intern will need be enrolled in ITL 650C and, if needed, ITL 650D. For the Intern to continue for a third year, the California Commission must approve an extension of the University Intern Credential and National University must approve the Intern's petition for an exception to policy. For the petition, the Intern is required to document a medical emergency or other extreme circumstances necessitating an 'exception to policy'. The petition's approval is granted on a case-by-case basis and would require the Intern to complete one or both of the following courses: ITL 650E, ITL 650F respectively.

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

Credential Requirements

(13 courses; 45 quarter units)

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

Introductory Core Requirements

(1 course; 4.5 quarter units)

Students must complete ITL 600 and credential packet prior to beginning ITL 604.

ITL 600   Becoming a Teacher

Foundation Core Requirements

(3 courses; 13.5 quarter units)

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

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

Single Subject Credential Area Methods Courses

(5 courses; 22.5 quarter units)

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

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

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

AND

Clinical Practice Pathways: Student Teaching or Internship

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

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

Student Teaching

(4 courses; 13.5 quarter units)

PRIOR to beginning any of the Student Teaching courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, complete all Single Subject Credential Area Method courses, and submit a successful Student Teaching application.

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

Note: The two seminar courses below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550 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
             Corequisite: ITL 551B, Prerequisite: ITL 550A
ITL 551B   Student Teacher Seminar B (2.25 quarter units)
             Corequisite: ITL 550B, Prerequisite: ITL 551A

* Does NOT grant academic credit.

Internship

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

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

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

The Intern serves as the teacher of record in an approved K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two years and requires the candidate to be employed in the district and enrolled in National University's Intern Teacher Credential program. As long as the candidate holds the Intern Credential and is employed, they have up to two years to earn the Single Subject Credential. For a third year as an Intern, the California Commission must approve an extension of the Intern Credential and the candidate must obtain an approved petition by National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration is on a case-by-case basis. If the petition is granted, the Intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F respectively.

ITL 650A*   CP Internship A: Year 1
             Corequisite: ITL 651A
ITL 651A   CP Intern Seminar A (2.25 quarter units)
             Corequisite: ITL 650A
ITL 650B*   CP Internship B: Year 1
             Corequisite: ITL 651B, Prerequisite: ITL 650A
ITL 651B   CP Intern Seminar B (2.25 quarter units)
             Corequisite: ITL 650B, Prerequisite: ITL 651A
ITL 650C*   CP Internship C: Year 2
             Prerequisite: ITL 650B
ITL 650D*   CP Internship D: Year 2
             Prerequisite: ITL 650C
ITL 650E*   CP Internship E: Year 3
             Prerequisite: ITL 650D, For those interns, who can document a medical emergency or other extreme circumstances, they will be required to submit an 'exception to policy'. Petitions will be considered on a case by case basis. If approved by the department chair, the intern will be required to complete ITL 650E; it is a four-month course requiring the intern to have supervision from university and district-employed representatives.
ITL 650F*   CP Internship F: Year 3
             Prerequisite: ITL 650E, Interns who have received approval for an 'exception to policy', will be required to take ITL 650F will receive appropriate supervision from university and district-employed representatives

* Does NOT grant academic credit.

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL (CA OPTION)

Program Lead: Glenn Sewell; (916) 855-4118; gsewell@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. For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

Program Disclosure Information

The Preliminary Administrative Services 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Analyze the process for creating, stewarding and communicating a shared vision that includes school-wide goals for improving teaching and learning.

- Examine the role of the instructional leader in the context of the stewardship of effective instructional practices.

- Examine the role of the instructional leader in the context of curriculum development, implementation and assessment.

- Analyze the collaborative, ongoing processes of data-based school growth plans.

- Critique systems for the provision of professional growth opportunities for school teachers, staff and administrators.

- Examine the complex interaction of all of a school's systems to promote teaching and learning.

- Analyze ways in which a school can engage their communities to promote the shared vision.

Administrator Performance Assessment

The California Administrator Performance Assessment (CalAPA) measures students' mastery of selected California Administrator Performance Expectations (CAPE). The exam is made up of three cycles, each cycle focusing on a different skill set required for successful school leadership.

Candidates seeking the Preliminary Education Administration Credential must take and pass all three cycles of the CalAPA to be eligible for the Preliminary Administrative Services credential.

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

Degree Requirements

(8 courses; 36 quarter units)

EDA 600A	Applications in Leadership	
	Prerequisite: EDA 654	
EDA 652	Visionary Leadership	
EDA 653	Curriculum Leadership	
EDA 654	Instructional Leadership	
	Prerequisite: EDA 653 and EDA 655	
EDA 655	School Improvement Leadership	
EDA 656	Professional Growth Leadership	
EDA 657	Org/Systems Leadership	
EDA 658	Community Leadership	

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL: MILD/MODERATE WITH INTERNSHIP OPTION (CALIFORNIA)

Program Lead: Nilsa Thorsos; (310) 663-2140; nthorsos@nu.edu

The Preliminary Education Specialist Credential: Mild/Moderate (M/M) with Internship Option (CA) program at National University provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The Preliminary Education Specialist Credential: Mild/Moderate is aligned to the standards of the California Commission on Teacher Credentialing (CCTC) and the Teaching Expectations (TPEs) established for Mild/Moderate (M/M).

Program Disclosure Information

The Preliminary Education Specialist Authorization Teaching 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Integrate knowledge/skills to create and sustain learning environments for TK-12 learners with M/M that support inclusive practices under the Multi-tiered System of Support (MTSS) framework, principles of universal design, and positive behavioral and social-emotional supports.

- Integrate knowledge/skills to provide individualized support for all TK-12 learners with M/M from diverse backgrounds with a wide spectrum of physical, sensory, developmental, academic, behavioral and social-emotional needs.

- Integrate knowledge/skills to make subject matter accessible and comprehensible for all TK-12 learners with M/M through a collaborative multidisciplinary team approach.

- Integrate knowledge needed to use a strength-based, continuous improvement and evidence-based framework to design and plan inclusive learning activities for all TK-12 learners with M/M.

- Integrate knowledge/skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all TK-12 learners with M/M.

- Integrate the knowledge to meet legal, ethical and professional obligations as an educational specialist and advocate for TK-12 learners with M/M and as a member of professional learning communities.

- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with TK-12 learners with M/M, families, other professionals, and community members.

Degree Requirements

The Preliminary Education Specialist Credential: Mild/Moderate (M/M) program is designed to address both the Education Specialist Standards and program-specific standards, including the Teacher Performance Expectations and California Standards for Teaching Profession. This program adheres to the CTC Universal Teaching Performance Expectations (TPEs) and the TPEs for Credential Authorization for the Mild/Moderate. The TPEs form the backbone of the program and are translated into the Program Learning Outcomes. To receive a Preliminary Education Specialist Credential M/M, candidates must complete 16 courses (67.5 quarter units).

Admission

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship). A credential packet must be completed during SPD 600S. Subject Matter Competency and Basic Skills must be completed prior to certain Core Courses. Several requirements must be completed prior to beginning the credential courses.

Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Field Experience

Field experience is a required component of the program. Each Education Specialist Credential course includes a required 4-hour field experience in a TK-12 classroom representing the candidates credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

- Student Teaching requires 16 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student Teaching is conducted at the completion of the required 13 courses.

- Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an Internship Credential.

The CTC mandates that interns and student teachers must be supported during their entire internship experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate (M/M) credential will need to meet the Internship Eligibility requirements. Courses required include SPD 600S, ITL 530 and ITL 604.

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

Total Degree Requirements

(16 Courses; 67.5 quarter units)

Program Prerequisite

(1 course; 4.5 quarter units)

HEDX 2301X   Intro Health Ed: K-12

Mild/Moderate (M/M) Core Requirements

(11 courses; 49.5 quarter units)

SPD 600S   Foundation Preparation: SPED
ITL 604   Learners and Learning I
ITL 530   Optimized Learning Community
ITL 606   Learners and Learning II
       Prerequisite: ITL 604
ITL 608   Design and Process of Teaching
       Prerequisite: ITL 606
ITL 510   Language-Literacy: Foundations
ITL 512   Language/Literacy: Strategies
       Prerequisite: ITL 510
ITL 516*   Mathematics Integrative Design
       Prerequisite: ITL 514
SPD 621   Adv. Behavioral Supports & SEL
       Prerequisite: ITL 516
SPD 631   Special Ed Law
       Prerequisite: SPD 621
SPD 514   Lang/Lit- Case Study
       Prerequisite: SPD 631

** Prerequisite requirements are **NOT** required for candidates in the ED Specialist programs.*

Mild/Moderate (M/M) Specialized Requirements

(2 courses; 9 quarter units)

SPD 633   Assmnt, Differentiation M/M
       Prerequisite: SPD 514
SPD 635   Collab & Case Mgmnt M/M
       Prerequisite: SPD 633

Mild/Moderate (M/M) Clinical Practice Requirements: Student Teaching or Internship

(2 courses; 4.5 quarter units)

Students must complete all core courses prior to being enrolled in Student Teaching or Internship classes.

SPD 552A   Student Teaching for M/M: A (2.25 quarter units)
       Prerequisite: Must complete All core coursework in M/M program.
SPD 552B   Student Teaching for M/M: B (2.25 quarter units)
       Prerequisite: SPD 552A
or
SPD 693A   M/M Internship: A (2.25 quarter units)
       Prerequisite: Receipt of Internship Credential
SPD 693B   M/M Internship: B (2.25 quarter units)
       Prerequisite: SPD 693A

PRELIMINARY EDUCATION SPECIALIST CREDENTIAL: MODERATE/SEVERE WITH INTERNSHIP OPTION (CALIFORNIA)

Program Lead: Britt Ferguson; (916) 855-4140; mferguson@nu.edu

The Preliminary Education Specialist Credential: Moderate/Severe (M/S) with Intern Option (CA) program at National University provides the knowledge and skills needed to successfully reach and impact the lives of students who have moderate to extensive learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The Preliminary Education Specialist Credential: Moderate/Severe is aligned to the standards of the California Commission on Teacher Credentialing and the Teaching Expectations (TPEs) established for Moderate/Severe (M/S).

Program Disclosure Information

The Preliminary Education Specialist Authorization Teaching 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Integrate knowledge/skills to create and sustain learning environments for TK-12 learners with M/S that support inclusive practices under the Multi-tiered System of Support (MTSS) framework, principles of universal design, and positive behavioral and social-emotional supports.

- Integrate knowledge/skills to provide individualized support for all TK-12 learners with M/S from diverse backgrounds with a wide spectrum of physical, sensory, developmental, academic, behavioral, social-emotional verbal and non-verbal communication needs.

- Integrate knowledge/skills in movement, mobility, sensory, and specialized healthcare needs to make school subject matter and community resources accessible and comprehensible for all of TK-12 learners with M/S through a collaborative multidisciplinary team approach.

- Integrate knowledge needed to use a strength-based, continuous improvement and evidence-based framework to design and plan inclusive learning activities for all TK-12 learners with M/S.

- Integrate knowledge/skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all TK-12 learners with M/S.

- Integrate the knowledge to meet legal, ethical and professional obligations as an educational specialist and advocate for TK-12 learners with M/S and as a member of professional learning communities

- Reflect critically on the application of professional beliefs and teaching/ learning principles necessary to work collaboratively with TK-12 learners with M/S, families other professionals, and community members.

Degree Requirements

The Preliminary Education Specialist Credential: Moderate/Severe (M/S), is designed to address both the Education Specialist Standards and program-specific standards, including the Teacher Performance Expectations and California Standards for the Teaching Profession. This program adheres to the CTC Universal Teaching Performance Expectations (TPEs) and the TPEs for Credential Authorization for the Moderate/Severe. The TPEs form the backbone of the program and are translated into the Program Learning Outcomes. To receive a Preliminary Education Specialist Credential M/S, candidates must complete 16 courses (67.5 quarter units).

Admission

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship). A credential packet must be completed during SPD 600S. Subject Matter Competency and Basic Skills must be completed prior to certain Core Courses. Several requirements must be completed prior to beginning the credential courses.

Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

Field Experience

Field Experience is a required component of the program. Each education Specialist Credential course includes a required 4-hour field experience in a TK-12 classroom representing the candidates credential area and a diverse student population.

Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship options.

- Student Teaching requires 16 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student Teaching is conducted at the completion of the required 14 courses.

- Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is 8 months in length. Participants serve as the 'teacher of record' under an Internship Credential

The CTC mandates that interns and student teachers must be supported during their entire Internship experience.

Internship Option

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Moderate/Severe (M/S) will need to meet the Internship Eligibility requirements. Courses required include SPD 600S, ITL 530 and ITL 604.

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

Total Degree Requirements

(16 courses; 67.5 quarter units)

Program Prerequisite

(1 course; 4.5 quarter units)

HEDX 2301X   Intro Health Ed: K-12

Moderate/Severe (M/S) Core Requirements

(11 courses; 49.5 quarter units)

SPD 600S   Foundation Preparation: SPED
ITL 604   Learners and Learning I
ITL 530   Optimized Learning Community
ITL 606   Learners and Learning II
            Prerequisite: ITL 604
ITL 608   Design and Process of Teaching
            Prerequisite: ITL 606
ITL 510   Language-Literacy: Foundations
ITL 512   Language/Literacy: Strategies
            Prerequisite: ITL 510
ITL 516*   Mathematics Integrative Design
            Prerequisite: ITL 514
SPD 621   Adv. Behavioral Supports & SEL
            Prerequisite: ITL 516
SPD 631   Special Ed Law
            Prerequisite: SPD 621
SPD 514   Lang/Lit- Case Study
            Prerequisite: SPD 631

** Prerequisite requirements are **NOT** required for candidates in the ED Specialist programs.*

Moderate/Severe (M/S) Specialty Courses

(2 courses; 9 quarter units)

SPD 643   Assmnt Differentiation M/S
            Prerequisite: SPD 514
SPD 645   Collab & Case Mgmnt M/S
            Prerequisite: SPD 643

M/S Clinical Practice: Student Teaching or Internship

(2 courses; 4.5 quarter units)

Students must complete all core courses prior to being enrolled in Student Teaching or Internship classes.

SPD 550A   Student Teaching for M/S: A (2.25 quarter units)
            Prerequisite: Completion of all M/S core course work.
SPD 550B   Student Teaching for M/S: B (2.25 quarter units)
            Prerequisite: SPD 550A
or
SPD 691A   M/S Internship: A (2.25 quarter units)
            Prerequisite: Receipt of Internship Credential
SPD 691B   M/S Internship: B (2.25 quarter units)
            Prerequisite: SPD 691A

PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

Program Lead: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu

This credential authorizes the holder to serve as an educational counselor 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, 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 P-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.

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

Program Advisement

All PPSC candidates will be assigned a Program Lead. Candidates will meet with a Program Lead for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned Program Lead 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 are expected to complete their Internship either on a full- or part-time basis.

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: The Professional School Counselor (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200), and passage of CBEST. Submit written evaluations of performance in Internship experiences by Site Supervisor to University Supervisor. Complete Program Evaluation Form-School Counseling. Schedule an exit appointment with credential program specialist for final clearance and credential documents. Have a zero account balance.

Program Disclosure Information

The Pupil Personnel Services Credential School Counseling (PPSC) 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Distinguish among 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.

- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.

- Develop and evaluate comprehensive guidance programs based on relevant data.

- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems appreciating the diversity of each student.

- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents and community agencies in order to support candidate academic, career and personal/social success.

- Evaluate legal mandates affecting education and School Counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.

- Support academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data driven educational decisions/interventions.

- Integrate computer technology relevant to the tasks and role of a School Counselor.

- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.

- Perform as professional School Counselors and professional leaders reflecting the history and trends of the profession to enhance the field of School Counseling.

- Propose career-based programs and interventions based on career-development theories, and the impact of career development on school behavior and learning.

- Interpret findings of social science research, developed and implemented by the student, to professional practice.

Degree Requirements

Credentialed teachers may waive the CED 605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

Advancement to Candidacy

Advancement to Candidacy is a process that 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 CED 607 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.

Core Requirements

(13 courses; 58.5 quarter units)

CED 607	School Counseling Orientation	
CED 600	Applied Child/Adol Development	
CED 602	Societal Issues in the Schools	
	Prerequisite: CED 607	
CED 605	Instructional Design	
CED 614	Legal and Ethical Practices	
	Prerequisite: CED 607	
CED 606	Development and Evaluation	
	Prerequisite: CED 607	
CED 610	Adv Coun Theories & Methods	
	Prerequisite: CED 600 or PED 667	
CED 603	Multicultural Counseling	
	Prerequisite: CED 610	
CED 611	Group Counseling	
	Prerequisite: CED 610	
CED 601	Consultation in the Schools	
	Prerequisite: CED 610	
CED 612	Career & Academic Counseling	
CED 613	Assessment for Ed Counselors	
	Prerequisite: CED 607 and Advancement to Candidacy	
CED 621	Practicum/Fieldwork Seminar	
	Prerequisite: CED 614	

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

Internship Requirements for Master Degree with PPSC Credential Students

(3 courses; 13.5 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. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). The Internship consists of the following:

CED 616	School Counseling Intern. I
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 617	School Counseling Intern. II
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 618	School Counseling Intern. III
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.

Candidates are expected to complete their Internship either on a full-time basis of 3 to 4 months (40 hours per week) or part-time basis of a minimum of 8 hours per week.

PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL PSYCHOLOGY (PPSP) PROGRAM

Program Lead: Tricia Crosby-Cooper; (714) 429-5129; tcrosbycooper@nu.edu

Candidates who have completed an appropriate master's degree in counseling, social work or psychology related to education/clinical practice 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). Course equivalence cannot be granted for life experiences.

No more than three comparable graduate-level courses (13.5 quarter units) can be waived. Courses not eligible for waiver include all assessment courses, practicum, and internship.

To adhere to NASP Standards, waiver of PED 625 (Research in Education) and PED 637 (School Psychology Research) is not automatic. The candidate's previous research-related coursework in their master's degree program will be reviewed on a case-by-case basis to ensure that the overall quality and equivalence of an MS in School Psychology is being met. If PED 625 and PED 637 courses are waived, the candidate must replace these courses with two electives.

Candidates may participate in a paid Internship if they are able to secure a position with an employing district/agency that meets the standards of the University Internship Program. Please note that the majority of internship positions are unpaid. For more information, contact a Credential Advisor.

Please see additional Credential requirements at the end of this Educational Administration and School Counseling/Psychology Department section of the catalog.

Program Advisement

All PPSP candidates will be assigned a Program Lead. Candidates will meet with a Program Lead for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned Program Lead 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" in two or more courses may be evaluated by the faculty and may be required to repeat the course(s) at their own expense before being allowed to continue in the program.

Practicum Prerequisites

In PED 678, candidates are required to complete their practicum hours and experiences only in a public school-based settings (according to CCTC requirements). A credential school-site psychologist will supervise and evaluate the candidate's performance. Candidates must complete PED 671, PED 672, and PED 673, and pass the CBEST.

Internship Prerequisites

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. 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). A credentialed school-based psychologist will evaluate candidate performance.

Program Disclosure Information

The Pupil Personnel Services Credential School Psychology (PPSP) 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Analyze consultative/collaborative relationships with school staff, parents, and community agencies in support of student success.

- Evaluate various methods of assessment in order to make data-based decisions.

- Analyze how systemic school approaches can affect student outcomes.

- Examine societal influences on academic and social behavior.

- Appraise principles related to prevention in the context of their ability to improve services provided to students.

- Examine strategies related to family systems that support student success.

- Evaluate strategies that mitigate individual differences, abilities, disabilities, and other diverse characteristics in order to enhance services for students.

- Compare and contrast current research methodologies used in school psychology and related fields.

- Conduct research using relevant design, statistics, measurements, data analysis and program evaluation methods to improve student outcomes.

- Interpret the ethical, legal and professional standards necessary to engage in sound decision making.

- Design a crisis intervention plan that includes responses that address both individual and school-wide emergency concerns.

Degree Requirements

The School Psychology program contains a minimum of 90 quarter units as required by the CTC. If PED 625 and PED 637 are waived, students must take two approved elective courses (9 quarter units).

Credential Requirements

(20 courses; 90 quarter units)

Core Requirement

(15 courses; 67.5 quarter units)

PED 603	School Psychology Orientation
PED 680	Roles, Issues and Ethics
	Prerequisite: PED 603
PED 665	Test and Measurements
	Prerequisite: PED 603
PED 671	Cognitive Assessment
	Prerequisite: PED 665 and PED 680
PED 672	Psycho-Academic Assessment
	Prerequisite: PED 671 with a minimum grade of B
PED 667	Developmental Psychopathology
	Prerequisite: PED 603
PED 673	Social/Emotional Assessment
	Prerequisite: PED 672 with a minimum grade of B
PED 664	Crisis Response & Intervention
	Prerequisite: PED 603 with a minimum grade of B
PED 674	Special Populations Assessment
	Prerequisite: PED 673 with a minimum grade of B
CED 610	Adv Coun Theories & Methods
	Prerequisite: CED 600 or PED 667
PED 662	Leadership in School Psych
	Prerequisite: PED 603 with a minimum grade of B
PED 663	Curriculum Interventions
	Prerequisite: PED 603 with a minimum grade of B
PED 676	Applied Behavior Analysis
CED 601	Consultation in the Schools
	Prerequisite: CED 610
PED 678	Practicum in School Psychology
	Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).

Practicum Prerequisites

In PED 678 candidates are required to complete their practicum hours and experiences only in a public school-based setting (according to CCTC requirements). A credential school-site psychologist will supervise and evaluate the candidate's performance. Candidates must complete PED 671, PED 672, PED 673 and pass the CBEST.

Internship Prerequisites

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. 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). A credentialed school-based psychologist will evaluate candidate performance.

Internship Requirements

(3 courses; 13.5 quarter units)

(1,200 hours/2 levels)

A minimum of 1,200 hours is required, with 600 hours per level (Elementary (K-5/6 grades) and Secondary (6/7-12 grades)). The candidate will draft a plan with the Site Supervisor and University Supervisor, meet weekly for two hours with Site Supervisor for supervision, keep monthly logs of Internship hours, and submit logs to University Supervisor each month. No more than two sites at one time with no more than two Site Supervisors at one time. The Internship consists of the following:

PED 685   Internship Seminar
             Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the Program Lead.
PED 689   School Psych Internship I
             Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Program Lead.
PED 690   School Psychology Intern II
             Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Program Lead.

Candidates are expected to complete their Internship either on a full-time basis of 8 months (40 hours per week) or a part-time basis of 17 months (20 hours per week). Less than 20 hours per week at the Internship site will not be approved.

(PED 685 course meets for two months during the entire internship.)

Electives

(2 courses; 9 quarter units)

Students must select graduate elective courses from the following course prefixes: ABA, CED, EDA, EXC, HUB, or SPD.

UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR PUPIL PERSONNEL SERVICES SCHOOL COUNSELING

Program Lead: Sonia Rodriguez; (858) 642-8385; srodriguez2@nu.edu

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.

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 this 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 Program Lead. Candidates will meet with a Program Lead for evaluation of prior coursework to meet program prerequisites. Only CED 607 and prerequisites can be taken prior to admission.

All candidates are expected to meet with their assigned Program Lead 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.

Program Prerequisites

All candidates for the Intern program must have a minimum GPA of 3.0. All candidates must possess an appropriate master degree or be 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 Program Lead.

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 hours and internship fieldwork.

- Successful completion of the ETS Praxis (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200).

- Passage of CBEST

- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.

- Complete Program Evaluation Form-School Counseling.

- Schedule an exit appointment with Credential Program Specialist for final clearance and credential documents.

- Have a zero account balance.

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

Program Disclosure Information

The University Internship Credential Program for Pupil Personnel Services School Counseling 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Appraise and address relevant social and diversity concerns and crises of individuals and groups of students.

- Distinguish among 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.

- Develop and evaluate comprehensive guidance programs based on relevant data.

- Implement individual counseling skills and techniques to help students cope with personal and interpersonal problems, appreciating the diversity of each student.

- Implement group counseling skills and techniques to help students cope with personal and interpersonal problems, appreciating the diversity of each student.

- Integrate positive consultative and collaborative skills and techniques in communication with school staff, parents, and community agencies in order to support candidate academic, career and personal/social success.

- Evaluate legal mandates affecting education and school counseling and apply appropriate legal and ethical standards and practices to specific counseling situations.

- Advocate academic success for all preK-16 students by employing appropriate standardized and non-standardized group and individual educational and psychological assessment data and data-driven educational decisions/interventions.

- Integrate computer technology relevant to the tasks and roles of a School Counselor.

- Construct curriculum for diverse classrooms and classroom interventions strategies based on learning theory.

- Perform as professional School Counselors and professional leaders reflecting the history and trends of the profession to enhance the field of School Counseling.

- Propose career-based programs and interventions based on career development theories, and the impact of career development on school behavior and learning.

- Interpret findings of social science research, developed and implemented by the student, to professional practice.

Degree Requirements

Credentialed teachers may waive the CED 605 course, but they will be required to supplement the 4.5 quarter units with an alternative PED or EDA course.

Advancement to Candidacy

After admission as a credential-seeking candidate, a candidate must also Advance to Candidacy. To qualify for candidacy, a candidate must:

- Complete CED 607 and the next four graduate CED courses with a grade no lower than a B minus, and

- 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.

Credential Requirements

(17 courses; 72 quarter units)

Note: Only CED 607 and prerequisites can be taken prior to admission.

Internship Pre-Service Coursework

(6 courses; 27 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 602	Societal Issues in the Schools
	Prerequisite: CED 607
CED 605	Instructional Design
CED 614	Legal and Ethical Practices
	Prerequisite: CED 607
CED 606	Development and Evaluation
	Prerequisite: CED 607

Core Requirements

(7 courses; 31.5 quarter units)

CED 610	Adv Coun Theories & Methods
	Prerequisite: CED 600 or PED 667
CED 603	Multicultural Counseling
	Prerequisite: CED 610
CED 611	Group Counseling
	Prerequisite: CED 610
CED 601	Consultation in the Schools
	Prerequisite: CED 610
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed Counselors
	Prerequisite: CED 607 and Advancement to Candidacy
CED 621	Practicum/Fieldwork Seminar
	Prerequisite: CED 614

Candidates are required to complete 100 hours of practicum throughout CED coursework.

Internship

(3 courses; 13.5 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. No more than two sites at one time with no more than two Site Supervisors at one time. Includes two levels (Elementary and Secondary). 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 616	School Counseling Intern. I
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 617	School Counseling Intern. II
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.
CED 618	School Counseling Intern. III
	Prerequisite: 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 Program Lead and approval of internship site by Placement Specialist.

CERTIFICATE PROGRAMS

GRADUATE CERTIFICATE IN AUTISM

Program Lead: David Rago; (702) 531-7812; drago@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 interested in this certificate to enhance their knowledge of teaching those in the field, should contact a Credential Program Specialist.

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 this program, students will be able 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.

Requirements for the Certificate

1. 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, or where a Grade Point Average of 2.75 or higher as achieved in the last 90 quarter units.

2. Possess a valid Education Specialist Mild/Moderate, Deaf and Hard-of-Hearing, Physical and Health Impairment, or Visual Impairment credential; and

3. Meet with a Credential Program Specialist within 30 days of enrollment to obtain certification application procedures.

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.

EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON AUTHORIZATION

Program Lead: Lucinda Kramer; (714) 429-5132 lkramer@nu.edu

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

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

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

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

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

Program Disclosure Information

The Early Childhood Special Education Add-on Authorization 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 for a state, please visit: https://www.nu.edu/licensuredisclosures/

Program Learning Outcomes

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities.

- Demonstrate knowledge of family systems, the impact of child with disabilities on the family, engages in family-centered practices and partnerships in all components of early intervention and education for infants and young children with disabilities.

- Demonstrate skill in formal and informal assessment approaches that inform the development and implementation of evidence-based, developmentally appropriate, family supported interventions and reflect the impact of culture (including ELL), specific disabilities on learning, and the role of the interdisciplinary team.

- Document observations from birth to prekindergarten and in-depth field experiences in early childhood settings with families and children of diverse backgrounds and young children who have a range of abilities including in-home service delivery, and inclusive DAP center based preschool/prekindergarten programs

Degree Requirements

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

Authorization Requirements

(4 courses; 18 quarter units)

SPD 672	Intro to ECSE *Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
SPD 674	Collaborative Partners *Prerequisite: ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
SPD 676	ECSE Assessment & Intervention *Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*
SPD 678	ECSE Field Experience *Prerequisite: SPD 672, SPD 674 and SPD 676*

GRADUATE CERTIFICATE IN READING AND LITERACY CERTIFICATE (ADDED AUTHORIZATION) CALIFORNIA ONLY

Program Lead: Marilyn Moore; (858) 642-8301; mmoore@nu.edu

The Reading Certificate (Added Authorization) 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.

Requirements for the Certificate

1. Hold a bachelor's or master's degree 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. Possess a valid California teaching credential and three years of full-time teaching experience.

3. Meet with Admission Advisor to enroll in the Reading Certificate (Added Authorization) program.

4. Meet with Credential Program Specialist within 30 days of enrollment to obtain reading certification application procedures. This packet provides detail on the additional requirements for the certificate listed below.

5. No coursework is accepted from another university for this program and no substitutions are allowed.

6. Candidates must maintain a 3.0 GPA. "D" and "F" grades are not accepted. Candidates are also required to upload assignments in the Reading Specialization electronic Presentation Portfolio in Black Board.

Program Learning Outcomes

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

- Analyze current research on elements of an effective culture of literacy at the classroom, school, district and community levels.

- Analyze current, confirmed, reliable and replicable quantitative and qualitative research pertaining to language and literacy instruction.

- Design appropriate assessment, instruction and differentiation in the field.

- Evaluate the culture of literacy at a classroom, grade or school level, and identify how it supports or impedes students' literacy development.

Certificate Requirements

(4 courses; 18 quarter units)

ARL 645	Dev. Fluency in Reading
ARL 646	Comprehension Strategies

ARL 647A   Lang Arts Assess and Instruc I
           Prerequisite: ARL 645 and ARL 646
ARL 647B   Fld St: Lag Art Assess & In II
           Prerequisite: ARL 645, ARL 646 and ARL 647A

Note: At the end of each course, candidates must have their instructor sign off on the competency verification e-forms. These verification forms must be completed for each course before applying for the certificate.

Completion Requirements for the CA Added Authorization

1. Provide verification of three years of 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.

2. Provide a copy of a teaching credential valid for a minimum of 12 months and have a non-delinquent student account balance.

3. For each course, provide verification e-forms signed off by each course instructor.

4. 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, students should see their Credential Advisor to apply to the CTC for the certificate. A valid credit card for the online application fee is required.

SANFORD COLLEGE OF EDUCATION CREDENTIAL INFORMATION

P (858) 642-8300 • **F** (858) 642-8717 • **E** credentials@nu.edu

Interim Dean, Donna Elder
Ed.D. Educational Leadership, University of La Verne

REQUIREMENTS FOR ALL CREDENTIAL PROGRAM CANDIDATES

National University has an interest in preserving the integrity of its educational credential programs. It is understood that National University may suspend or terminate the participation of a student in the program, after affording them due process in accordance with the procedure published in the National University catalog, if it determines that:

i. The student has been convicted or plead guilty to a crime substantially related to the qualifications for a credential,

ii. Statements in the student's application, personal statement, or other materials submitted to National University were false or misleading,

iii. The student has committed an act or engaged in conduct which constitutes grounds for denial of a credential, or

iv. The student fails to successfully complete the program in accordance with National University's quality standards or fails to demonstrate, in National University's sole determination, the requisite knowledge, skills, dispositions and qualifications to satisfy the requirements for the credential.

All credential program candidates are required to turn in the initial credential requirements for his or her program within 30 days of enrollment. Candidates must review and respond accordingly to all messages delivered to the candidate's student message center and all printed information listed in the degree and credential section of this catalog.

Please be advised that credential programs have time-sensitive requirements that must be met for admission, clinical practice, and completion. Candidates are encouraged to discuss individual completion goals and desired timelines with a Credential Program Specialist at the beginning of their program.

Note

- Candidates transferring from a credential program at another university must provide a letter of good standing.

- Candidates with international degrees who do not hold a U.S. bachelor's degree must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the University and starting their first course.

Credential Residency Requirements

All candidates enrolled in a preliminary credential program must complete a minimum of 31.5 quarter units in residency at National University. All clinical practice courses must be taken in residence. All credential candidates concurrently pursuing a degree must also meet the degree residency requirements.

Minimum residency requirements to be recommended for a credential and or degree may vary and are listed under each program. Courses taken online are considered to be in-residence.

Note: All graduate credential coursework must be completed with a GPA of 3.0 (D, F and U grades are not accepted and must be repeated). All undergraduate credential coursework must be completed with a GPA of 2.5 (D, F and U grades are not accepted and must be repeated). Please see the grade requirements listed under your specific credential program.

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. The Faculty Advisor is a resource for specific questions candidates may have about classes, curriculum and instructors.

Each candidate also has a Credential Program Specialist available to him/her to help navigate the specifics of the state and University credentialing requirements. These requirements may be updated due to changing legislation. It is very important for candidates to work closely with a Credential Program Specialist to understand and educate themselves on the specifics of their particular credentialing requirements.

National University has established procedures to identify and assist students who are encountering difficulty in maintaining acceptable academic or professional standards in their coursework. These procedures are designed to provide supplemental academic or professional assistance to help students successfully complete the program. After an academic or professional deficiency has been identified, a National University Supervisor will develop a remedial plan. If the student fails to correct such deficiency within the time prescribed by the remedial plan, the student's participation in the program may be suspended or terminated. The student will be given the opportunity to appeal his or her suspension or termination in accordance with the procedures published in the National University catalog and program documents.

Clinical Practice Information

Clinical practice may consist of student teaching, internship and/or field experience and must be completed in California. All clinical practice courses are scheduled by a Credential Program Specialist. Detailed clinical practice eligibility requirements can be found under each credential program section.

National University will release all pertinent information to any school district for the purpose of securing field experience and/or employment.

Clinical Practice requires impartial assessments and evaluations and as a result, students cannot participate in a school where family members work or attend.

Clinical Practice must be completed in a classroom and with a district-employed teacher matching the credential area congruent to the student's Subject Matter Competency.

RECOMMENDATION FOR A CALIFORNIA CREDENTIAL

To be formally recommended for a California Teaching or Services Credential by National University all candidates must meet the following requirements:

- Official transcripts from all colleges/universities attended on file at National University;

- Proof of a conferred bachelor's degree from a regionally accredited institution of higher education (IHE) or an international degree of U.S. equivalence;

- Completion of the specific program residency requirements;

- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practicum;

- Complete all graduate credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted);

- Fulfillment of all financial obligations to the University before applying for the credential (zero account balance); and

- A completed CTC credential application with valid credit card to pay for CTC online application fee.

Note: For Candidates in the BA/S Blended Programs the undergraduate degree must be conferred with a minimum of a 2.0 cumulative GPA and 2.5 in credential coursework.

ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS

PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL

The Administrative Services Credential authorizes the following services in grades PreK-12 and in classes organized primarily for adults: develop, coordinate and assess instructional programs; evaluate certificated and classified personnel; provide candidates' discipline, including but not limited to, suspension and expulsion; provide certificated and classified employees discipline, including but not limited to, suspension, dismissal and reinstatement; supervise certificated and classified personnel; manage school-site, district, or county-level fiscal services; recruit, employ and assign certificated and classified personnel; develop, coordinate and supervise candidate support services, including but not limited to, extracurricular activities, pupil personnel services, health services, library services and technology support services.

Admission Requirements

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Verification of Employment as an Administrator;

- Proof of attempt or passage of Basic Skills Assessment as required for admittance to the program (proof of passage is mandatory prior to clinical practice);

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years); and

- Possess a valid Teaching or Services Credential (may be preliminary for admittance but must be clear for recommendation).

Field Experience Requirements

To be cleared to begin field experience, candidates must have all admission requirements documents on file.

Recommendation Requirements

In addition to meeting the admissions and field experience requirements, candidates must also meet following requirements prior to credential recommendation:

- Possess a valid CA Clear Teaching or Services Credential (with at least one year remaining on document);

- Five years of experience;

- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted;

- Zero account balance; and

- Passage of all three CalAPA cycles.

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

Candidates are issued a Certificate of Eligibility upon completion of the program unless candidate 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 preliminary credential.

Master of Science in Educational Administration with Preliminary Administrative Services Credential and Standalone

GoReact is an online video coaching and collaboration platform designed to improve professional practice. GoReact will assist in preparing for the Administrative Performance Assessments.

All Preliminary Credential candidates in educational administration will be required to enroll in GoReact during EDA 600A. The fee is $50 per year.

Preliminary Administrative Services Credential University Internship Program

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

Candidates on probation or permanent academic probation are not eligible for a National University Internship program. Once intern-eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire. All candidates participating in the Administrative Services University Internship program must serve a minimum of one full year in the Internship position to be recommended for the Preliminary credential.

Candidates who are interested in becoming a University Intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the Internship program (see below).

University Internship Prerequisite Requirements

- Possession of a valid Clear, Life, General or Services credential. A day-to-day or short-term teaching permit does not qualify as an accepted credential for admission.

- Proof of passage of a Basic Skills Assessment.

- Five years of experience.

- A letter of application stating the candidate's qualifications for admission to the Internship program, plus three letters of recommendation from the district discussing his/her prospects for success in the program. One of the three letters must be from superintendent or district representative pledging the district's support of the candidate.

- Agreement on file between the employing District, School or Agency and National University.

- Negative TB test results or Tuberculosis Risk Assessment with Certificate of Completion (valid within the last four years).

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Zero account balance.

University Internship Eligibility Requirements

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

1. Verification of internship program prerequisites.

2. District or agency offer of employment for the Intern as a full-time Administrator in a setting appropriate for the credential being sought.

3. Verification of Intern eligibility determined in an interview by lead internship faculty.

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION PROGRAM

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

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

Admission Requirements

In order to be admitted into the Program, candidates must submit evidence/proof of the following:

- Preliminary Administrative Services Credential.

- Current employment in an appropriate administrative services position.

Recommendation Requirements

In order to be recommended for a Credential, candidates must have:

- Completed all credential program coursework with minimum satisfactory grades (U grades are not accepted).

- Valid Preliminary Administrative Services Credential (with at least one year remaining on document).

- Two years of experience as an Administrator.

- Zero account balance.

EDUCATION SPECIALIST CREDENTIAL PROGRAMS

PRELIMINARY EDUCATION SPECIALIST AUTHORIZATION TEACHING CREDENTIALS

The Education Specialist Instruction Credential authorizes the holder to conduct Educational Assessments related to students' access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction and Special Education Support to individuals in the area of specialization listed on the credential in the following settings: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies; and alternative and nontraditional instructional public school settings other than classroom. Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas.

Mild/Moderate Disabilities (M/M)

Includes specific learning disabilities; mild to moderate mental retardation; attention deficit and attention deficit hyperactivity disorders; serious emotional disturbance; and authorizes service in grades K–12 and in classes organized primarily for adults through age 22. The Autism Spectrum Disorders (ASD) authorization appears as a separate authorization on the Education Specialist Instruction Credential.

NATIONAL UNIVERSITY
PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL

PROGRAM REQUIREMENT (1)	
HEDX 2301X	

CORE REQUIREMENTS (11)	
SPD 600S* ITL 604* ITL 530* (**) ITL 606 ITL 608 ITL 510**	ITL 512** ITL 516** SPD 621** SPD 631** SPD 514**

SPECIALIZATION COURSES (2) SUBJECT MATTER AND BASIC SKILLS ARE REQUIRED	
MODERATE/SEVERE	**MILD/MODERATE**
SPD 643 SPD 645	SPD 633 SPD 635

STUDENT TEACHING ROUTE (2)	
SPD 550A SPD 550B	SPD 552A SPD 552B

INTERNSHIP ROUTE (2)	
SPD 691A SPD 691B	SPD 693A SPD 693B

CONTINUED INTERN SUPPORT	
SPD 691C* **	

OPTIONAL MASTER OF SCIENCE IN SPECIAL EDUCATION (2)	
SPD 695 and SPD 696	

* Prerequisites for Internship

** Subject matter and basic skills are required.

*** This course may be required to fulfill internship hour requirements. It does not grant graduate units toward graduate degree, however tuition is applied for each attempt. Interns are required to repeat SPD 691B while employed as an intern until recommended for their preliminary credential.

Moderate/Severe Disabilities (M/S)

Includes autism; deaf-blindness; moderate to severe mental retardation; multiple disabilities; serious emotional disturbance; and authorizes service in grades K–12 and in classes organized primarily for adults through age 22.

Master of Education in Special Education with Preliminary Education Specialist Credential with Mild/Moderate and Moderate/Severe

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Special Education Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is $50 per year. Interns may require a two-year subscription.

Admission Requirements

In order to be admitted into the Program, candidates must provide evidence/proof of the following:

- Negative TB test results or Tuberculosis Risk Assessment with Certificate of Completion (valid within the last four years).
- Fingerprint Clearance through the CTC.
- Proof of attempt or passage of Basic Skills Assessment is required for admittance to the program (proof of passage is mandatory prior to scheduling specialization).
- Proof of Subject Matter Competency in a Core Academic Subject Area may be shown by one of the scenarios listed below (proof of passage is mandatory prior to scheduling specialization). The Education Specialist Credential programs admit only those candidates who meet one of the following criteria:
  » The candidate provides evidence of registration for the next scheduled examination;
  » The candidate provides evidence of having attempted the appropriate subject matter examination(s);
  » The candidate provides evidence of having completed a Commission approved appropriate subject matter preparation program (Single Subject Candidates only); or
  » The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Core Coursework Requirements

Courses in the Special Education program may require hours of field experience in a public classroom. Students will be responsible for contacting schools and receiving permission from the administrator and classroom teacher to conduct observations.

In addition to meeting the admissions requirements for a Credential Program Specialist to schedule ITL 530, ITL 510, ITL 516, ITL 512, SPD 621, SPD 631 and SPD 514, candidates must show proof of the following:

- Proof of passage of a Basic Skills Assessment.
- Proof of passage of Subject Matter Competency in a Core Academic Subject Area.

Specialization Requirements

In addition to meeting the admissions and core requirements, to be scheduled in specialization coursework, candidates must also complete and return the following:

- All core coursework with minimum 3.0 GPA (D, F and U grades are not accepted).

Student Teaching Requirements

Clinical Practice requires impartial assessments and evaluations and as a result, students cannot participate in a school where family members work or attend.

National University will release all pertinent information to any school district for the purpose of securing field experience and/or employment.

Student Teaching spans 16-18 weeks full-time.

Clinical Practice must be completed in the appropriate credential area. It is understood that "credential area" is defined by two criteria:

1. The Education Specialist Authorization area for which the candidate has completed the coursework for: Mild/Moderate or Moderate/Severe.
2. Completion of must Student Teaching in an educational environment supported by the core academic subject area in which the candidate has met subject matter competency.

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

- Verification of all specialization coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Student Teaching Placement Request Form.
- Faculty Student Teaching Assessment of Readiness.
- Verification of zero account balance.

Recommendation Requirements

In addition to meeting the admissions, specialization and student teaching requirements; candidates must also complete and return the following prior to credential recommendation:

- Verification of U.S. Constitution requirement met by
  (a) exam,
  (b) transcript verifying completed U.S. Constitution coursework or
  (c) CSU Bachelor's degree.
- Verification of Reading Instruction Competence Assessment (RICA).
- Verification of CPR (incl. Infant, Child and Adult).
- Verification of all credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Verification of zero account balance.

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

ALTERNATIVE EDUCATION SPECIALIST CLINICAL PRACTICE ROUTES

Student Teaching Under Contract

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

Credential candidates teaching under contract must be:

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

University Internship Program

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

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

University Internship Prerequisite Requirements

- Conferred bachelor's degree (regionally accredited).
- Fingerprint Clearance through the CTC.

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Proof of passage of a Basic Skills Assessment.

- Proof of Subject Matter Competency in a Core Academic Subject Area.

- U.S. Constitution requirement met by exam, transcript verifying completed or coursework of CSU bachelor's degree.

- 120 hours of pre-service met by coursework (SPD 600S, ITL 604 and ITL 530).

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Agreement on file between the employing district, school or agency and National University.

- Zero account balance.

University Internship Eligibility Requirements

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

1. Verification of Internship Program prerequisites.

2. Completed Internship Participation form.

3. District or agency provisional offer of employment for the intern as a full-time teacher of record in a setting appropriate for the credential being sought with a minimum of 20 instructional hours per week.

4. Internship Eligibility Packet complete and on file with Credentials Department.

5. Verification of intern eligibility determined in an interview by lead internship faculty.

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING

The Pupil Personnel Services Credential with School Counseling Specialization authorizes the holder to perform the following duties: develop, plan, implement and evaluate a School Counseling and guidance program that include academic, career, personal and social development; advocate for the high academic achievement and social development of all students; provide school-wide prevention and intervention strategies and counseling services; provide consultation, training and staff development to teachers and parents regarding students' needs. Candidates seeking only a School Counseling credential must already hold an appropriate master's degree. Candidates who do not already hold an appropriate master's degree must be enrolled into the Master of Science in Educational Counseling with Credential program.

Admission Requirements

In order to be admitted into the Program, candidates must provide evidence/proof of the following:

- Proof of master's degree or enrollment in National University's Master of Science in Educational Counseling.

- Proof of attempt or passage of Basic Skills Assessment (proof of passage is mandatory prior to clinical practice).

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Proof of Fingerprint Clearance through the CTC.

Candidates must also successfully complete CED 607 to move forward in the program.

Internship Requirements

In addition to meeting the admissions requirements, in order to begin internship hours, candidates must meet all admissions requirements and return the following 45 days prior to start:

- Proof of passage of a Basic Skills Assessment.

- Internship Application eForm.

- Signed Practicum logs verifying a minimum of 100 completed hours

- Complete all Core courses.

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Verification of zero account balance.

Recommendation Requirements

In addition to meeting the admission and internship requirements, to be recommended for a Pupil Personnel Services: School Counseling Credential candidates must also complete and return the following:

- Passage of the ETS Praxis (#0421 or 5421) examination in School Counseling (passing score is 146 out of 200).

- Possession of an appropriate master's degree or completed master's degree coursework.

- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.

- Complete Program Evaluation Form-School Counseling.

- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).

- Zero account balance.

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

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING UNIVERSITY INTERNSHIP PROGRAM

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

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

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

University Internship Prerequisite Requirements

- Proof of Fingerprint Clearance through the CTC.

- Proof of passage of a Basic Skills Assessment.

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Letter of recommendation from the Principal or Administrator of the hiring school.

- Complete 12 (twelve) CED courses including CED 610, CED 611, CED 603 and CED 601 (except CED 637, CED 694 and CED 620). If not completed the following will be required:

  » Completion of program prerequisites courses, CED 607 and four additional core CED courses.

  » Verification of two years of relevant paid experience in a K-12 public school or related system or as a licensed counselor or therapist.

- Faculty approval of an American School Counseling Association (ASCA) National Model essay.

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Zero account balance.

- Possess an appropriate master's degree or be enrolled in the Master of Science in Educational Counseling Program.

- Recommendation by NU Faculty Advisor.

University Internship Eligibility Requirements

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

- Verification of internship program prerequisites.

- Agreement on file between the employing district, school or agency and National University.

- District or agency offer of employment for the Intern as a full-time School Counselor with a minimum or 10 hours per week.

- Verification of intern eligibility determined in a Faculty Advisor interview.

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL PSYCHOLOGY

The Pupil Personnel Services Credential with School Psychology Specialization authorizes the holder to perform the following duties: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development and behavioral and academic difficulties; conduct psychoeducational assessment for purposes of identifying special needs; provide psychological counseling for individuals, groups and families; coordinate intervention strategies for management of individual and school-wide crises.

Admission Requirements

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Proof of attempt or passage of Basic Skills Assessment (proof of passage is mandatory prior to practicum).

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Fingerprint Clearance through the CTC.

- Online Assessment Course Residency Requirements form.

The Pupil Personnel Services School Psychology program requires the completion of coursework focused on assessment (PED 671, 672, 673 and 674) as well as the Research in School Psychology course (PED 637) and the Internship Seminar (PED 685). Even when these courses are scheduled online, each contains mandatory on-site class sessions. Students who fail to attend a mandatory on-site class session cannot be given a satisfactory grade for the course. Furthermore, this may cause a delay in the scheduling of future coursework due to course prerequisite requirements which will significantly increase the time it takes to complete the program.

Practicum Prerequisites

Students must successfully complete all core courses in addition to PED 671, 672, and 673 and pass all three (3) sections of the CBEST prior to starting their practicum experience. Practicum applications must be submitted at least 45 days prior to the start of PED 678.

Internship Prerequisites

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. 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). A credentialed school-based psychologist will evaluate candidate performance.

Internship Requirements

In addition to meeting the admissions requirements, to be cleared to begin internship hours, candidates must also complete and return the following 45 days prior to the start date:

- Proof of passage of a Basic Skills Assessment.

- Internship Application Form.

- Completion of all 450 Practicum hours.

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Zero account balance.

Recommendation Requirements

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

- Passage of the ETS National Praxis (#5402) examination-School Psychology (passing score is 132).

- Complete all program coursework with a minimum 3.0 GPA (D, F and U grades are not accepted).

- Conferred master's degree (regionally accredited).

- Exit interview with NU Faculty Advisor or University Supervisor.

- Zero account balance.

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

PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL PSYCHOLOGY UNIVERSITY INTERNSHIP

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

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

University Internship Prerequisite Requirements

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

- Fingerprint Clearance through the CTC.

- Proof of passage of a Basic Skills Assessment.

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Complete all program coursework (excluding internship and seminar).

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Zero account balance.

- Recommendation by NU Faculty Advisor.

University Internship Eligibility Requirements

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

- Verification of internship program prerequisites.

- Agreement on file between the employing district, school or agency and National University.

- District or agency offer of employment for the Intern as a full-time School Psychologist.

- Verification of intern eligibility determined in an interview of NU Faculty Advisor.

INSPIRED TEACHING AND LEARNING CREDENTIAL PROGRAMS

National University does not offer a preparation program for the Preliminary Single Subject Teaching Credential in World Language: English Language Development.

MULTIPLE/SINGLE SUBJECT TEACHING CREDENTIAL

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom in grades PreK-12 or in classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting. The Single Subject Teaching Credential authorizes the holder to teach in departmentalized classes in any subject within his/her authorized fields in grades PreK-12, or in classes organized primarily for adults. The SB2042 credentials carry with them an authorization to teach English Language Learners both in the general education classroom and in designated classes.

Admission Requirements

In order to be admitted into the program, candidates must provide evidence/proof of the following:

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- Proof of Fingerprint Clearance through the CTC.

- Proof of Subject Matter Competency may be shown by one of the scenarios listed below (proof of passage is mandatory prior to scheduling methods courses). The Multiple/Single Subject Credential programs admit only those candidates who meet one of the following criteria:

  » The candidate provides evidence of registration for the next scheduled examination.

  » The candidate provides evidence of having attempted the appropriate subject matter examination(s).

  » The candidate provides evidence of having completed a Commission-approved appropriate subject matter preparation program (Single Subject Candidates only).

  » The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

CalTPA

This TPA Model is composed of two instructional cycles, scored anonymously by Assessors calibrated by the CTC. Candidates must pass Instructional Cycle 1 and Instructional Cycle 2 during their clinical practice experiences (Student Teaching or Internship). Candidates submit both Cycles through a CTC port in conjunction with Pearson. The fee for each cycle submission for Cal TPA is $150.

Master of Education in Inspired Teaching and Learning with Multiple and Single Subject Credential

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is $50 per year. Interns may require a two-year subscription.

Methods Coursework Requirements

In addition to meeting the admissions requirements, for a Credential Program Specialist to schedule ITL 510, 512, 514, 516, 518, 530, for Multiple Subject Candidates and ITL 520, 522, 526, 528, and 530 for Single Subject Candidates, candidates must show proof of passage of the following:

- Basic Skills Assessment (CBEST).

- Subject Matter Competency (CSET).

Student Teaching Requirements

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

- Student Teaching Placement Request Form.

- For Graduate students: All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).

- For Undergraduate students: All credential and undergraduate coursework with minimum 2.5 GPA (F and U grades are not accepted).

- Zero account balance.

- Attend Assessment of Readiness Interview with a Sanford College of Education faculty member.

- Attend Student Teaching orientation.

National University will release all pertinent information to any school district for the purpose of securing field experience and/or employment.

Clinical Practice requires impartial assessments and evaluations and as a result, students cannot participate in a school where family members work or attend.

Clinical Practice must be completed in a classroom, and with a district-employed teacher, matching the credential area congruent to the student's Subject Matter Competency.

Eligible candidates with three or more years of accredited private-school experience may be exempt from student teaching under SB 57. See a Credential Program Specialist for details.

Eligible 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/.

Student Teaching Placement Information

Candidates will be placed by the University:

- Under the supervision of a National University Support Provider and Site Support Provider(s)

- In a supervised full-time Student Teaching assignment within the appropriate credential area, in two different teaching settings, in two different grade spans, for a minimum of 600 instructional hours (16-18 weeks full-time).

At least one-half of Student Teaching, will be conducted 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.

Recommendation Requirements

In addition to meeting the admissions, methods and Student Teaching requirements; candidates must also complete and return the following prior to credential recommendation:

- Pass Teaching Performance Assessment (TPA) Cycles 1 and 2.

- U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor's degree.

- Proof of passing the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only.

- CPR certification for Infant, Child and Adult.

- For Graduate Students: All credential program coursework including clinical practice with minimum 3.0 GPA (D, F and U grades are not accepted).

- For Undergraduate Students: All credential and undergraduate coursework including clinical practice with minimum 2.5 GPA (F and U grades are not accepted).

- Zero account balance.

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

ALTERNATIVE CLINICAL PRACTICE ROUTES

Student Teaching Under Contract

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

Credential candidates teaching under contract must be:

- In a regionally (WASC) approved nonpublic school setting must complete a minimum of four weeks in a public school.

- Under the supervision of a University Supervisor and Supervising Teacher who model effective teaching. Implement state-adopted academic core curriculum, and mentor the candidate.

- Teaching in an approved assignment that is a match for the credential sought.

University Internship Program

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

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

Graduate-level National University candidates who are interested in becoming a University Intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the Internship Program.

University Internship Prerequisite Requirements

- Proof of Fingerprint Clearance through the CTC.

- Bachelor's Degree on file.

- Proof of passage of a Basic Skills Assessment.

- Proof of Subject Matter Competency.

- Completion of U.S. Constitution coursework or CSU Bachelor's degree.

- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).

- 120 hours of pre-service met by coursework.

- Minimum 3.0 GPA (D, F and U grades are not accepted).

- Agreement on file between the employing district, school or agency and National University.

- Zero account balance.

University Internship Eligibility Requirements

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

- Verification of internship program prerequisites.

- Internship candidate acknowledgement.

- 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 with a minimum of 20 instructional hours per week.

- Verification of intern eligibility determined in an interview by lead internship faculty.

INTERNSHIP EARLY COMPLETION OPTION (ECO)

The Early Completion Internship Option is intended to provide candidates with the requisite skills and knowledge an opportunity to challenge the academic coursework portion of a Multiple or Single Subject Internship Program and demonstrate pedagogical skills through a performance assessment while in a University Internship Program. The Early Completion Internship Option (ECO) is available to candidates who have passed the appropriate National Evaluation Series (NES) Assessment of Professional Knowledge (APK) exam.

ECO Eligibility Requirements

In order to be eligible for the Early Completion Internship Option, candidates must:

For Multiple Subjects

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.

- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) with a minimum score of 220.

- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice*.

- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice*.

For Single Subjects

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.

- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Secondary (Test code 052) with minimum score of 220.

- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice*.

- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice*.

ECO Recommendation Requirements

Candidates who have been granted the University internship credential and are eligible for the Early Completion Internship Option will need to complete the following in order to be recommended for a Preliminary credential:

- Meet Education Technology requirement (EDX 6001X, or an equivalent course/exam).

- Passage of the Reading Instruction Competence Assessment (RICA) – Multiple Subject ONLY.

* If the candidate does not pass the TPA on the first attempt, he/she is no longer eligible to participate in the Early Completion Internship Option Program and must complete the full intern preparation program through an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waives preparation in areas where the candidate has demonstrated competence.

COURSE DESCRIPTIONS

PREFIX/SUBJECT AREA BY NATIONAL UNIVERSITY COLLEGE

COLLEGE OF LETTERS AND SCIENCES

Prefix	Subject Area	Page
ACEX	Athletic Coaching Education	#
ADC	Alcohol & Drug Counseling	#
AGE	Applied Gerontology	#
ART	Art	#
ASL	American Sign Language	#
BER	Bereavement	#
BGS	General Studies	#
BIO	Biology	#
BIS	Interdisciplinary Studies	#
BRO	Broadcast Media	#
CHD	Chemical Dependency	#
CHE	Chemistry	#
COM	Communications	#
EES	Earth & Environmental Science	#
ENG	English	#
FFL	Foundational for Learning	#
FSC	Forensic Sciences	#
FY	First Year Seminar Series	#
GLS	Global Studies	#
HIS	History	#
HON	Honors	#
HUB	Human Behavior	#
HUM	Humanities	#
ILR	Information Literacy	#
LIT	Literature	#
MCW	Creative Writing	#
MTH	Mathematics	#
MUS	Music	#
PHL	Philosophy	#
PHS	Physics	#
POL	Political Science	#
PSY	Psychology	#
SCI	Natural Sciences	#
SCR	Screenwriting	#
SOC	Sociology	#
SPN	Spanish	#
THR	Theater	#

COLLEGE OF PROFESSIONAL STUDIES

ACC	Accounting	#
ADR	Alternative Dispute Resolution	#
ANA	Analytics	#
ANE	Anesthesia	#
ANH	Health Analytics	#
BAN	Business Analytics	#
BIM	Business Information Management	#
BKM	Business Knowledge Management	#
BST	Biostatistics	#
BUS	Business	#
CEE	Computer and Electrical Engineering	#
CEN	Construction Engineering	#
CIH	Complementary and Integrative Health	#

CIS	Information Systems	#
CJA	Criminal Justice Administration	#
CLS	Clinical Lab Studies	#
COH	Community Health	#
CSC	Computer Science	#
CYB	Cyber Security	#
DEN	Design Engineering	#
ECO	Economics	#
EEC	Electrical Engineering and Communications	#
EGR	Engineering	#
EMTX	Emergency Medical Technician	#
ENM	Engineering Management	#
FIN	Finance	#
FNP	Family Nurse Practitioner	#
GER	Gerontology	#
HCA	Healthcare Administration	#
HRM	Human Resources Management	#
HSC	Health Science	#
HSE	Homeland Security and Emergency Management	#
HTM	Healthcare Information Technology	#
IBU	International Business	#
ITM	Information Technology Management	#
LAW	Law	#
LED	Leadership	#
LOG	Logistics	#
MGT	Management	#
MKT	Marketing	#
MNP	Mental Health Nurse Practitioner	#
MNS	Management Science	#
MUL	Multimedia	#
NSG	Nursing	#
ODV	Organizational Development	#
PAD	Public Administration	#
PLA	Paralegal Studies	#
PLX	Paralegal Studies	#
PMB	Project Management	#
PME	Advanced Project Management	#
PMTX	Professional Marine Technology	#
RTT	Radiation Therapy	#
SCD	Social Transformation & Community Development	#
SCM	Supply Chain Management	#
TMG	Technology Management	#

SANFORD COLLEGE OF EDUCATION

AAL	Advanced Assessment Literacy	#
ABA	Applied Behavioral Analysis	#
ADL	Advanced Digital Literacy	#
AIL	Advanced Instructional Literacy	#
ARL	Advanced Reading Literacy	#
ATP	Advanced Teaching Practices	#
CED	Counselor Education	#
ECE	Early Childhood Education	#

EDA	Educational Administration	#
EDD	Doctor of Education	#
EDT	Educational and Instructional Technology	#
EDX	Educational Technology	#
EXC	Special Education	#
HED	Health Education	#
HEDX	Health Education	#
ILD	Instructional Leadership	#
ITI	Inspired Teacher Inquiry	#
ITL	Inspired Teaching and Learning	#
MAE	Master Arts Education	#
MAT	Master of Arts in Teaching	#
PED	School Psychology	#
SEL	Social Emotional Learning	#
SPD	Special Education	#

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 program.

600-Level Courses: Graduate-level courses.

800-Level Courses: Doctoral-level courses.

Note: All courses are 4.5 quarter units unless otherwise specified.

Course Type	Units	Contact Hours
Undergraduate (100-499) Lecture	4.5	45
Undergraduate (100-499) Lecture	3	30
Undergraduate (100-499) Lab	1.5	45
Graduate (600-699) Lecture	4.5	40
Graduate (600-699) Lab	1.5	40
Contact hours for 500-level courses are dependent on program course is completed for (Undergraduate/Graduate)		
Fieldwork, Internship, Practica	1	40
Depending on the academic program, the number of required hours may be governed or regulated by that particular program's board of accreditation.		
Nursing Clinical	3.5	105

COURSE DESCRIPTIONS

AAL – Advanced Assessment Literacy

AAL 650 Purposeful Assessment

Prerequisite: ATP 600

Introduction to framework for a balanced systems approach to assessment. Investigate summative assessment requirements from the federal government through the state, district and school. Articulate how formative classroom assessment is essential for student learning. Develop a well-articulated initial assessment plan understood by all stakeholders in making cohesive student-centered educational decisions.

AAL 652 Creating Clear Lrng Trgt

Prerequisite: AAL 650 and ATP 600

Identify, design and develop clear learning targets in order to determine the assessment methods to be used. Select and develop formative assessment tools for ongoing continuous improvement and learn how to interpret and apply data analysis to increase student learning.

AAL 654 Quality Assess for Stu Lrng

Prerequisite: AAL 650, AAL 652 and ATP 600

Introduction to the principles of educational testing, criteria for quality assessments, and how and when to use the correct assessment for the purpose.

AAL 656 Assessment for Learning

Prerequisite: AAL 650, AAL 652, AAL 654 and ATP 600

Identify formative assessment methods for assessment for learning, a concept that helps students to promote their own growth. Select evidence of personal growth and learning in support of Teaching Growth Plans for inclusion in the portfolio.

ABA – Applied Behavioral Analysis

ABA 620 Philosophical Underpinning ABA

This course identifies the goals of Behavioral Analysis as a science, explains the philosophical assumptions underlying the science of Behavior Analysis, describes and explains behavior from the perspective of radical behaviorism and the dimensions of ABA, and distinguishes among the four branches of ABA.

ABA 622 Concepts and Principles of ABA

Prerequisite: ABA 620

Defines the field's fundamental elements: behavior and the environmental antecedent and consequential events that influence it; and introduces key terms and principles that describe relationships among these elements.

ABA 624 Measurement and Design

Prerequisite: ABA 622

Role of measurement in Behavior Analysis, how to assess the social significance of potential target behaviors, how to interpret graphically displayed data, options for setting criteria for behavior change,

state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, and recommend interventions goals and strategies.

ABA 626 Functional Behavior Assessment

Prerequisite: ABA 624

Describes an assessment process that explores the purpose a behavior serves for a person, how to conduct a functional analysis of problem behavior, interpret functional assessment data, and the role in treating and preventing problem behaviors.

ABA 628 Behavioral Change Procedures

Prerequisite: ABA 626

Focuses on promoting improved significant social changes in an individual's life and defines the major types of generalized behavior change and strategies and tactics applied behavior analysts use to achieve them.

ABA 630 Developing ABA Interventions

Prerequisite: ABA 628

Describes how to state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, and recommend interventions, strategies and goals.

ABA 632 Ethics Compliance Code

Prerequisite: ABA 630

Outlines standards of professional practice a code of conduct for Behavior Analyst, describes strategies and tactics for providing ethically sound client services, and how to achieve, maintain, and to maintain and extend professional competence.

ABA 634 Supervision and Management

Prerequisite: ABA 632

The course focuses on providing the supervisor with instructions on how to facilitate ABA programming with supervisees, and to evaluate the effects of supervision.

ABA 636 Application of ABA Skills

Prerequisite: ABA 634

This course is designed to help students achieve fluency skills in applied behavioral skills.

ABA 670 ABA Capstone Project

Prerequisite: ABA 636

The course is designed to utilize within-subject design research strategies when conducting an Applied Behavior Analytical experiment.

ACC – Accounting

ACC 201 Financial Accounting Funds.

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, this course corresponds to Principles of Accounting I at other colleges.

ACC 202 Managerial Accounting Funds.

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 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 entails a more in-depth and detailed study of the principal financial statements, accounting concepts, revenue and expense recognition, and accounting for cash, receivables and inventories.

ACC 410B Intermediate Accounting II

Prerequisite: ACC 410A

Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410B covers accounting for plant, property and equipment, intangible assets, leases, current and long-term liabilities, and stockholders' equity and retained earn

ACC 410C Intermediate Accounting III

Prerequisite: ACC 410B

Often referred to as ""Intermediate Accounting,"" (See ACC 410A for a series description.) ACC 410C covers earnings per share, investments, deferred income taxes, pensions, accounting changes and errors, preparation of the statement of cash flows, and full disclosures with emphasis on segment and interim reporting.

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 of 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 433 Managerial Accounting

Prerequisite: ACC 202

This course covers 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 Acct

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 in accordance with auditing standards promulgated by authoritative bodies. Topics include planning of the audit engagement, auditor's responsibility for fraud, review of internal controls, gathering substantive evidence using analytical procedures and test of account balances for the revenues, acquisition and expenditures and inventory processes

ACC 435B Auditing II

Prerequisite: ACC 435A

A continuation of ACC 435A, this course focuses on sampling plan and techniques, gathering substantive evidence for cash and investment cycle, long-term debts and owners' equity, and contingent liabilities. It also covers audit work papers, audit opinions, attestation services, compilation and reviews, and auditor's legal liability associated with an audit engagement.

ACC 436 Applied Tech for Accountants

Prerequisite: ACC 201

Emphasis on 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.

ACC 515 Accounting Ethics

Studies the fundamentals of accounting ethics focusing on case and scenarios analysis, discussions, identification of possible solutions focusing on students acquisition of good ethical judgement. The objective of the course is to increase a students' ethical sensitivity to major areas of ethical concern in the study of accounting. At the present time, completion of the course provides credit for CPA licensing in the State of California.

ACC 555 Data Analytics

Provides skills to input, manage, and analyze large sets of data. Other skills emphasized are the extraction of relevant data and the effective communication of that information to the end user. Exposure will be provided to one or more ERP systems.

ACC 591 Accounting Internship

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.

ACC 600 Financial Accounting for MBAs

An introduction to accounting for students with no recent previous exposure to the subject. This course prepares students to comprehend the relationship among the financial statements, ascertain how business transactions are reflected in the financial statements, and analyze solvency, profitability, and stability of a business enterprise to make informed operating decisions.

ACC 601M Foundations of Financial Acc

Basic financial accounting theory, including the recording of business transactions and preparation of financial statements using "generally accepted accounting principles" (GAAP). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

ACC 604 Managerial Accounting

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 include 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 of two courses 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 is on revenue and expense recognition, together with accounting for current assets.

ACC 611M Financial Accounting II

Prerequisite: ACC 610M

The second of a two course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for tangible assets, natural resources and intangible assets, current and long-term liabilities, leases, and shareholder equity.

ACC 615M Advanced Financial Accounting

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

Study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of individuals.

ACC 621M Taxation of Bus & Oth Entities

A study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of "C" corporations, "S" corporations, and partnerships.

ACC 630M Cost Accounting

Prerequisite: ACC 601M

This course discusses cost terminology, cost measurement concepts, cost accumulation systems, accumulating, and allocating overhead costs using various cost drivers.

ACC 631M Advanced Managerial Accounting

Application of accounting concepts and reporting techniques applied in a management decision-making context and analysis of accounting data from a real-world case study and present their analysis, conclusions, and recommendations.

ACC 640M Acc for Gov't & NFP Entities

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

ACC 651M Auditing Procedures

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 652M Forensic Accounting

A combination of accounting and investigative techniques used to discover financial crimes. Skills necessary to collect, analyze, and evaluate accounting evidence will be developed. Interpretation of suspicious activities and formal reporting thereof will be developed.

ACC 653M Internal Controls

Mechanisms, rules, and procedures implemented by a company to ensure the integrity of financial and accounting information, promote accountability and prevent fraud. Committee of Sponsoring Organizations of the Treadway Commission control standards covered.

ACC 654M Legal Issues in Accounting

Covers critical legal issues such as contracts, loan documents, and taxation. Emphasis on ensuring that experienced accountants make sound decisions based on sound financial and legal information.

ACC 657 Accounting Information Systems

Prerequisite: ACC 601M

Study of 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.

ACC 672 International Acctg Standards

Prerequisite: ACC 201

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 *(variable units)*

This course is individual study under the direction of an instructor. It requires prior approval of the appropriate academic department.

ACC 695M Cases in Accounting & Auditing

Prerequisite: Completion of all core and elective courses

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. Course is eligible for In Progress (IP) grading.

ACEX – Athletic Coaching Education

ACEX 2100X History of Sport

A survey of the history of American sport with a focus on European influences, as well as the influences of technological, cultural, racial, and economic diversity from Colonial American to present day.

ACEX 2101X 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.

ADC – Alcohol and Drug Counseling

ADC 205 Intro to Substance Abuse

Prerequisite: PSY 100 and SOC 100

Focus on the definitions and diagnostic criteria for substance abuse and dependence, theories of etiology, medical and social model approaches, and the use of 12-step programs as adjuncts to treatment. It introduces the twelve core functions of chemical dependency counseling.

ADC 215 Physiology of Substance Abuse

Prerequisite: PSY 100 and SOC 100

A survey of drug classifications and medical complications of their use, and the basic mechanisms of drug absorption, metabolism, distribution and elimination. Mechanisms of tolerance, dependence and withdrawal are emphasized. Also covered is an overview of brain systems involved in drug use, abuse and dependence

ADC 225 Law and Ethics

Prerequisite: PSY 100 and SOC 100

This course explores the ethical and legal issues related to substance abuse counseling. Topics include laws related to confidentiality, mandated reporting, scope of practice, informed consent, and record keeping as well as ethical systems and standards.

ADC 235 Case Management

Prerequisite: PSY 100 and SOC 100

The 12 Core Functions related to the assessment and management of client progress while in chemical dependency treatment are covered. Skills related to intake assessment, diagnosis, treatment planning and developing effective referrals will be taught and practiced. Concepts related to psychoeducation, special populations, prevention and community outreach will be discussed.

ADC 245 Individual Counseling I

Prerequisite: ADC 205, PSY 100 and SOC 100

Focus on the major theories and techniques of substance abuse counseling. Emphasis will be on strategies related to assisting clients in accepting the diagnosis of substance abuse and the early stages of recovery. Considerations for working with special populations will be discussed. Students will use case studies to apply techniques.

ADC 255 Individual Counseling II

Prerequisite: ADC 245

This course focuses on the application of the counseling techniques learned in ADC 245. Students will be expected to role-play techniques with volunteer(s) in their professional/social environment and submit videos of those sessions for discussion. Discussion of assessment techniques for clients with other psychiatric disorders will be covered.

ADC 265 Group & Family Counseling

Prerequisite: PSY 100 and SOC 100

This course examines group counseling and family systems theories related to working with substance abuse clients and their families. Students will learn the application of these theories through the use of video sessions and case studies.

ADC 275 Personal & Professional Growth

Prerequisite: PSY 100 and SOC 100

This course examines two inter-related concepts of counseling: personal awareness and growth with professional growth. This course is designed to assist students to begin the process of becoming aware of their personal issues and how those may impact their work with clients.

ADC 285 Practicum in Substance Abuse

Prerequisite: Satisfactorily complete 5 courses in the major and program lead faculty approval

A two-part field practicum in which students work in an approved practicum site doing 255 hours of substance abuse counseling. They also participate in an academic seminar where they discuss their field work. This course is a minimum of 6 months in length.

ADC 295 Guided Study *(variable units)*

Individual study of a selected topic or content area under the guidance of the instructor.

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 & 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 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.

AGE – Applied Gerontology

AGE 601 Foundations of Gerontology I

Foundations of Gerontology I: Global and Societal Impacts of Aging Populations presents an overview of the global and societal aspects of aging through examination of critical, complex issues ranging from health care and social policy to new roles in the second half of life. Topics include long-term care and rationing of health care; autonomy and end-of-life decisions; the age-versus-need debate; Social Security and the future of retirement; and longevity and the biological basis of aging. Emphasis on trends and future developments is balanced by attention to case studies and practice and policy issues.

AGE 602 Foundations of Gerontology II

This course reviews a broad range of topics relating to the personal and interpersonal aspects of aging. Through the major theoretical and methodological traditions in gerontology, the seeming paradox of continuity versus change for older adults in areas relating to self and others' health and wellness promotion, cognitive changes in aging, resilience of older women and elders of color, intergenerational relationships, and social and public policies for older adults.

AGE 610 Wellness/Engagement in Aging

Prerequisite: AGE 602

Wellness and Engagement in Older Adults examines the coping, expressive, contributive, and influence needs of older adults. Topics include holistic geriatric care, reminiscence and autobiography, wisdom and creativity, lifelong learning, spirituality and contemplative practice, and social and civic engagement.

AGE 611 Psychology of Older Adults

Prerequisite: AGE 602

Psychology and Neuropsychology of Older Adults will examine age-related changes in neurological and psychological function and methods for assessing them. Specific areas of study will include the age-related changes in memory, intellectual development in older adults, motivation and emotion over the life course, personality, and aging and mental health.

AGE 612 Public Policy and Aging

Prerequisite: AGE 601

Public Policy, Politics, and Aging reviews major legislation and programs impacting older adults, including the analysis of current legal and regulatory issues and examination of policy-making and political processes affecting development and implementation of aging services. Learners will compare United States aging policies to those of other countries and develop resources for effectively advocating for policy changes.

AGE 613 Counseling Older Adults

Prerequisite: AGE 602

Counseling Older Adults examines current theories and applications of assessment and intervention techniques with older adults and their families. Topics

include innovative treatment modalities, ethical and legal issues affecting clinical practice with this population, and personhood in aging and dementia.

AGE 614 Cross-cultural Practice

Prerequisite: AGE 601

Cross-cultural Practice with Aging Populations focuses on the processes of aging and the problems of older adults in the United States and throughout the world from both theoretical and applied perspectives. Particular emphasis is given to understanding the relationship between non-Western and Western experiences in terms of social, cultural, economic, political, and demographic concomitants.

AGE 615 Managing Aging Services

Prerequisite: AGE 601

Administration/Management in Programs for Older Adults applies theories of administration and system management to public and volunteer programs and services for older adults including residential institutions and community programs; emphasis is on bringing a person-centered, life course perspective to the development of competencies need to perform core managerial functions in aging services organizations: program planning, organizational design, human resource management, supervision, finance, information system, and program evaluation.

AGE 616 Physical Change and Aging

Physiology of Development and Aging examines the lifespan physiology of human development, growth, and aging; major emphasis on the physiology of the later years and implications for health maintenance and longevity.

AGE 620 Integrative Project A

Prerequisite: AGE 601 and AGE 602

First course of two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

AGE 630 Integrative Project B

Prerequisite: AGE 601, AGE 602 and AGE 620

The second course of a two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

ANA - Analytics

ANA 600 Fundamentals of Analytics

Introduction to statistical modelling and data analysis using R programming to explore data variation, model the data, and evaluate the models. Analysis and evaluation of different types of regression models and error analysis methods.

ANA 605 Analytic Models & Data Systems

Prerequisite: ANA 600

Forms of data, gap analysis, model building, and interpretation will form the foundation for students to

ethically apply data analytics to facilitate modern knowledge discovery techniques.

ANA 610 Data Management for Analytics

Application of the data management process for analytics including acquiring and auditing data, assembling data into a modeling sample, performing basic data integrity checks, cleansing data, feature engineering and data visualization.

ANA 615 Data Mining Techniques

Prerequisite: ANA 610

Application of data mining methods and predictive modeling for exploration and knowledge discovery. Design of objectives, data selection and preparation, analytic method selection such as classification and decision trees, and predictive modeling will be used for a variety of case studies and practical industry applications.

ANA 620 Continuous Data Methods, Appl

Prerequisite: ANA 615

Application of methods for analyzing continuous data for knowledge discovery. Analytic continuous data concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics, goodness-of-fit tests, correlation measures, single and multiple linear regression, and analysis of variance and covariance are covered. Applying continuous data methods using case studies and real world data will leverage statistical assessment and interpretation.

ANA 625 Categorical Data Methods, Appl

Prerequisite: ANA 620

Application of methods for analyzing categorical data for knowledge discovery. Analytic categorical data analysis concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics of discrete data, contingency tables, and methods of generalized linear models are covered. Applying categorical methods using case studies and real world data will leverage statistical assessment and interpretation.

ANA 630 Advanced Analytic Applications

Prerequisite: ANA 625

Advanced application of data analytics methods for knowledge discovery. This course will explore several of the advanced topics in data analytics such as methods for longitudinal data, factor and principal components analysis, multivariate logistic regression, and multivariate analysis of variance (ANOVA). Application using case studies and real world data will leverage statistical assessment and interpretation.

ANA 650 Database Design for Analytics

Analysis of database design and implementation for analytical applications in "big data." Topics include requirements collection, conceptual and logical database design, normalization, an introduction to SQL, and the designing of a data mart.

ANA 655 Data Warehouse Design & Devel

Prerequisite: ANA 650

A course on how to design and develop a data warehouse application for "big data". Topics include user requirement collection, dimensional modeling, ETL (Extraction, Transformation, Loading) procedures, information access and delivery, as well

as the optimization and long-term maintenance of a data warehouse.

ANA 660 Advanced SQL Programming

Prerequisite: ANA 655

An in-depth treatment of data manipulation with Structured Query Language (SQL). This course covers views, triggers, sequences, reporting, subqueries, query optimization and how to use SQL for data warehouse manipulation.

ANA 665 Data Mining & Machine Learning

Prerequisite: ANA 660

This advanced data mining course focuses on various machine learning and artificial intelligence techniques. Topics include data mining methods ranging from classification rules, association rules, and instance-based learning to semi-supervised learning and multi-instance learning.

ANA 699A Analytic Capstone Project I

Prerequisite: All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.

Master's level research in analytic project design, problem framing, and technical presentation. Team building, team collaboration, and conflict resolution are implemented in the proposal of a data science project. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are proposed and presented to project advisors and stakeholders.

ANA 699B Analytic Capstone Project II

Prerequisite: ANA 699A

Continuation of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are implemented and presented to project advisors and stakeholders.

ANA 699C Analytics Capstone Project III

Prerequisite: ANA 699B

Completion of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data analysis and visualization are implemented and presented to project advisors and stakeholders in a written thesis.

ANE - Anesthesia

ANE 800 Advanced Principles of EBP

Exploration of study designs, measurement tools, and data collection strategies in research and evidence-based practice data collection. Logic of statistical models used in the evaluation of research designs and measures. Identification of an evidence-based scholarly question pertinent to nurse anesthesia practice.

ANE 801 Biostat for Nurse Anesthesia

Course designed for advanced practice nurses. Topics include descriptive statistics, elementary probability, probability distributions, one- and two-sample normal inference (point estimation, hypothesis testing, and confidence intervals), power and sample size calculations, one- and two-sample binomial inference, underlying assumptions and diagnostic work. Includes primary statistical tools used in epidemiology and health services research; multiple linear regression, logistic regression and survival analysis.

ANE 810 Advanced Pharmacology Concepts

Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Program Lead

This course is a comprehensive examination of pharmacokinetics, pharmacodynamics and pharmacotherapeutics as well as the clinical application of advanced pharmacology and pharmacotherapeutics for the advanced practice nurse managing complex and common disease conditions. The course integrates the pathophysiology of various disease states with underlying biochemical mediators and available drug treatments as well as new drug discovery, neurotransmission, the central nervous system, mediators of pain and inflammation, and renal and cardiovascular agents. Doctoral nurse anesthesia graduate students will learn the treatment of human diseases with pharmacological mediators.

ANE 815 Adv Human Anatomy for Anesth

Prerequisite: Admission to the Nurse Anesthesia Program or approval from Program Lead.

Advanced Human Anatomy for Nurse Anesthesia uses an organ system approach for a comprehensive exploration of the normal microscopic and gross structures of the human body, as well as anatomical pathology based on the microscopic and macroscopic examination of organs and tissues. Doctoral nurse anesthesia graduate students will also investigate functions and embryological variations of many structures with special emphasis on how these topics relate to anesthesia management.

ANE 816 Advanced Human Anatomy Lab

(1.5 quarter units)

Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Program Lead.

Advanced Human Anatomy for Nurse Anesthesia Lab utilizes a systematic approach to a comprehensive exploration of the normal microscopic and gross structures of the human body, as well as anatomical pathology based on the microscopic and macroscopic examination of organs and tissues. Doctoral nurse anesthesia graduate students will also investigate functions of many structures with special emphasis on how these topics relate to anesthesia management. Three hours of laboratory work per week provide hands on study of scientific models and dissection of biological organs and organisms as well as microscope studies of histology.

ANE 818 Anesthesia Pharmacology I

Corequisite: ANE 824

The anesthesia pharmacology course examines the unique pharmacologic agents that are specific to anesthesia administration. Focus will be placed on inhalation agents, induction drugs, neuromuscular blocker, adrenergic agents, and local anesthetics. Exploration of current evidence related to pharmacologic therapies will serve as the course underpinning.

ANE 819 Anesthesia Pharmacology II

The second of a two-course anesthesia pharmacology sequence. Detailed exploration/investigation of pharmacokinetics and pharmacodynamics of anesthesia specific drugs. Factors modifying anesthetic management of perioperative patients are thoroughly explored.

ANE 820 Nurse Anesthesia Physiology I

This course is a comprehensive examination of cellular, membrane, skeletal muscle and neurological physiology with particular emphasis on how these topics relate to anesthesia management. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states and the underlying biochemical mediators involved.

ANE 821 Nurse Anesthesia Physiology II

Nurse Anesthesia Physiology II is the second of a three course physiology series. In this course a comprehensive examination of cardiovascular, immune, endocrine and gastro-intestinal physiology with particular emphasis on how these topics relate to anesthesia management will occur. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

ANE 822 Anesthesia Physiology III

Prerequisite: ANE 821

Nurse Anesthesia Physiology III is a comprehensive examination of respiratory, renal and reproductive physiology with particular emphasis on how these topics relate to anesthesia management. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

ANE 823 Anesthesia Physical Assessment

Development of advanced clinical reasoning and assessment skills to determine client health status and needs. Application of physiological, pathophysiological, and psychosocial concepts with implications for Nurse Anesthesia.

ANE 824 Principles of Anesthesia I

Corequisite: ANE 825

This course presents the fundamental concepts of anesthesia and introduces the student to the procedures and principles of nurse anesthesia practice. Principles presented include monitoring and assessment skills, airway management (including endotracheal intubation), preoperative assessment, documentation, the anesthesia gas machine and related current technology.

ANE 825 Advanced HiFi Sim I

(1.5 quarter units)

Corequisite: ANE 824

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 826 Principles of Anesthesia II

Prerequisite: ANE 824 minimum passing grade is B-

Exploration of anesthetic delivery to patients with increasing co-morbidities and complex anesthesia needs. Airway management and ultrasound guided regional anesthesia techniques are thoroughly covered, with special attention given to acute and chronic pain management. Anesthetic techniques for the specialty practice of cardiac, thoracic, and vascular anesthesia is analyzed.

ANE 827 Advanced HiFi Sim II

(1.5 quarter units)

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 828 Principles of Anesthesia III

Corequisite: ANE 829

A detailed investigation of anesthesia care, including preoperative planning, implementation, and perianesthetic management for complex anesthesia delivery. Examination of specialty anesthesia practice, to include an in depth investigation of obstetrical, pediatric/neonatal, and ambulatory surgical populations. Development of a perioperative plan of care for patients undergoing Ear/Nose/Throat, laparoscopic, robotic, obstetrical, and gynecological procedures will be constructed and critiqued.

ANE 829 Advanced HiFi Sim III

(1.5 quarter units)

Corequisite: ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

ANE 830 Principles of Anesthesia IV

Corequisite: ANE 831

Prerequisite: ANE 824, Curriculum in a cohort, lock-step model

Detailed study of anesthesia care preoperative planning, implementing, and perianesthetic management for complex anesthesia delivery. Specialty anesthesia practice foci of neuro-cranial and neuro-spine, trauma, critical care, transplant, hepatic, and renal surgery will be covered.

ANE 831 Advanced HiFi Sim IV

(1.5 quarter units)

Corequisite: ANE 830

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills

development appropriate for the doctoral nurse anesthesia student.

ANE 840 Anesth Professional Aspects

This course presents topics surrounding professional nurse anesthesia practice. Course topics include: Professional qualifications and capabilities of the Nurse Anesthetist, advanced practices roles and responsibilities, professional involvement and lobbying, governmental and nongovernmental regulation of Nurse Anesthesia practice, Standards of Care within anesthesia, professional reimbursement, health care marketplace trends, influencing health care policy, assessing and selecting CRNA practice settings, the American Legal System and its impact on CRNA practice, the anatomy of malpractice litigation, clinical competency, ethical issues and decision making.

ANE 850 Clinical and Seminar I

Prerequisite: Satisfactory completion of the didactic phase of the program.

Provides supervised clinical practicum experience for the student nurse anesthetist to begin administering anesthesia to patients with minimal co-morbidities or complex anesthesia requirements. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist.

ANE 851 Implementing EBP in Anesthesia

Prerequisite: ANE 800

Implementing evidence in nurse anesthesia practice extends knowledge of the basic principles of evidence-based practice. This on-line course examines the use of research in practice. Understanding, appraising and using evidence for practice are addressed. Evaluation of clinical practice guidelines and systematic reviews form the foundation for implementing change in anesthesia practice. Professional advocacy and methods for change are evaluated.

ANE 855 Clinical and Seminar II

Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review.

ANE 856 Health Policy and Advocacy

This course will delve into the world of healthcare policy and advocacy as it relates to APRNs. We will talk about the process of how policy is created, discuss aspects which drive policy such as interest groups, lobbyists and organizations. We will discuss the IOM report and how it has impacted APRN healthcare related policy and how these impact APRN practice. We will discuss advocacy and the future of CRNA practice and involvement in driving and shaping policy.

ANE 860 Clinical and Seminar III

A clinical and seminar course that continues to add increasing anesthesia complexity, comorbidities, and autonomous clinical decision making. Scholarly inquiry of complex anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management,

to include critique of the current literature and development of case study review.

ANE 861 Systems Analysis-Communication

This course will analyze healthcare systems and various communication methods as each relates to Advanced Practice Registered Nurses (APRNs). Exploration of the communication methods and systems APRNs interact with will drive the course discussions related to professional interactions, healthcare systems and communication including online. The course will evaluate communication methods and their impact on APRN practice as well as professional implications. Application activities related to communication within nurse anesthesia will occur at the practice level.

ANE 865 Clinical Rotation- Seminar IV

Corequisite: ANE 670

This course is a critique and intensive review of the principles and applications of evidence-based nurse anesthesia practice. This course requires scholarly inquiry of specific anesthesia case studies and patient care management techniques. A thorough investigation of current evidence for anesthesia case management including critique of the current literature and the development of publishable case study is required. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity and depth of review.

ANE 866 Epidemiology-Population Health

Prerequisite: ANE 801

Emphasizes the concepts and premises of the science of epidemiology. Methods of hypothesis formulation and evaluation are stressed. Techniques for quantifying the amount of disease (or other health indicator) in populations are introduced, followed by discussion of epidemiologic study designs useful for identifying etiologic factors and other relevant correlates of disease. Uses a series of case studies to teach the principles and practice of epidemiology, ranging from surveillance and descriptive epidemiology to outbreak investigations and analytic methods. Focuses on the use of sound epidemiologic judgment.

ANE 870 Clinical Rotation-Seminar V

Corequisite: ANE 865

Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity and depth of review.

ANE 871 Healthcare Economics - Finance

This course will analyze healthcare economics and finance as it relates to the Advanced Practice Registered Nurse (APRN). Exploration of the process of economic policy creation and anesthesia practice finances, will drive the course discussions related to interest groups, healthcare models, efficiency and quality. The course will evaluate regulatory policies and their impact on the healthcare economics and APRN practice related policy. Application activities of economics within nurse anesthesia will occur at the practice level and practice models.

ANE 875 Clinical Rotation-Seminar VI

Prerequisite: ANE 870

Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice with advancing complexity and comorbidities. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity, autonomy, of clinical anesthesia case management.

ANE 876 Capstone Project

This course emphasizes the synthesis, critique, and application of learning gained in the program to support quality clinical practice and organizational systems. The DNAP candidate, in consultation with their academic advisor, proposes a project that begins with a thorough and scientific evaluation of a current healthcare issue requested by an approved healthcare entity. Following approval of the proposal by the academic chair and project committee, the DNAP candidate will complete the doctoral project within two academic years as evidenced by the rendering of recommendation(s) or design of an innovative clinical practice or program solving an actual healthcare issue.

ANE 880 Clinical Specialization

Prerequisite: ANE 870

Provides supervised clinical practicum experience for the senior student registered nurse anesthetist in advanced anesthesia clinical disciplines. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist. Advanced anesthesia specializations in these rotations for this course include: advanced ambulatory anesthesia; advanced thoracic/vascular anesthesia; advanced cardiac anesthesia; advanced neuroanesthesia; advanced obstetrical anesthesia; transplant anesthesia; advanced pediatric anesthesia; advanced regional anesthesia; non-surgical pain management; transition into practice.

ANE 881 DNAP Role - Healthcare Impact

Advanced exploration of the Doctorate of Nurse Anesthesia Practice role, and contributions graduates are prepared to make in nurse anesthesia practice, leadership, and education. Students explore the history, social context, and philosophical basis of the DNAP role. Students will also develop an understanding of the value of transformative leadership in healthcare through use of critical exploration of the literature. Students engage with leaders in administration, education, policy, and research. The role of individuals, teams, and consultants in leading change will be topics of discussion.

ANH – Health Analytics

ANH 604 Clinical Research Analytics

Application of health data analytics to improve health results in clinical care. The focus will be on data integration and analysis from the perspective of patient care, decision support, and quality control for evidence-based solutions.

ANH 607 Health Outcomes Research

Application of health data analytics to guide decisions about the health of populations and individuals. Population and individual level data integration and analysis will be conducted to provide evidenced-based solutions in clinical trials and assessment of recovery time, patient stays, risk of complications, morbidity and mortality.

ARL – Advanced Reading Literacy

ARL 640C Action Res for the Read Spec

Prerequisite: ARL 645, ARL 646, ARL 647A and ARL 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 ARL 647B. Candidates prepare an Action Research Report and utilize library and computer skills to locate research.

ARL 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.

ARL 646 Comprehension Strategies

Provides 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.

ARL 647A Lang Arts Assess and Instruc I

Prerequisite: ARL 645 and ARL 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.

ARL 647B Fld St: Lag Art Assess & In II

Prerequisite: ARL 645, ARL 646 and ARL 647A

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 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.

ART – Art

ART 100 Introduction to Art History

Prerequisite: ENG 100 and ENG 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.

ART 200 Visual Arts

Fundamentals of visual arts presented through drawing and other media. Students develop their own creative vision while learning aesthetic values and concepts, as well as how to handle materials. Students supply basic art materials.

ART 250 Self-Reflection via Visual Art

Recommended Preparation: ART 100 and ART 200

Inquiry and self-reflection presented through the visual arts. Students explore their past, present and future aspirations through learning and applying the fundamental strategies and techniques of painting and other visual media. Students investigate self-knowledge through journal writing, a sketchbook practice and visual art assignments. Students supply basic painting art materials.

ART 315 Film as Art

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 101

An introduction to the major movements, styles and artists from Impressionism to the present. Examines how themes of contemporary art reflect the social, historical and cultural events of the period.

ART 329 World Art

Prerequisite: ENG 100 and ENG 101

This course approaches the fundamentals of visual and applied arts from a global perspective and provides an overview of non-Western art from ancient times to the present. Specific areas of focus are the art of South Asia and the Islamic World, East Asia, Pre-Columbian Central and South America, Native North America, Africa and Oceania. Students learn how to look at, appreciate, and critically think and write about art from the perspectives of a diversity of cultures and historical eras.

ART 400 Expressive and Integrative Art

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 *(variable 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.

ATP – Advanced Teaching Practices

ATP 600 Inspired Educator

Explore research literature on inspired and effective teaching to inform development of personalized teaching growth plan. Select two inquiry questions to explore during the specializations of choice. Create digital portfolio for program. Required first course in program.

ATP 699 Capstone/Portfolio

Prerequisite: Students must complete all major core and specialization courses prior to enrolling in the capstone course.

Provide evidence of increasing depth of knowledge in instruction, assessment, and digital learning skills for research, curriculum design and professional growth by selecting and defending artifacts produced throughout the program. Grading is H, S, U only. Course is eligible for In Progress (IP) grade.

BAN – Business Analytics

BAN 640 Performance MGT & SCM Process

Performance Management (PM) and Supply Chain Management (SCM) require metrics and indicators to measure value, weaknesses and opportunities through business intelligence. Using data to set objectives and measure the internal and external performances through analytics has been a proven method to business success. Business analytics provide a proactive approach to identify and solve problems before it takes place. Data improvement, data quality assessment, data cleansing and normalization, methods and process improvements will be discussed.

BAN 645 Prediction in Marketing

New technologies have opened new arenas in prediction and marketing. Subjects of predictive analytics topics and its role in enterprise marketing will be discussed. The course applies predictive analytic tools to derive the organization's strategic direction. Market and product analysis will be used to illustrate the development process. Results will be drawn from actual predictive analytics applications and interpreted in the context of business impact.

BAN 650 Probabilistic Finance Models

Financial world faces uncertainty that affects the outcome of sound investments. Leaders are utilizing probabilistic analytic models that alleviate ambiguity on making decision for profitable returns. Theories and practical tools focusing on model building; constructing, processing and presenting probabilistic information will be discussed. Utilization of analytical software to solve problems on axioms of probability, conditioning and probability trees, random variables and distributions expectation.

BAN 655 Analytical Security & Ethics

Every step of online transactions should be considered with security in mind. Accessing the organizations' data requires operators to apply the proper security and privacy while the data is stored, transmitted, accessed and when it is worked on. Work with confidential data involves strong ethical practices to be aware of security breaches and how to mitigate threats.

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 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. Health care systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

BGS – General Studies

BGS 301 Intro. to General Studies

Focus on the integration of knowledge across various disciplines, essential to a critical and interdisciplinary approach. Emphasis on the interconnectedness of different fields of knowledge central to broad, critical and holistic view of education.

BGS 385 Methods of Research

Prerequisite: BGS 301 and four additional courses from the major.

Study of qualitative and quantitative research designs and methods including observation, interviews, surveys, primary and secondary data analysis and experimentation. Development of the critical ability to understand the ethical solutions to problems faced by contemporary researchers.

BGS 499 Capstone Project

Prerequisite: Completion of other major requirements. Must be taken within last three classes prior to graduation.

Capstone course that focuses on portfolio and completion of capstone project. It is designed to provide students with an opportunity to integrate lessons learned from general studies portfolio-building and the research class. Grading is H, S or U only. Course is eligible for In Progress (IP) grade.

BIM – Business Information Management

BIM 400 Info Mgmt in Organizations

Overview of Information Systems (IS) infrastructure and its utilization in today's global business environment. The use of technological tools and the role of information systems will be discussed from the organizational strategic, tactical and operational view. Students learn how to choose and utilize information and knowledge to gain competitive advantage in the industry.

BIM 600 Human-Computer Interaction

The theory and practices of Human-Computer Interfaces (HCI) from information systems angle are discussed. Various industry and web HCIs designs will be evaluated from the user-centered perspective utilizing information systems. Rapid prototyping and comparative evaluation of design are essential parts of this course. In addition, users' expectation of interface design, interaction and usability components are user-centered HCI evaluation and development will be covered.

BIM 606 Info Mgmt for Leaders

This course focuses on the strategic role of information technology (IT) in today's dynamic organizations. Emphasis is placed on the application of IT strategies to align to the organization's strategic planning, customer analysis, rapid decision-making, and problem solving. Topics will include: (a) harvesting information as organization asset; (b) prioritizing the gaps between where the organization is today and where it needs to be in the future; (c) integrating information into the vision, goals, and mission of organizations; (d) using advanced IT to implement change; and (e) analyzing information to achieve competitive advantage. Technical skills needed in storing, updating, and retrieving information, building, and using Web-based applications and business forecasting will also be covered.

BIM 610 Strategic Decision Systems

An overview of the methodologies and expert system and mind mapping software used by Strategic and Middle Management. The topics include; the mastering of the process of Mind Mapping, which allows executive and strategic managers to project and modify their thoughts to reach effective decision making. Collaborate and support their decision with other stakeholders to maximize the organization's strategic goals and objectives.

BIO – Biology

BIO 100 Survey of Bioscience

Introduction to the scientific method and the basic principles of the life sciences. Examination of 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 for non-science majors (GE) or BIO 163 for science majors

Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical and population genetics; as well as the mechanism of evolution and evolutionary basis of species classification. Emphasis on the scientific method as applied in laboratory sciences, using demonstrations, experiments, and/or field trips. May include inquiry-based research activities. Contact hours for this laboratory courses (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

BIO 110 Introduction to Human Biology

Fundamental concepts of cellular and human biology, including the chemistry of life, cellular organization, organ systems, human anatomy, and the use of the metric system to calculate biometric measurements.

BIO 161 General Biology 1

Fundamental concepts of biochemistry, cell biology, genetics. Concepts include important organic molecules, cell structure and function, metabolism and enzyme activity, cellular respiration and photosynthesis, DNA structure, meiosis and mitosis, Mendelian genetics. Intended for science majors.

BIO 162 General Biology 2

Prerequisite: BIO 161

Evolution, taxonomy, biodiversity, ecology. Concepts include evolutionary processes, taxonomy and phylogeny of the kingdoms of life, and ecological processes at the levels of the population, community and ecosystem. Intended for science majors.

BIO 163 General Biology 3

Corequisite: BIO 169A

Prerequisite: BIO 161 and BIO 162

Morphology and physiology of multicellular organisms, particularly plants and animals. Concepts include plant structure and physiology, and comparative animal morphology and physiology. Intended for science majors.

BIO 169A General Biology Lab

(1.5 quarter units)

Corequisite: BIO 163

Prerequisite: BIO 161 and BIO 162

Laboratory course in general biology intended for science majors. Topics include the application of the scientific method, examination of cellular processes (e.g. respiration, photosynthesis, mitosis, meiosis), Mendelian genetics, operation of basic laboratory equipment, taxonomic classification, and investigations of structure and function of prokaryotes, protists, fungi, plants and animals.

BIO 201 Human Anatomy & Physiol I

Corequisite: BIO 201A

Prerequisite: BIO 100, BIO 100A, CHE 101 and 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 201A Human Anatomy & Physiol Lab I

(1.5 quarter units)

Corequisite: BIO 201

Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A, or equivalent courses

This laboratory course examines organ systems (skeletal, muscular and nervous). Students conduct cat/fetal pig dissections to identify and learn how skeletal muscles are organized according to body region. Sheep brain is used as a model to study human brain.

BIO 202 Human Anatomy & Physiol II

Corequisite: BIO 202A

Prerequisite: BIO 201 and 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 202A Human Anatomy & Physiol Lab II

(1.5 quarter units)

Corequisite: BIO 202

Prerequisite: BIO 201 and BIO 201A

This laboratory course examines homeostasis in the heart, lungs, liver and kidneys, along with digestive, and urinary systems. Chromosomes, mitosis, meiosis, development and different types of inheritance through the testing of vision, hearing and taste and smell. Cat/fetal pig is used to study the internal organs.

BIO 203 Introductory Microbiology

Corequisite: BIO 203A

Prerequisite: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses

Recommended prior completion of BIO 201, BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this.

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 203A Introductory Microbiology Lab

(1.5 quarter units)

Corequisite: BIO 203

Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A

Recommended prior completion of: BIO 201, BIO 201A, BIO 202 and BIO 202A, Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this.

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 253 Environmental Microbiology

Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A and CHE 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)

Prerequisite: BIO 100, BIO 100A, CHE 101, CHE 101A and CHE 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 studies. Environmental sampling for water, air and solid matter samples.

BIO 302 Biodiversity

Prerequisite: BIO 100 and BIO 100A or equivalent

Survey of the scope and importance of biodiversity. Examines concepts of biodiversity, with emphasis on the importance of biodiversity to ecosystem functioning and human society. Threats to biodiversity are considered, as well as conservation and preservation solutions.

BIO 305 Genetics

Prerequisite: BIO 163, BIO 169A, CHE 143 and CHE 149A

Principles of genetics and heredity. Topics include linkage and pedigree analysis, DNA replication and repair, gene expression and regulation, inheritance of traits, genetic engineering, relationship of genetics to human health, and application of genetics to understanding the evolution of species.

BIO 310 Evolution

Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 169A

Evolutionary biology. Topics include the history of life, fossil record, causes of microevolution (including natural selection and mutation), macroevolutionary processes (including speciation and extinction), evolutionary genetics and developmental biology ("evo-devo"), phylogeny construction and taxonomy.

BIO 330 Ecology

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 142, CHE 143 and CHE 149A

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 385 Biomechanics of Sport

Prerequisite: BIO 100 and BIO 100A

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

Prerequisite: BIO 100 and BIO 100A

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.

BIO 406 Cellular Biology

Corequisite: BIO 406A

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Introduction to cellular biology, including fundamentals of cell structure and function, inter- and intracellular communication through signaling and signal transduction, cell growth and energy generation through aerobic respiration and photosynthesis. Examination of cellular events and analysis of specific case studies in cell biology.

BIO 406A Cellular Biology Lab

(1.5 quarter units)

Corequisite: BIO 406

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

This course emphasizes techniques essential to cellular biology, including cell culturing, Western blotting, ELISA, and DNA, RNA, and protein extractions.

BIO 407 Molecular Biology

Corequisite: BIO 407A

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, BIO 305, CHE 141, CHE 142, CHE 143 and CHE 149A

An introduction to molecular biology focusing on gene structure, organization, regulation and expression. Topics in genetic engineering and genome evolution are covered, as well as DNA replication, recombination, transcription and post-transcriptional mechanisms in both eukaryotic and prokaryotic cells.

BIO 407A Molecular Biology Lab

(1.5 quarter units)

Corequisite: BIO 407

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, BIO 305, CHE 141, CHE 142, CHE 143 and CHE 149A

This course emphasizes techniques essential to molecular biology including DNA extraction, purification and quantification; polymerase chain reactions; and restriction enzyme digestion.

BIO 411 Biodiversity

Recommended prior completion of BIO 100 and BIO 100A or BIO 161, BIO 162, BIO 163 and BIO 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 reeks, resource values for humans and restoration ecology.

BIO 414 Invertebrate Zoology

Corequisite: BIO 414A

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 412, CHE 413 and CHE 149A

Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

BIO 414A Invertebrate Zoology Lab

(1.5 quarter units)

Corequisite: BIO 414

Laboratory complement of invertebrate zoology, involving specimen investigations, demonstrations, and experiments. Contact hours (45.0) are based on a 3:1 ratio; i.e., 3 lab hours = 1 lecture hour equivalent.

BIO 416 Vertebrate Zoology

Corequisite: BIO 416A

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Study of the life of Vertebrates integrating the anatomy, physiology, ecology, evolution and behavioral adaptations that enable them to survive effectively in their natural environment.

BIO 416A Vertebrate Zoology Laboratory

(1.5 quarter units)

Corequisite: BIO 416

Laboratory complement of vertebrate zoology, involving specimen investigations, anatomical examination, and live observations when feasible.

BIO 420 Animal Behavior

Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A

Study of animal behavior, integrating genetic, physiological, ecological, and evolutionary perspectives.

BIO 430 Immunology

Recommended Preparation: BIO 203 and BIO 406 or equivalent courses.

Examination of the structure and function of the immune components, including the complement system, innate and adaptive responses, and immune cell signaling. Analysis of fundamental concepts such as antibodies, antigens, antigen-antibody complexes, allergic reactions, lymphatic and hematopoietic systems, cancer and autoimmune and immunodeficiency diseases.

BIO 440 Botany

Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Plant biology, including structure, function, evolution, taxonomy, and diversity of major groups of plants.

BIO 450 Natural History of California

Prerequisite: BIO 100 and BIO 100A or BIO 161, BIO 162, BIO 163 and BIO 100A

Study of the flora, fauna, and biomes of California. This course includes field trips, with sites selected for each academic center within the University.

BIO 460 Marine Biology

Prerequisite: BIO 161, BIO 162 and BIO 163

Global approach to the science of marine biology. Study of life in the marine environment and the structure and function of various marine ecosystems such as coral reefs, mangroves, and estuaries. Analysis and evaluation of the human impact on ocean ecology.

BIO 461 Marine Biology Field Studies

Recommended Preparation: BIO 162

Survey of marine habitats for fish species identification and quantification; survey of marine mammal (dolphins and manatees) ecology and behavior; identification of sea turtle species nesting and ecology; assessment of sea grass health and species identification; coral identification and health; ecosystem health and methods of monitoring. Species list composition biopsying techniques, and basics of biological field work. Taught in a field laboratory in Turneff Atoll, Belize; requires international travel. Contact instructor for approval and additional requirements.

BIO 470 Bioinformatics

Corequisite: BIO 470A

Prerequisite: BIO 161, BIO 162 and BIO 163

Analysis of biotechnology-related information using software tools to store, manipulate, and extract information from protein and nucleic acid sequence data. Topics include genome annotation, gene and protein prediction, sequence alignment, and analysis of aligned sequences in the description of patterns of protein or species relationships and gene expression.

BIO 470A Bioinformatics Lab

(1.5 quarter units)

Corequisite: BIO 470

Techniques essential to bioinformatics. Topics include practical knowledge of databases, basic commands in Unix and R, sequence alignment and annotation, and gene-expression quantification.

BIO 480 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 cumulatively; this course can be repeated depending upon the needs of individual students.

BIS – Interdisciplinary Studies

BIS 301 Intro to Interdisc. 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-exchanging." Emphasis is placed on reading, reflection, web resources and enrichment lectures, action research, writing, dialog and debate.

BIS 401 Interdisciplinary Practice: In

Prerequisite: BIS 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 in 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 405 Genetic Anthropology

Prerequisite: BIS 301 and Recommended prior completion of MTH 215

This elective is open to non-science majors. This trans-disciplinary course is a comprehensive team science approach to learning the basic concepts of genetic anthropology, human evolution, migration and cultural diversity, genetics and human variation, and epidemiology of disease. It will make use of computer technology. Students will participate in virtual learning environments and be introduced to interdisciplinary case studies. Teams of students will engage in investigative data search and analysis. Patterns of human migration will be examined within the context of cultural diversity, language and the impact of environment on disease.

BIS 499 Interdisciplinary Studies Proj

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 Mgmt Strat

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, how to 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.

BRO – Broadcast Media

BRO 210 History of Television

Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103

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

Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103 or COM 220

Basic theory, terminology, and practice essential to craft narrative formats in broadcast and digital media production. It covers conceptual, analytical and creative writing skills necessary to produce a script, and grasp contemporary narratives on multiple screens.

BRO 340 Studio Production I

Prerequisite: BRO 305

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 and video production.

BRO 430 Field Production II

Prerequisite: BRO 305, BRO 340, HUB 400, MUL 300 and MKT 402A

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.

BST – Biostatistics

BST 322 Intro to Biomedical Statistics

An introduction to concepts, procedures and software used in the statistical analysis of data in the health professions.

BUS – Business

BUS 100 Intro to Business

This course is an introduction to the private enterprise system. Topics covered include forms of business organizations, business finance, human resource management, production, entrepreneurship, business ethics, marketing, and the changing business environment.

BUS 480 Capstone: Integrated Bus Policy

Prerequisite: Completion of at least 9 BBA preparation and upper-division core courses

Integrated Business Policy 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 9 BBA preparation and upper-division core courses before starting this capstone course.

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

Prerequisite: CED 610

This course introduces School Counseling and Psychologist candidates to collaborative consultation leadership techniques and models, including communication, diplomacy and interpersonal skills necessary toward effective consultation at the individual, group and systems level.

CED 602 Societal Issues in the Schools

Prerequisite: CED 607

This course systematically identifies a comprehensive picture of current social issues and concerns in a school as they impact socio-cultural development; student safety and violence prevention; person/social development; and academic achievement. Issues include but are not limited to poverty, achievement motivation, dropouts, homelessness, teen pregnancy and parenting, eating disorders, obesity, child abuse, substance abuse, physical and mental abuse, gang violence, bullying, HIV/AIDS and suicide. Practicum experience is 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; co-oping 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

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 Instructional Design

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; (a) the role of the counselor as it relates to the exceptional student, the special education student and inclusiveness, and includes master scheduling considerations; (b) the creation of lesson plans in counseling areas which will be delivered in the elementary/secondary levels; (c) classroom management; and (d) 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

Prerequisite: CED 607

This course will focus on the designing, developing, implementing, and evaluating of 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 the needs of the community they are servicing. Practicum experience is required.

CED 607 School Counseling Orientation

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 including counseling, cross cultural counseling, coordination, collaboration, crisis intervention, conflict resolution and advocacy. Field experiences, using interviews and observations will give candidates insight into their future vocation. Emphasis is placed on oral, written communication, and observational skills. Practicum experience is required. Grading is S or U only.

CED 610 Adv Coun Theories & Methods

Prerequisite: CED 600 or PED 667

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

Candidates will identify, compare and apply basic knowledge of the roles, functions and dynamics among group leaders and group participants. The course covers group process theory and the research pertaining to group processes. Students participate in and analyze the interaction within a group. Practicum experience is required.

CED 612 Career & 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 Assessment for Ed Counselors

Prerequisite: CED 607 and Advancement to Candidacy

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. Basic statistical concepts and procedures, diversity issues, ethics as it relates to assessment, RtI assessment and resulting implications, limitations of standardized testing, and alternatives to traditional assessment are studied. Students learn to effectively use and interpret assessment results as a consumer of research and in their capacity as a school counselor, but they will also gain a foundational understanding of basic statistical methods, concepts and assessment tools.

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 Intern. I

Prerequisite: 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 setting 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 by S or U only.

CED 617 School Counseling Intern. II

Prerequisite: 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 setting 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 by H, S or U only.

CED 618 School Counseling Intern. III

Prerequisite: 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 setting 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 by H, S or U only.

CED 619 Couns Practicum Comm College

Prerequisite: 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 by H, S or U only.

CED 621 Practicum/Fieldwork Seminar

Prerequisite: CED 614

Students will apply theoretical concepts in practical settings. Students will reflect and align their 100 hours of practicum experience and focus on the integration and practical application of counseling skills development. Students will review the knowledge, skills and standards of the graduate program in final preparation for their field (internship) experience. Students will demonstrate the knowledge and skills in applying the themes and functions in school settings in the areas identified in the standards for school counseling. Students will complete and

present their program portfolio and will prepare for the ETS Praxis exam, per program requirements. A satisfactory completion is required of all candidates enrolled in the educational counseling program in order to advance to Field (internship) experience. Grading is by S or U only.

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 includes 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.

CEE – Computer and Electrical Engineering

CEE 300 Engineering Numerical Methods

Prerequisite: CSC 209 and CSC 310

This course introduces the mathematical fundamentals and numerical methods for engineering practice. Emphasis is placed on mathematical modeling using differential equations and associated numerical methods for solutions. The topics include complex numbers, differential equations, systems of linear differential equations, Laplace transform and their applications in engineering MATLAB is introduced as a tool for solving mathematical problems that require numerical solutions.

CEE 310 Circuit Analysis

Corequisite: CEE 310L

Prerequisite: CEE 300

An overview of basic circuit design and analysis. Introductory topics include: Ohm's law, Kirchhoff's Laws, the mesh-current method, and Thévenin and Norton Equivalent circuits. Students will apply these topics to RL, RC, and RLC circuit analysis. Advanced topics include the understanding and application of operational amplifiers.

CEE 310L Circuit Analysis Lab

(1.5 quarter units)

Corequisite: CEE 310

Centers on experiments covering the theoretical material in CEE310. Students will design, implement and analyze basic circuits. Experiments include: Ohm's law; Kirchhoff's laws; series and parallel resistors; voltage and current dividers; delta-wye configurations; mesh-current and node-voltage analysis; superposition and Thevenin equivalents; inverting and non-inverting amplifier circuits; series RC and RL circuits.

CEE 324 Linear Systems and Signals

Corequisite: CEE 324L

Prerequisite: CEE 310

Introduction to fundamental concepts, analysis and applications of continuous-time and discrete-time signals and linear systems. Course contents include time-domain and frequency-domain characterization of signals and systems, Fourier Series and Fourier Transform, basic sampling and filtering concepts, the Laplace Transform, and the Z Transform etc. The course will be supplemented with MATLAB based exercises.

CEE 324L Linear Systems and Signals Lab

(1.5 quarter units)

Corequisite: CEE 324

This lab course provides a collection of hands-on experiments for supporting the lectures of CEE 324. The experiments are designed to enable students to understand the theory behind signals and systems as well as validate the theory with real-world examples. The lab will cover time-domain and frequency-domain characterization of signals and systems, transforms, filtering and sampling.

CEE 340 Embedded Systems

Corequisite: CEE 340L

Prerequisite: CSC 208 and CSC 252 or CSC 262

Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051 C and assembly language programming and interfacing. The course examines the architecture of the 8051 microcontroller along with a study of the I/O ports, addressing modes, interrupt routines, timings and the serial data communication in 8051.

CEE 340L Embedded Systems Lab

(1.5 quarter units)

Corequisite: CEE 340

This lab course provides a collection of experiments for supporting the lectures in CEE 340. The labs are designed to familiarize students with various aspects of hardware and software for microcontroller applications such as interfacing with various devices, programming I/O ports and interrupts and working with sensors.

CEE 420 Microelectronics

Corequisite: CEE 420L

Prerequisite: CEE 310

Describes the fundamentals of semiconductor devices and microelectronic circuits. Students will explore the terminal characteristics of p-n junction and Zener diodes, diode circuits, and transistors and transistor circuits. Specifically, discussion includes principles of MOSFET and BJT operations, biasing technology, and their application in transistor circuit analysis.

CEE 420L Microelectronics Lab

(1.5 quarter units)

Corequisite: CEE 420

This lab course is designed to supplement the material of CEE420, to assist students in obtaining a better understanding of the operation of microelectronic circuits. Laboratory activities include the design, construction, computer simulation, and analysis of

transistor circuits, multi-stage amplifiers, operational amplifiers, current drivers and other semiconductor circuits.

CEE 430 Digital Signal Processing

Prerequisite: CEE 324

Describes all the necessary tools and techniques required to understand and design digital signal processing systems. Topics include: transformations of discrete time signals, the fast Fourier transform, and the z-transform. Advanced topics include: A/D and D/A converters and digital signal filtering.

CEE 440 VLSI Design

Prerequisite: CEE 420

VLSI design introduces students to fabrication and layout techniques necessary to design large scale systems. Specific topics include: CMOS logic, MOSFET theory, layout design rules including all the factors required for an effective circuit design. Advanced topics include: capacitance requirements, clocking, and power consumption, circuit simulation and performance estimation.

CEE 498 Capstone Design Project I

Prerequisite: Complete all core courses except CEE499 or Permission of the program lead.

Students apply the knowledge and skills that they gained from Electrical and Computer Engineering courses to solve a real-world engineering problem. Students start work on their project after it is approved by the faculty teaching the course. During this course students complete different phases of project. Students deal with a set of realistic constraints during the design and implementation of the project such as economic, social, political, ethical and social impacts. Grading is S/U only. Eligible for In Progress (IP) grading.

CEE 499A Capstone Design Project II

Prerequisite: CEE 498

A second course of a three-course sequence in which students continue to develop their products/systems, refine their specifications, then assemble and debug their products/systems. At the end of the course each group of students demonstrates a product prototype. The students grading is H, S or U only. Course is eligible for In Progress (IP) grade.

CEE 499B Capstone Design Project III

Prerequisite: CEE 499A

A third course of a three-course sequence in which students finalize their designs and product specifications, and complete the design project. With the mentoring of the faculty, each group of the students completes the written report, presents and demos their capstone design project. Grading is H, S or U only. Course is eligible for In Progress (IP) grade.

CEN – Construction Engineering

CEN 320 Surveying, Metrics and GIS

Prerequisite: EGR 219

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

Prerequisite: EGR 220 and EGR 225

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, sheer and deformation in beams and columns. Basic design fundamentals.

CEN 325 Soil Mechanics and Foundation

Prerequisite: CEN 323

An introduction to soil mechanics and foundation engineering. The course teaches the students how to solve certain fundamental problems related to consolidation, shear strength, and design of shallow and deep foundations; and familiarizes students with relevant terms and soil tests so that they can work effectively with geotechnical engineering specialists. The course features soil basics, including their derivation, identification and classification. The principles of water flow in soils, settlement and heave, and shear strength of soils will be discussed. Consolidation problems, factors of safety for foundations, and foundation settlement prediction will also be covered.

CEN 410 Constr Materials and Methods

Prerequisite: MTH 215

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 219

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 Mech and Electrical Systems

Prerequisite: MTH 215

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 Est., Scheduling and Control

Prerequisite: CEN 410

An introduction to 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 Est., Scheduling & Control II

Prerequisite: CEN 419

An advanced course built on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and precedence networks for activity durations, scheduling, and project updating for control are presented.

CEN 421 Constr, Acct, Finance and Law

Prerequisite: ACC 201

Application of business accounting and financial principles 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 & Const Process Integra

An introduction to the detailed processes of construction management and the relevant tools, processes and techniques that 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 480 Sustainable Construction

An introduction to the basic principles of sustainability as it applies to construction. Sustainability encompasses the 3Es of economics, environment and equity. Sustainable construction is examined in all stages of a building life-cycle from design to commissioning and beyond. This course provides both broad knowledge of sustainable construction techniques and uses in-depth design tools for integrating sustainable principles into modern construction management processes.

CEN 486A Construction Senior Project I

Prerequisite: Completion of 10 core courses in construction program.

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the first part of a three-part sequence. Students will form teams and begin research leading to a senior project proposal.

CEN 486B Construction Senior Project II

Prerequisite: CEN 486A

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the second part of a three-part sequence. Students begin to implement the project that was proposed in CEN 486A.

CEN 486C Construction Senior Project III

Prerequisite: CEN 486B

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program.

This is the third part of a three-part sequence. Students finalize the project that was proposed in CEN 486A and CEN 486B.

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 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 CHD 640.

CHD 640 Treatment of Addictions

This course covers the theories, etiology, assessment, diagnosis, and treatment of addictive and compulsive disorders from the resiliency, recovery, and medical models. This course also addresses the impact of socioeconomic status, ethnicity, other environmental factors and contemporary controversies on the development and treatment of addictive disorders

CHE – Chemistry

CHE 101 Introductory Chemistry

Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B

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.

CHE 101A Introductory Chemistry Lab

(1.5 quarter units)

Prerequisite: CHE 101 or CHE 141 for science majors

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 Intro to Chemistry Lab for Eng

(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, and quantum mechanics. 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: bonding, solutions, chemical kinetics, chemical equilibrium, acids/bases, and thermodynamics.

CHE 143 General Chemistry 3

Corequisite: CHE 149A

Prerequisite: CHE 142

Third course of general chemistry, covering: electro, nuclear, organic, bio, and coordination chemistry. Chemistry of metals and non-metals is also covered.

CHE 149A General Chemistry Laboratory

(1.5 quarter units)

Corequisite: CHE 143

Augments student understanding of important concepts in chemistry through hands-on experiments. Students will become proficient in advanced chemistry laboratory techniques, will learn how to operate modern instruments, will acquire the necessary skills to collect data accurately and to perform error analyses. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

CHE 150 Introductory Organic Chemistry

Corequisite: CHE 150A

Prerequisite: CHE 101 and CHE 101A or CHE 141, CHE 142, CHE 143 and CHE 149A

Introduction to the fundamentals of organic chemistry. This course covers 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 diological, health and environmental sciences.

CHE 150A Introductory Organic Chem Lab

(1.5 quarter units)

Corequisite: 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.

CHE 350 Organic Chemistry I

Corequisite: CHE 350A

Prerequisite: CHE 142

Introduces students to the chemistry of carbon compounds and their properties, structures and reactions. It emphasizes the study of the properties and reactions of aliphatic, halides, alcohols, esters, thiols and sulfides, and aromatic compounds, which in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions.

CHE 350A Organic Chemistry I Lab

(1.5 quarter units)

Corequisite: CHE 350

Students will learn how to apply common laboratory techniques to determine the structure and the chemical properties of alkanes, alkenes, alcohols, alkyl halides, acids and esters. The experiments will be done on a small scale approach or microscale. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 Lab hours = 1 lecture hour equivalent.

CHE 351 Organic Chemistry II

Corequisite: CHE 351A

Prerequisite: CHE 350

Study of the properties and reactions of aromatic compounds, aldehydes, ketones, carboxylic acids, amines, and amides. In addition, students are introduced to the use of modern spectroscopic techniques to analyze and predict structures of organic molecules.

CHE 351A Organic Chemistry II Lab

(1.5 quarter units)

Corequisite: CHE 351

Students will apply laboratory techniques learned in CHE350A to synthesize , purify and identify organic compounds including alcohols, aldehydes, aromatics, ketones, ethers, esters, amides and amines. The experiments will be done on a small scale approach or microscale. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 Lab hours = 1 lecture hour equivalent.

CHE 360 Biochemistry I

Prerequisite: CHE 350, CHE 350A and CHE 351

Study of the structures and functions of important classes of biological molecules: proteins, carbohydrates, nucleic acids, and lipids. A strong and current background in chemistry is required to successfully complete this course.

CHE 361 Biochemistry II

Prerequisite: CHE 360

A continuation of CHE 360. This course concentrates on the principles of cellular regulatory processes and synthesis of biological molecules.

CIH – Complementary and Integrative Health

CIH 600 Foundations of CIH

Explores the foundations of complementary and integrative health and its evolution with traditional conventional medicine. Course orients students to relationship-centered care, integrates conventional and complementary methods of treatment and prevention, and discusses various therapies and modalities to enhance health. Includes policies and regulations influencing and regulating integrative health practices. Communication and leadership aspects of managing integrative care are incorporated.

CIH 604 Healing and the Human Spirit

Examine an integrative approach to health, healing, and spirituality. Complementary and alternative healing practices and opportunities as related to purpose of life and spirituality practices will be discussed. Explore multidimensions of spiritual aspect of the human experience, introspection into inner life, connection to nature and the divine realm as related to health, healing and personal well-being.

CIH 608 Ayruvedic Medicine

Examine Ayurvedic medicine as a philosophy and system of medicine that focuses on how optimal health is achieved through a balance within the body, between the body and the environment. The principles of Ayurvedic medicine, role of doshas, causes of disharmonies and diseases, and treatment methods will be addressed. Will explore specific elements of an Ayurvedic lifestyle and the importance of lifestyle regimens.

CIH 610 Evidence Based Practice

Overview of evidence-based research and practices and the relevance to the future of integrative health. Will examine basic methodologies used to generate and test clinical research questions. Review of seminal research endeavors and relevance to integrative health practices. Current challenges in evidence-based research in integrative health will be reviewed.

CIH 620 Health Policies and Issues

Course addresses issues and concerns related to the affordable care act, Section 2706 which allows non-discrimination access to health care. Patient centered advisory councils, liability, access to treatment, dietary regulations are just some of the other topics covered in this course. The political issues of blending CIH in a variety of medical environments is included.

CIH 630 The Energetic Body

This course brings together evidence from a range of disciplines to provide an explanation for the energetic exchanges that take place in all therapies. It addresses a growing interest in the field of mind-body medicine and the role of natural "energy forces" within the body in maintaining normal health and wellbeing. The course explores how these energies or forces may be utilized to assist in healing and the restoration of normal health.

CIH 640 Lifestyle Management

Challenges to establishing and maintaining a positive, healthy lifestyle across the life span will be examined by addressing proper nutrition for wellness and appropriate physical exercise. Assesses the physical and psychological effects of physical activity and movement for maintaining health and well-being. The various types of physical activity and factors of an effective exercise program are introduced. Course examines the use of computer apps and devices as a supplemental aide to improving lifestyle management skills.

CIH 650 Healing Envir & Modalities

Examines the philosophies, elements and health effects of healing environments. The cultural and global context of healing environments and traditions and specific practices will be examined. Other healing modalities such as nature therapy, yoga, qi gong, animal therapy, sound healing, color therapy, music and expressive arts will be explored.

CIH 660 Health Coaching & Consulting

This course provides students with the opportunities to develop health and wellness coaching and consulting skills. Specific coaching will focus on supporting clients in achieving goals using empowerment techniques and gaining experience in a consulting capacity in the area of integrative health and wellness management. Preparing for health coaching certification will also be discussed.

CIH 670 Integrated Healing Modalities

A series of global healing modalities will be examined throughout this course. One key healing practice includes ayurvedic medicine and the role of doshas, causes of disharmonies and diseases, and treatment methods. Building on these healing traditions is a major section on Chinese medicine which includes acupuncture and the use of herbs. Other practices such as shamanism, Native American medicine will also be a learning element. Mind-Body practices will be reviewed.

CIH 680 Nutritional Medicine

Provides an overview of the various elements of nutrition and the links between diet, lifestyle and health. The roles of nutraceuticals, herbs and supplements on health and wellness will also be explored. Nutrition is emphasized in the context of health maintenance and disease prevention. Modern issues such as environmental toxins, genetically altered foods, and food allergies are discussed. Other topics include organic and local foods, foods for the treatment of specific disharmonies, toxic food substances and additives, pure water, Western biochemistry and nutrition, whole foods cooking and more.

CIH 685 Mindfulness & Stress Mgt

Examines the impact and effects of stress on individuals and within organizational systems on health and well being. Identifies evidence-based strategies to minimize the consequences of stress. Practical experiences in mindfulness based stress reduction, biofeedback, compassion cultivation, meditation and journaling are included.

CIH 690 Business Mgt & Leadership

Gain practical knowledge about starting, managing, operating and leading an integrated healthcare practice. Characteristics of successful leaders, methods of research and creating a realistic business will be explored. Develops communication and leadership skills. Essentials of marketing, financial management, insurance, and legal and operational aspects of managing and growing an integrative health practice will be discussed.

CIH 699 Integrative Health Capstone

Prerequisite: CIH 630, CIH 640, CIH 650, CIH 660, CIH 670, CIH 680 and CIH 685

Two-month project focused on relevant problem in complementary and integrative health theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to integrative health. Grading is S/U only. Course is eligible for In Progress (IP) grade.

CIS – Information Systems

CIS 301 Mgmt 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 management. 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 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 systems are also covered.

CIS 420A Information Systems Project I

Prerequisite: CIS 310 and 80 percent of courses in the major, except CIS 420B

A precursor to the final IS/IT product development capstone course. Students research their area of interest and learn how to apply project management tools in the preliminary development process of their final project product. Grading is by 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. Students 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 421 Enterprise Architecture

Prerequisite: CIS 301

Explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, and cost of ownership calculation, IT investment analysis, and emerging technologies.

CIS 422 IT Infrastructure

Prerequisite: CIS 421

An introduction to IT infrastructure issues for students majoring in Information Systems. It covers topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. It also prepares the students for organizational roles that require interaction with external vendors of IT infrastructure components and solutions. The course focuses strongly on Internet-based solutions, computer and network security, business continuity and the role of infrastructure in regulatory compliance.

CIS 423 IS Strategy, Mgt & Acquisition

Prerequisite: CIS 422

This course takes a management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. Students will address topics relating to defining the IS infrastructure and the systems that support the operational and strategic needs of the organization. The course examines developing a framework that will allow leaders of organizations to assess existing IS infrastructures and emerging technologies as well as how these technologies affect organizational strategy.

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 course also covers the testing process and how to staff and execute a test plan from start to finish.

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 & Protocols

Prerequisite: CIS 601

Study of the principles and applications of tele-communications. 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 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 620A Master's Research Project I

Prerequisite: All core requirements with a GPA of 3.0 approval of lead faculty.

This course is the first part of the master's research project. It focuses on the research and selection of an appropriate topic related to information systems. Students develop the project in a three-to-five member group and utilize skills previously acquired in their respective core curriculum. This is a regular one-month course. Grading is H, S or U only.

CIS 620B Master's Research Project II

Prerequisite: CIS 620A

A continuation of CIS 620A. Students develop the project in a three-to-five member group. Students complete a detailed analysis and design of the project within the first two weeks of the course. After completing the project, students formally present their final product to a review panel for evaluation and grading. Grading is H, S or U only. Two-month course, meets once a week.

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 337 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 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 Courts & the Judicial Process

A study of concepts and theories regarding the utilization, 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 course 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 441 Organized & 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 Curr 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 CJ 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 453 Ethics and the C J System

In depth exploration of the historical foundations of ethical decision making and how it informs the criminal justice system. Particular attention to the relationship of critical thinking skills and ethical decision making to current issues.

CJA 457 Minorities/Crime/Soc. 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 458 Financial Investigations

Investigates the accounting steps required to effectively pursue financial crimes. Topics include the five standards of proof, different classifications of evidence as well as the intricacies involved in how an investigator might develop the evidence necessary for a forfeiture proceeding.

CJA 459 Crime and the Media

Explore the complex relationship between media and the criminal justice system. Gain understanding of how media influences both public opinion and the criminal justice system.

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 CJ

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

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 Intl. & Domestic Terrorism

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 Criminal Justice Capstone

Recommended prior completion of all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.

Critical analysis of scenarios from three areas of the criminal justice system--policing, corrections, and courts to demonstrate deep understanding of the complex interplay of media influence, ethics, critical thinking and viable solutions. Grading is H, S or U only. Eligible for In Progress (IP) grade.

CJA 490 Guided Study *(variable units)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department. Grading is by H, S or U only.

CJA 540 International CJA Experience

Visit foreign countries and investigate the origins of modern courts, corrections, and law enforcement that are historical precursors of the current U.S. legal and criminal justice system. Students develop a thorough understanding of the emergence of criminal justice and forensic science through lectures and presentations by experts and historians of the criminal justice systems in the host countries. Grading is Satisfactory/Unsatisfactory 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 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

The 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: CJA 600, CJA 610, CJA 620, CJA 622, CJA 627, CJA 650 and CJA 655

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 by H, S or U only. Eligible for In Progress (IP) grade.

CLS – Clinical Lab Studies

CLS 301 Clinical Biochemistry

Recommended prior completion of CHE 142

Explores the physiologic aspect of human metabolism and its role in health and disease. The derivation of energy and nutrients from digestive and absorptive processes, and the synthesis and metabolism of carbohydrates, fats and proteins.

CLS 305 Clinical Immunology

Recommended prior completion of BIO 161, BIO 203 and CHE 101 or equivalent

Explores the immune system structure and function in health and disease. Topics include hypersensitivity, autoimmunity, immunodeficiency, transplant and tumor immunology, flow cytometry and other immunological techniques.

CLS 310 Clinical Virology

Recommended prior completion of BIO 161, BIO 203 and CHE 101 or equivalent

Exploration of viral structure, classification, properties and interaction of viruses with cells, organisms and populations. Viral cultivation, the laboratory diagnosis of viral infections, and prevention and control of infection.

CLS 315 Molecular Diagnostics

Recommended prior completion of BIO 162 and CHE 142

This course provides an overview of the principles of clinical molecular diagnostics, the use of molecular

techniques to diagnose disease, quality assurance in the molecular lab and DNA based tissue typing.

CLS 320 Clinical Lab Management

Exploration of financial, personnel-related, operational and marketing issues affecting the clinical laboratory.

CLS 401 Quantitative Analysis

Recommended prior completion of CHE 142

Study of established methods and instrumentation used in chemical analysis including titration, extraction, chromatography, spectroscopy, buffers, electrochemistry and kinetic methods.

CLS 405 Clinical Microbiology

Recommended Preparation: CLS 301, CLS 305 and CLS 315

The Clinical Microbiology course is a comprehensive course which will cover major groups of pathogenic bacteria, fungi, parasites, and Mycobacteria. Students will learn correct safety procedures, differentiate BSL's, disinfection techniques, and BSC use. Study current trends in antibiotic use and their applications. Additionally, study of human parasitic disease and Mycobacterial disease will be covered.

CLS 410 Clinical Hematology

Recommended Preparation: CLS 301, CLS 305 and CLS 315

The Clinical Hematology course will cover the diagnosis and management of blood cell disorders, anatomy and physiology of hematopoiesis, routine specialized hematology tests, analysis, classification, and monitoring of blood cell abnormalities.

CLS 495 Clinical Lab Science Capstone

Prerequisite: Must have completed all required core classes.

A student initiated project in the field of clinical laboratory science or a closely related subject area which culminates in a scholarly professional written report and an oral presentation. Grading is by H, S or U only. Course is eligible for an "IP" grade.

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 201 Integrative Health

Introduction to the emerging therapies and best supported scientific evidence in complementary and integrative healthcare. Covers systems and therapies including mind, body and spirit, traditional western healing, and ethnomedical systems from around the world. Includes legal and operational issues and explains how and why various therapies work in areas such as acupuncture, energy healing and mind-body

therapies. Students will create a personal development plan for integrating learned principles towards lifelong practices for self-care and wellness.

COH 300 The Ecology of Public Health

Prerequisite: BIO 203A, COH 100, PSY 100 and SOC 100

Consideration of the interrelationships and inter-dependencies 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

Prerequisite: ILR 260

Focus is on the influence of culture on illness, health, and rehabilitation. The relationship that culture plays in the health and wellness of both individuals and the community in which they live will be explored.

COH 315 Introduction to Epidemiology

Prerequisite: BST 322 and ILR 260

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 317 Public Health Nutrition

Prerequisite: ENG 100

Recommended Preparation: COH 100

Human nutrition is examined in the context of physical and emotional health across the lifespan. The cultural, economic and political context of nutrition in contemporary society is considered. Students develop a personal nutrition plan. Interventions designed to influence better eating habits in communities are examined.

COH 318 Drug Use and Abuse

Prerequisite: ENG 100

Recommended Preparation: COH 100

Social, psychological, behavioral and physiological impacts of psychoactive drug use and abuse explored. Impacts of specific drugs on health status examined. Educational programs, public policy and treatment of addiction considered.

COH 319 Human Sexuality

Prerequisite: ENG 100

Recommended Preparation: COH 100

An exploration of the biological, psychological and sociological aspects of human sexuality. Development of a personal sexual philosophy, informed personal choice, awareness, tolerance and respect for sexual diversity. Critical analysis of research, information and public policy regarding sexuality.

COH 320 Chronic & Communicable Disease

Prerequisite: ILR 260

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

Prerequisite: ILR 260

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 & Eval

Prerequisite: COH 300, COH 315 and HTM 310

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

Prerequisite: COH 300, COH 315, COH 400 and HTM 310

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 415 HP & Stress Management

Traces the biological foundations of the stress response in contemporary society. Associates stressors with factors that may lessen or increase effects. Concept of allostatic load and disease occurrence considered. Specific strategies to manage stress presented.

COH 416 PH & Physical Activity

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 422 Global Health Promotion

Prerequisite: COH 401

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

Prerequisite: COH 401

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

Prerequisite: COH 430

Means for influencing social environments and public policy affecting public well being. Reaching identified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

COH 440 Preparedness & Disaster Mgmt

Prerequisite: COH 401

Introductory study of the public health response to disasters at all levels of county, state and federal government. Emergency planning and management relative to human made and natural disasters will be explored. Students complete risk analysis, manage disaster preparation efforts, identify and analyze potential disasters, provide corrective action, plan, organize and implement contingency and recovery programs.

COH 494A Internship in Health Promotion

Prerequisite: COH 300, COH 315, COH 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: 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 499 Public Health Field Practicum

Prerequisite: COH 100, COH 300, COH 310, COH 315, COH 317, COH 318, COH 319, COH 320, COH 321, COH 380, COH 400, COH 401, COH 416, COH 422, COH 430, COH 435 and COH 440

The public health field practicum is a culminating experience to demonstrate public health competencies through practical application of knowledge and skills. The 8-week (4.5 unit) course has several requirements including official documentation of at least 20 hours of approved public health experience, an electronic portfolio, a capstone paper and a presentation. Documentation of approved hours can begin up to 9 months in advance after participating in orientation and receiving written approval from Lead Faculty (For more information email BSPH-Internship@nu.edu). Students are expected to initiate contact and interview with public health preceptors from currently affiliated agencies or full-time faculty in the Department of Community Health. Students may also request an affiliation agreement for a new agency including a current employer. Students seeking experience from their current employer must demonstrate that duties are separate from current job duties. Students may work with one or more preceptors according to interests, abilities and availability and may complete approved certifications towards accumulation public health experience. Grading is S/U only. Course is In Progress (IP) eligible.

COH 500 Global Health Experience

Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

COH 550 Global Health Experience

Demonstrate attainment of public health foundational competencies and specialization competencies through applied practice experience in a global setting. Faculty-led short-term study abroad program. Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, service learning, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

COH 599 Public Health Foundation

Includes orientation to the Master of Public Health Program including history, philosophy, values, core functions and the critical importance of evidence in advancing public health knowledge. Introduction to the available options for attaining public health foundational competencies and competencies in their chosen MPH specialization. Can be taken concurrently with HCA 600: US Healthcare System. Grading is S/U only.

COH 601 Global Public Health

Prerequisite: HCA 600

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 illiteracy. Examination of diffusion of health innovations throughout communities.

COH 606 Epidemiology

Prerequisite: ANA 630 or 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 Develop

Recommended Preparation: COH 604

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 & the Enviro

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 PH Program Evaluation

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

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 and Advocacy

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 614 Psychosocial Epidemiology

Prerequisite: COH 606

Analysis of the epidemiological study of mental illness. Investigation of contemporary applications of epidemiology in investigating disease distribution and etiology. Emphasis on the use of epidemiological studies to plan mental health services, design prevention programs and to evaluate the effectiveness of mental health programs.

COH 616 Mental Health Promotion

Analysis of the evidence-based programs designed to prevent mental illness. Investigation of applications of evidence-based public health in planning and evaluating programs to prevent mental disorders. Analysis of existent programs, databases and professional literature. Design of mental health services and evaluation of the effectiveness of proposed mental health programs.

COH 617 PH Aspects of Violence

Prerequisite: COH 604

Intimate partner violence, child neglect and abuse, assault, homicide, war and terrorism are explored from a public health perspective. Focus on risk factor reduction and prevention of deaths, disability and human suffering.

COH 618 Health Promotion Strategies

Prerequisite: COH 605 and COH 609

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 619 PH Aspects of Human Sexuality

Prerequisite: COH 604

Exploration of biological, psychological, behavioral and social aspects of health sexuality throughout the lifespan. Community level interventions to promote healthy sexuality.

COH 621 PH Aspects of Drug Addiction

Prerequisite: COH 602

Substance use disorders examined from the public health perspective. Prevention and treatment of substance use disorders to reduce deaths, disability and human suffering in communities.

COH 623 Mental Health Services

US mental healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Focus on the availability, accessibility and acceptability of services to treat mental disorders in the US. Consideration of the effects of public policy on services for the treatment of mental disorders.

COH 627 Mental Health Populations

Special focus on individuals with severe and persistent mental conditions. Special consideration will be given to how the contemporary mental health system relates to and is experienced by disadvantaged individuals.

COH 693A Health Promotion Experience

Recommended prior completion of all core and specialization courses prior to enrolling in COH 693A.

Demonstrate attainment of public health foundational competencies and health promotion specialization competencies through applied practice experience. Students may either work in a public health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H, S or U only.

COH 693B Healthcare Admin Experience

Recommended prior completion of all core and specialization courses prior to enrolling in COH 693B

Demonstrate attainment of public health foundational competencies and healthcare administration specialization through applied practice experience. Students may either work in a healthcare agency applying leadership and management skills or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H, S or U only.

COH 693C Mental Health Experience

Recommended prior completion of all core and specialization courses prior to enrolling in COH 693C

Demonstrate attainment of public health foundational competencies and mental health specialization through applied practice experience. Students may either work in a mental health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H, S or U only.

COH 694A Health Promotion Capstone

Recommended prior completion of all core and specialization courses prior to enrolling in COH 694A

Two-month capstone project of original research related to the contemporary practice of public health promotion. Planning and completion of either a data-based analysis, an evaluation of a health promotion program or primary research related to public health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S, H or U only.

COH 694B Healthcare Admin Capstone

Recommended prior completion of all core and specialization courses prior to enrolling in COH 694B

Two-month capstone project related to the contemporary practice of public health administration. Completion of a training manual, policy statement, business plan, or a program or protocol evaluation report. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S, H or U only.

COH 694C Mental Health Capstone

Recommended prior completion of all core and specialization courses prior to enrolling in COH 694C

Two-month capstone project of original research related to the contemporary practice of mental health promotion. Planning and completion of either a data-based analysis, an evaluation of a mental health promotion program or primary research related to mental health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S, H or U only.

COM – Communications

COM 100 Intro to Mass Communication

Survey course that many students take to fulfill a general education requirement. It is also a prerequisite for further in-depth studies in the field of communication. The course examines the cultural, linguistic and institutional factors that shape even the most everyday talk or exchange of information. It also looks at the major mass media industries, including books and newspapers, TV and radio, film, advertising and the Internet. Through readings and projects, the course introduces students to the history and evolution of the media as well as rhetorical analysis and theories used to study the media.

COM 101 Intro. to Oral Communication

Prerequisite: ENG 100 and ENG 101

Introduction to fundamentals of oral communication. Focus on theories of the communication process. Emphasis on listening, non-verbal communication and audience analysis, in different contexts.

COM 103 Public Speaking

This class is an introduction to the principles and application of speaking effectively to diverse audiences in a variety of settings. Focus is on topic selection, organization, analysis of research, and delivery, with special attention on learning effective delivery skills.

COM 120 Intro to Interpersonal Comm

An introduction to the principals and application behind effective interpersonal communication. Students will study various styles of interpersonal communication, apply different techniques, and evaluate their effectiveness. Important components of interpersonal communication that include listening, conflict management, and developing and maintaining relationships, will be addressed in the personal and professional setting.

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

Prerequisite: ENG 101

Examines the theory and research behind interpersonal communication. Explores communication processes in 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

Prerequisite: ENG 101

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

Prerequisite: ENG 101

Provides a broad survey of the theoretical approaches 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

Prerequisite: ENG 101

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 questions in the practice of professional communication.

COM 324 Critical Thinking and Ethics

Prerequisite: ENG 101

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

Prerequisite: ENG 101

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

Prerequisite: ENG 101

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

Prerequisite: ENG 101

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

Prerequisite: ENG 100 and ENG 101

An exploration of the ways in which popular media represents our diverse and dynamic culture. The course focuses particularly on images and narratives of race and gender on television, in the movies and in popular culture. It also examines the cultural forces that influence how such representations are produced and perceived, their political and behavioral consequences, and various methods for analyzing and critiquing popular media.

COM 365 Integrated Marketing Comm

Prerequisite: ENG 101, COM 402 and MKT 302A or COM 315

IMC allows organizations to plan and implement unified communication campaigns using traditional and new media. They can use these multiple media platforms to reach multiple audiences and publics, leveraging their assets to develop more efficient and effective efforts. Through case analysis, students learn how leading organizations use the principles of IMC. Hands-on projects give learners the experience and confidence they need in the workplace.

COM 380 Democracy in the Info. Age

Prerequisite: ENG 100 and ENG 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 Interactive Storytelling

Prerequisite: ENG 101

Introduces the evolution of storytelling, from oral delivery to written and interactive texts, and transmedia publication. Examines the effects of this evolution on storytellers and participants. Offers hands-on creation of online identities and texts.

COM 394 Strategic Writing

Prerequisite: ENG 101

Teaches strategic writing and presentation for traditional and new media platforms. Provides students practice in creating content that meets organizational objectives, and in applying communication theory and persuasion techniques. Learners develop content for advertising, PR and corporate communications.

COM 400 Mediated Messaging

Prerequisite: 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 are examined. Software and skills for encoding mediated messages into text, graphics, audio and video are learned and practiced.

COM 402 Communication Technologies

Prerequisite: ENG 101

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 404 Media Management

Prerequisite: COM 400

In-depth study of topics in media management, including managing media enterprises and units, business practices, content marketing and distribution, and technologies such as content and media asset management systems, as well as distribution and delivery networks. Students learn analytical techniques necessary to weigh business strategies and technology choices in bringing a variety of types of media content products to market.

COM 410A Advertising Strategies

Prerequisite: COM 334 and COM 394

Presents strategies for the successful development of integrated advertising messages. Focuses on creative copywriting and art direction, and on 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

Prerequisite: COM 410A or MKT 443 and COM 365 or COM 400

Students create and present a complete advertising

campaign, and produce materials for multiple media platforms, including print, broadcast, and digital. Provides hands-on experience presenting a creative plan to a potential client.

COM 420A Public Relations Strategies

Prerequisite: COM 334

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 and digital media.

COM 421A Public Relations Campaigns

Prerequisite: COM 400 and COM 420A

Teaches the creation and production of public relations campaign materials across media platforms. Covers all forms of public relations materials, including news releases, public service announcements, media alerts, newsletters, backgrounders, brochures, audio, video, and interactive content.

COM 430A Interactive Strategies

Prerequisite: COM 334

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 and digital media.

COM 431A Interactive Campaigns

Prerequisite: COM 400 and COM 430A

Learners apply new tools and techniques to design, create, and implement interactive communication programs and campaigns. Offers hands-on experience producing multimedia content.

COM 441 Communication Strategies

Prerequisite: COM 334

Synthesizes principles and strategies used to develop PR and integrated advertising messages used in the planning and implementation of communication campaigns. Focuses on analyzing markets, clients, products, and audiences and on creative copywriting and art direction. Provides training in how to develop campaign plans in traditional and digital media.

COM 442 Communication Campaigns

Prerequisite: COM 441

Create and integrate campaign materials and media assets for a complete public relations or advertising campaign to be delivered across multiple media platforms. Materials produced include print, graphic, video, and other digital assets. Provides hands-on experience presenting a creative plan to a potential client.

COM 443 Interactive & Mobile Campaigns

Prerequisite: COM 442

Apply and integrate new tools and techniques to design, create, and implement interactive communication programs and campaigns. Focuses on delivery through Social Media, location-based messaging, and personal mobile devices. Offers hands-on experience producing multimedia and mobile content.

COM 444 Issues in Communication

Prerequisite: Satisfactory completion of 7 300 or 400 level COM 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

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

Prerequisite: Completion of 13 core and advanced 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 ePortfolio demonstrates the student's experience and capabilities. It will be an asset in the job search and in career advancement. Grading is S or U only.

COM 600 Comm in Global Environment

Explores the major theories in the field of communication with an emphasis on the workplace, focusing on the ability to communicate with others in professional interactions. Covers the development of professional relationships between people with different characteristics, cultures, and backgrounds to provide learners with tools for encoding and decoding verbal, nonverbal, and mediated messages.

COM 603 Emerging Interactive Media

Explores communication technology focusing on the history, theoretical implications, and strategic uses of social media and new media. Provides theoretical and practical understanding of how engagement works in new media platforms. Engages with the toolkits necessary to plan and develop social media marketing campaigns.

COM 610 Integrated Marketing Comm

Covers IMC process for creating and fostering relationships with customers and public 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

Prerequisite: COM 610 and COM 615

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.

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

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. Grading is by H, S or U only.

CSC – Computer Science

CSC 208 Calculus for Comp. Science I

Prerequisite: MTH 215

(Cross-listed and equivalent to MTH 220) 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 data and numerical summary measures, fundamental concepts of probability, conditional probability, random variables, common distributions, quality and reliability and statistical inference (estimation, hypothesis testing, and regression). The emphasis is on developing problem solving skills and application to business, social sciences and engineering.

CSC 242 Intro to Programming Concepts

Prerequisite: MTH 215

This course introduces the modern programming design techniques using C++. A study of fundamental control structures in C++ as well as syntax and semantic of the constructs in the language. The coverage includes data types, looping and decision statements, functions, and arrays. The course examines problem analysis, decomposition and modern programming paradigms and methodologies with introduction to object oriented programming.

CSC 252 Programming in C++

Prerequisite: CSC 242

The course introduces the fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of pointers, operator overloading, I/O and file streams, templates, STL (Standard Template Library) and exception handling. Exposure to Data Structures and basic algorithms for sorting and searching.

CSC 262 Programming in JAVA

Prerequisite: MTH 215

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

CSC 272 Advanced Programming in Java

Prerequisite: CSC 262

A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. A deep dive with generic collection classes, regular expressions, file I/O operations, lambda streams, and serialization/deserialization. Application development with multi-threading, database connectivity features, and web-services. Development of applets and applications using client server technology.

CSC 300 Object Oriented Design

Prerequisite: CSC 252 or CSC 272

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 and Matrix Comp

Prerequisite: CSC 252 or CSC 272

The course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. The course will approach the study of linear algebra through computer-based exercises. Technology will be an integral part of this course. Students will also develop experience applying abstract concepts to concrete problems drawn from engineering and computer science.

CSC 331 Discrete Structures and Logic

Prerequisite: CSC 252 or CSC 272

(Cross-listed and equivalent to MTH 325) 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 and CSC 331

An overview of common data structures such as lists, stacks, queues, trees, and graphs. A discussion of various implementations, efficiency and applications of data structures. Course examines efficient storage structures such as Hash tables and Binary Search Tree. Coverage of searching, sorting and graph algorithms along with their implementation and efficiency analysis.

CSC 338 Algorithm Design

Prerequisite: CSC 335

This course presents an introduction to algorithm design strategies and their application in solving some commonly encountered problems in computing. Topics include asymptotic behavior of algorithms, algorithm designs such as brute force and exhaustive search, divide-and-conquer, dynamic programming, greedy techniques, backtracking as well as branch and bound approach. A discussion of Intractability and NP–complete problems. The course includes an introduction to the theory of parallel and distributed computing.

CSC 340 Digital Logic Design

Corequisite: CSC 340L

Prerequisite: CSC 331

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

Corequisite: CSC 340

Prerequisite: CSC 331

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

CSC 342 Computer Architecture

Prerequisite: CSC 340 and CSC 340L

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, memory hierarchy, cache levels and virtual memory and architecture concepts are covered. A discussion of I/O architectures and data transmission modes, disk technologies, tapes and RAID concepts. Comparison of alternative architectures like RISC and parallel processing are presented.

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 sociocultural 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, integrity and queries.

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 331

An in-depth study of fundamental concepts in the design and implementation of computer communication networks. Coverage of core problems such as framing, error recovery, multiple-access, flow control, congestion control, routing and end-to-end reliability. Topics include basics of switched communication networks, packet switch architecture, TCP/IP networking, routing algorithms, Quality-of-Service networks. Network tools are applied in quantitative modeling and analysis of networks.

CSC 445 Web and Mobile App Development

Prerequisite: CSC 300 and Permission of the program director

Current web and wireless technologies and communication protocols. Coverage includes the current and emerging web and mobile applications. Examines the impact of web and wireless applications on individuals and organizations. Students will study the current tools, languages and techniques employed in development of web and mobile software solutions. A discussion of user interface design.

CSC 450 Artificial Intelligence

Prerequisite: CSC 335

An introduction to problem solving using modern artificial intelligence techniques. The course explores the latest challenges in the theory, practice, applications and implications of AI in the modern world with a focus on data science and machine learning. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied.

CSC 452 Human Computer Interactions

Prerequisite: CSC 300 or CSC 440

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

Prerequisite: EGR 220 and CSC 335

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

CSC 455 Game Programming

Prerequisite: CSC 454

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

CSC 480A Computer Science Project I

Prerequisite: Completion of requirements for the major EXCEPT CSC 340/CSC 340L, CSC 342, ITM 470

Part I of three-part capstone project course focusing on Software Engineering concepts. Coverage of software development processes with a focus on agile development model. An exposure to software project management concepts including project scheduling. Students work collaboratively to gather requirements and generate UML use case diagrams for a realistic software project to be designed and constructed in parts II and III of the series. Emphasis is on agile Scrum software development process model. Grading is by H, S or U only.

CSC 480B Computer Science Project II

Prerequisite: CSC 480A

Part II of three-part series on Software Engineering concepts and practices. Students follow a formal software development process model to build a system with specified requirements. A study of software testing methodologies. The focus is on object-oriented design, implementation and testing of tasks and subsystems in sprints. Students engage in Scrum software development process model and sprint planning. Grading is by H, S or U only.

CSC 480C Computer Science Project III

Prerequisite: CSC 480B

Part III of three-part capstone project course with focus on Software Engineering concepts and practices. Exposure to Software security engineering and software configuration management. Students engage in Scrum agile software development process model and sprint planning. Conduct object-oriented design, implementation and testing to deliver and demonstrate the finished software product. Grading is by H, S or U only.

CSC 600 Advanced Programming

Prerequisite: CSC 242, CSC 252 and CSC 262, Students with a baccalaureate degree in Computer Science (CS), Computer Engineering (CE), Software Engineering (SE), or Information Systems (IS) do not need these prerequisites.

Review of structured, object oriented, event driven programming and java graphics. Coverage of java generic classes and lambda streams. Application development with multi-threading and database connectivity features.

CSC 603 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 development. Course also introduces students to tools and processes needed to develop a software product, system or application, in a systematic manner.

CSC 605 Software Architecture Principl

Prerequisite: CSC 603

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.

CSC 606 Modern Operating Systems

Prerequisite: CSC 600

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

Prerequisite: CSC 606

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 670 User Interface Engineering

Prerequisite: CSC 600

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 675 Database Design and Impl.

Prerequisite: CSC 600

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.

CSC 678 Advanced Database Programming

Prerequisite: CSC 675

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, manipulate data, nest queries, views, and unstructured data.

CSC 680 Database Web Interface

Prerequisite: CSC 678

This course addresses diverse issues arising when designing World Wide Web interface. Basic database concepts will be presented but the course will focus on discussion of interface issues specific to web databases, technologies for linking databases to web servers for delivery, discussion of various web-database applications, case studies, and industry trends. Students will design and develop front-end application using GUI/API, server-side and client-side programming.

CSC 685 Topics in Computing

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 686 Computer Science Project I

Prerequisite: CSC 605, CSC 607, CSC 670 and CSC 680

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.

CSC 687 Computer Science Project II

Prerequisite: CSC 686 ,It is important to note that capstone course sequence CSC686, CSC687 and CSC688 need to be taken in the consecutive months, in case a student is not able to complete this course sequence in consecutive months he/she will be required to start with CSC686 course in future, whenever this course sequence is offered.

A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S or U only.

CSC 688 Computer Science Project III

Prerequisite: CSC 687

In this course class meets twice a week. A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S or U. Course is eligible for In Progress (IP) grade.

CYB – Cybersecurity

CYB 202 Introduction to Networking

This course provides an introduction to basic network concepts including local area networks, wireless networks, and wide area networks. Network security concepts are also introduced. Students will explore secure router configurations.

CYB 204 Operating System Fundamentals

An introduction to the basic architecture and functions of an operating system. Computer hardware and software integration will be explored. Basic design and functionality of the Windows and Linux operating systems will be explored. In addition, core aspects of securing operating systems are covered.

CYB 206 Introduction to Cybersecurity

An introductory survey course that explores the fundamental concepts of cybersecurity. Coverage includes the concepts of confidentiality, integrity, and availability, cybersecurity policy, and the ethical and legal aspects of cybersecurity.

CYB 213 Data Fundamentals for Cybersec

Prerequisite: CYB 206

The principles of data security are introduced. Students will learn how to protect data in transit and at rest. The technical aspects of implementing encryption, authentication, and access control to protect data will be covered along with the development and implementation of associated policy. Basic database security concepts and guidelines will be covered.

CYB 215 Fund of Virt and Cloud Comp

Prerequisite: CYB 202 and CYB 204

This course introduces the fundamental concepts of cloud computing and virtualization. The core cloud deployment and service models will be covered. A comparison of public and private cloud deployments will be conducted. The concepts of devops and continuous integration will be introduced.

CYB 216 Programming for Cybersecurity

Prerequisite: CYB 215

This course introduces the fundamental concepts of programming for cybersecurity professionals. A survey of program tools will be conducted. The use of PowerShell, scripting, and python to implement system security will be covered in this class.

CYB 320 Tech Writing/Proj Mgnt for CYB

Provides instruction and practice on the writing skills needed to create clear and concise technical documents. Students will understand how to explain technical topics to non-technical leadership. The Project planning and management concepts will be introduced.

CYB 331 Secure Linux System Admin

Prerequisite: CYB 216

This course covers the secure administration of Linux based systems. Students will learn how to implement and assess standards based security measures on the Linux operating systems. Automating the implementation and assessment of security measures will be a core component of the class. Legal and ethical aspects of system administration will also be covered.

CYB 332 Secure Windows Administration

This course covers the secure administration of Windows based Desktop and server systems. Students will learn how to implement and assess standards based security measures on Windows based operating systems. Automating the implementation and assessment of security measures will be a core component of the class. Legal and ethical aspects of system administration will also be covered.

CYB 333 Security Automation

Prerequisite: CYB 331 and CYB 332

This course builds on CYB 216 and covers advanced topics in security automation. Students will learn how to manage security related code in a software repository. Students will write integrated scripts to implement and assess system security. Use of devops automation tools to securely manage infrastructure will also be covered.

CYB 340 Sys Sec Arch for Cybersec

Prerequisite: CYB 333

An explanation of the development and design of system architectures that meet cybersecurity requirements. Students will examine methods to translate technology and environmental conditions (e.g., law and regulation) into system and security design.

CYB 341 Cyber Team Competition

(1.5 quarter units)

Recommended prior completion of CYB 216, This course requires the permission of the Program Lead Faculty for the BS Cyb Program.

Credit for student participation in cyber competitions like the National Cyber League and the National Collegiate Cyber Defense Competition.

CYB 420 Sec Audit and Assessments

Recommended prior completion of CYB 340, At least 13.5 units of the first core sequence must be completed before this course.

An examination of the various tools and frameworks to conduct a system/network security audit or assessment. Various IT audit frameworks, government and non-government, will be covered. Legal and ethical aspects of IT auditing and assessment will be covered.

CYB 441 Cyber Team Competition

(1.5 quarter units)

Prerequisite: CYB 420 and consent of the Program Lead Faculty

Credit for student participation in cyber competitions like the National Cyber League and the National Collegiate Cyber Defense Competition.

CYB 450 Cyber Threat Intelligence

Prerequisite: CYB 340

An exploration of the tools and techniques to collect and analyze cyber threat information. The class will cover the collection and analysis of log data, threat intelligence data, and Indicators of Compromise to detect malicious activity.

CYB 451 Incident Handling/Response

Prerequisite: CYB 340

An examination of the tools and methods for incident response. Topics include preparation data collection, incident analysis preserving data, and recovery. The legal and ethical aspects of incident response will also be covered.

CYB 452 Intro to Ethical Hacking

Prerequisite: CYB 340

This course examines common ethical hacking methods along with hands-on application of security tools to test network and systems security. The planning and execution of a penetration test will be covered. The legal and ethical aspects of penetration testing will be discussed.

CYB 453 Network Defense

A detailed examination on the concepts of network defense and the various tools to protect and monitor a network. Students will learn how to implement an Intrusion Detection System, conduct network monitoring traffic analysis, and honeypots. Development of associated policy will also be covered.

CYB 454 Cybersec Planning and Policy

Prerequisite: CYB 340

A detailed examination on the development of organizational cybersecurity policy that meet an organization's compliance requirements and business

goals. The creation of a cost benefit analysis when developing policy and system requirements.

CYB 460 Operating System Security

Prerequisite: CYB 420, CYB 450, CYB 451, CYB 452, CYB 453, CYB 454 and completion of all core CYB classes before starting the concentration

An advanced examination of securing Windows and Linux operating systems. Detecting and preventing operating system attack will also be covered. The course will focus on the use of security automation tools to secure and monitor multiple operating systems.

CYB 461 Wireless and Mobile Security

Prerequisite: CYB 460

An advanced examination of wireless and mobile security. Students will learn how to secure a wireless network against a common baseline. Planning and implementation of the secure deployment of mobile device in an enterprise will be covered. An examination of wireless attack methods and mobile malware will be conducted.

CYB 462 Cloud and Virtualization Sec

Prerequisite: CYB 460

An advanced examination of cloud and virtualization security concepts. Students will learn common hypervisor security tools and techniques. Security issues related to the different cloud service models will be covered. Hypervisor threats and attacks will be examined. Students will secure images in a public cloud environment.

CYB 463 Advanced Network Defense

Prerequisite: CYB 460

Students will learn advanced techniques for network defense including the use of intrusion detection systems, intrusion prevention systems, firewalls, and virtual private networks. Design and integration of different network defense tools will also be covered.

CYB 470 Intro to Digital Forensics

Prerequisite: CYB 420, CYB 450, CYB 451, CYB 452, CYB 453, CYB 454 and completion of all core CYB classes before starting the concentration

Introduction of computer forensic principles. The class explores the concepts of admissibility of electronic evidence, preparing for e-evidence collection, and conducting a digital forensic examination of computers. Legal and ethical requirements of a digital investigator are also covered.

CYB 471 Operating Systems Forensics

Prerequisite: CYB 470

This course provides an overview for collecting digital evidence from a Windows, Linux, and Mac operating systems. Operating specific tools and techniques for collecting file information, log information, data artifacts, web history and computer memory are explored.

CYB 471 Special Topics

Recommended prior completion of CYB 420 and consent of the Program Lead Faculty

When offered this course will cover a current and important topic for this curriculum.

CYB 472 Network Forensics

Prerequisite: CYB 470

In this class, students learn the tools and techniques to collect and analyze network data to support a digital investigation. Students will gain practical experience by analyzing network traffic captures. Legal and ethical requirements of a network forensics investigation are also covered. Correlation of data from other sources will also be examined.

CYB 473 Mobile Device Forensics

Prerequisite: CYB 470

Students will learn how to collect and analyze digital evidence from mobile devices. The tools and techniques that are unique for mobile device forensics like acquisition, physical isolation, sim cards, and file system recovery will be covered. Extraction of geolocation data and other cellular data will also be explored.

CYB 499A Cybersecurity Project I

Prerequisite: Completion of Computer network defense concentration (CYB 460, CYB 461, CYB 462, CYB 463) or completion of Digital Forensics Concentration (CYB 470, CYB 471, CYB 472, CYB 473)

A capstone project focused on applying the knowledge and concepts learned through this program. Students will work as an individual or in a team to complete a practical or research related cybersecurity project. Grading is H, S or U only.

CYB 499B Cybersecurity Project II

Prerequisite: CYB 499A

This course is a continuation of CYB 499A and continues the application of knowledge in the selected topic. Grading is H, S or U only.

CYB 499C Cybersecurity Project III

Prerequisite: CYB 499B

This course is a continuation of CYB 499B and continues the application of knowledge in the selected topic. Students will present their findings to a panel of academic and business professionals. Grading is H, S or U only.

CYB 600 Cyber Security Technology

Examines the environment to be secured and defines the attributes of that environment. Includes securing the environment, security technologies in the environment, security threats and security responses.

CYB 601 Cyber Sec. Toolkit Utilization

Prerequisite: CYB 600

Designed to introduce technical tools and begin to use them in hands-on exercises in both onsite and online instruction. This will facilitate students to complete future assignments and develop projects in teams. Technical tools used will include Microsoft and VMware virtual machines of Windows and Open Source operating systems, certificate authorities, SSL/TLS and browser certificates, web and database servers, programming frameworks, and network/packet analysis and sniffing strategies.

CYB 602 Threat Modeling & Intel

Prerequisite: CYB 601

Analysis and evaluation of threat modeling and cyber threat intelligence to reduce risk and enhance organizational Cybersecurity posture. Development and use of threat models to identify threats to systems and applications. Methods for collecting and utilizing threat intelligence to identify organizational threats are also covered.

CYB 603 Cyber Security Ethical Issues

Prerequisite: CYB 602

Examines information technology issues including hardware reliability and network security, Ethics are introduced with a focus on professional ethics. Topics include intellectual property, plagiarism, privacy and work and wealth.

CYB 604 Wireless and Mobile Security

Prerequisite: CYB 603

Concepts covered include a comprehensive wireless and mobile security overview including the design, planning, installation, and maintenance of wireless network security infrastructures. Emphasis is placed on information warfare countermeasures relative to government, military, terrorist and rogue, and private enterprise demographics.

CYB 605 Information Assurance Part I

Prerequisite: CYB 604

Information assurance for the enterprise is a coordinated, ongoing solution that merges all required procedures and controls involved in protecting and securing information. IA framework and security policies, logical security, and ethics, codes of conduct, laws and regulations are highlighted.

CYB 606 Net Defense & Cloud Security

Prerequisite: CYB 604

Analysis and evaluation network security monitoring and cloud security. Methods for implementing network security monitoring. Security implications of virtualization and cloud computing technologies. Methods for implementing and enhancing network and cloud security.

CYB 608 Ethical Hacking

Prerequisite: CYB 606

This practicum focuses on the legal and regulatory requirements, ethical issues, basic methodology and technical tools used for ethical hacking and penetration tests. Students learn to establish a pre-test agreement with the enterprise, discover and exploit vulnerabilities, participate as a member of a pen test team and prepare a penetration test report.

CYB 611 Cyber Sec. Mgmt & Cryptography

Prerequisite: CYB 606

Security management including risk assessment; controls and safeguard; planning. Encryption standards and algorithms are examined. Secure communications and identity management are also probed. Windows and Linux environments are included.

CYB 612 Disaster Rec./Bus. Continuity

Prerequisite: CYB 608

In-depth focus on the development of an enterprise disaster recovery and business continuity plan that includes assessing impact and risks, prioritizing systems and functions for recovery, identifying data storage and recovery sites; specifying plans, procedures and relationships; creating a test process

for the plan; and continued assessment of needs, threats and solutions.

CYB 613 Information Assurance

Prerequisite: CYB 608

The functions and processes required to achieve physical and logical control over the entire security infrastructure are analyzed from an IA organizational and life cycle perspective. Personnel security, network and physical security, business continuity and cryptology are highlighted.

CYB 616 Certification & Accreditation

Prerequisite: CYB 613

This course gives in-depth focus for Information Assurance from an INFOSEC, US defense/military, perspective. Information systems security from an INFOSEC perspective focuses on protection of information systems against unauthorized access to or modification of information, whether in storage, processing or transit, and against the denial of service to authorized users, including those measures necessary to detect, document, and counter such threats. Emphasis is upon defining the IA priorities, baseline and current snapshot posture for an organization; and establish and manage an IA defense in-depth strategy.

CYB 632 Info Sys Vulnerab & Attacks

Prerequisite: CYB 608

Students will apply principles of penetration testing to identify and exploit vulnerabilities in network facing information systems and make recommendations for mitigation. This course uses tools such as the Metasploit Framework that is a free, open source penetration testing solution developed by the open source community.

CYB 633 Red Teaming

Prerequisite: CYB 632

Red Teaming, or Alternative Analysis, is the practice of viewing a problem from an adversarial or competitor's perspective. The objective of Red Teams is to enhance decision making, practices of secured system protection applicable by establishing countermeasures of defense. A contributing outcome of this course to the entire MS CSIA program is to help students employ actively open-minded/problem solving, unbiased thinking to CSIA.

CYB 634 Red vs. Blue Team Exercise

Prerequisite: CYB 633

Students will analyze and perform Red vs. Blue Team objective-based cyber operations as an active approach to establish a defensive posture improvement. The basic idea of Red vs. Blue team countermeasures is simple – war gaming. A virtual enterprise computer infrastructure is established and the Red Team will attack the infrastructure, whereas, the opposing Blue Team will defend against the attack. This level of risk management has been actively deployed in both government and industry. This exercise prepares the student for the final team project in MS CSIA course CYB699.

CYB 699A Cyber Security Project I

Prerequisite: CYB 608 and completion of one specialization area.

A Master's level project dealing with a student's area of specialization in the Cyber Security and

Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. The project will integrate the concepts of cyber security and information assurance taught throughout the program. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S U only.

CYB 699B Cyber Security Project II

Prerequisite: CYB 699A

Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S or U only.

CYB 699C Cyber Security Project III

Prerequisites: CYB 699B

Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Project results will be presented to a panel for review. Grading is by H, S or U only.

DEN – Design Engineering

DEN 308 Computer Aided Engineering I

Prerequisite: EGR 219

Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

DEN 411 Computer Aided Engineering II

Prerequisite: EGR 219

Introduction to the computer aided design package SolidWorks for mechanical design applications, modeling and analysis.

DEN 417 Computer Aided Engineering IV

Prerequisite: EGR 219

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 219

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 Materials and Manufacturing

Prerequisite: EGR 225

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

Prerequisite: MTH 210 or CSC 220

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 & Analysis of Experimen

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.

DEN 496A Senior Capstone Project I

Prerequisite: EGR 440 and satisfactory completion of courses as specified by Lead faculty

A culminating capstone experience involving a substantive project that demonstrates a synthesis of learning accumulated in program studies. This is the first course in a two course sequence. Students will be working in teams and doing research leading to preliminary development of a final project product.

DEN 496B Senior Capstone Project II

Prerequisite: DEN 496A

A continuation of DEN 496A. In this second part of the senior capstone project, students implement the designed project and present the prototype or results in a written capstone report and in an oral presentation.

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 and Comm

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 211 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 212 Principles and Practices

Recommended Preparation: ILR 260

Examines the underlying theoretical principles of developmentally appropriate practices as they apply to Early Childhood Education programs/environments. Emphasis is on the key role of adult-child interactions and teaching strategies that support the development of all children. A review of the history of ECE and how, over time, it has evolved to include professional practices, advocacy, ethics and professional identity is included.

ECE 213 Basics of Curriculum

Introduction to the knowledge and skills related to appropriate curriculum and environments for young children. Emphasis is on the role of the teacher in supporting development and fostering learning through use of effective strategies across content areas. Content areas include: Literacy, Social/Emotional development, Sensory learning, Math and Science.

ECE 214 Oral Language & Read Aloud

Recommended Preparation: COM 103

Focus is on how to recognize and implement appropriate strategies that support oral language and early literacy development of young children. Emphasis is on improving knowledge of language development and acquisition, early literacy including read alouds, and involvement of families in the process. Field experiences required.

ECE 215 Basics of Assessment

Focus on appropriate use of observation and assessment instruments to document development and learning in all domains in order to plan appropriate child-centered curriculum and effective instructional strategies for typical and atypical children.

ECE 216 Intro to Special Education

An introduction to special education with an overview of suggestions to assist beginning early education teachers prepare to recognize and handle special needs of children and their families.

ECE 217 Supervised Field Experience

Prerequisite: Candidates must have successfully completed all core courses with an average grade of "C" (2.0) or better and approval from the Faculty Lead. Current TB and finger-print clearance are required.

Successful Candidates have an opportunity of applying theory and practice into a child-centered curriculum which shows competence in selection of

teaching strategies designed to create diverse developmentally appropriate, safe, healthy and learning environment in a preschool setting under supervision.

ECE 301 Early Childhood 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 312 Infant and Toddler Care

Prerequisite: ECE 330

Focus is on infants and toddlers in group care settings. Emphasis is on close, caring relationships in the cultural context of the child and family, understanding developmental milestones, the identification of special needs, and current issues of health, safety and nutrition.

ECE 330 Early Cognition

Prerequisite: ECE 211, HED 220, ECE 210 and ECE 201

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.

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 & Plannin

Prerequisite: ECE 330

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 443 Children with Special Needs

Prerequisite: ECE 330

Exploration of variations in child development and identification of specific disabilities in young children. Inclusive early childhood programs, specific strategies for adaptation and accommodation of the core curriculum to meet the social, emotional, and academic needs of children who are at-risk or have special needs are examined.

ECE 445 Strategies: Guiding Behaviors

Prerequisite: ECE 330

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 Experie

Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.

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 451 Infant/Toddler Observe/Assess

Focus on authentic informal and formal assessments for infants and toddlers, and the use of case study to develop observation skills leading to the promotion of responsive environments.

ECE 452 Partnering With Families

Prerequisite: ECE 330

Focus on acquiring knowledge through current research and developmental theories to plan responsive environments that strengthen family-school partnerships. Will explore through case studies optimum communication techniques for building and maintaining positive relationships with family members.

ECE 453 Infant/Toddler Curriculum

Focus on infant and toddler development and the role of the adult in supporting optimal outcomes through routines, curriculum planning, and implementation. Candidates will examine the primary components of quality care and education.

ECE 454 Infant/Toddler Experiences

Focus on understanding the value of providing opportunities for infants and toddlers to engage in sensory art exploration as well as experimentation with culturally diverse music and dance. Emphasis is on creating experiences indoors and outdoors focusing on the aesthetic process of experiencing various rhythms, tones, textures and color.

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 Mgmt & 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 Ethical and Legal Issues

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 Trauma-Informed Practice

Understand the impact of crisis, trauma and abuse on young children's development. Examine research-based classroom strategies to support and mitigate the impact on young children. Focus on building resilience through collaborative partnerships, community resources and advocacy.

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 (variable units)

An individual study course under the direction of a specified instructor. Requires prior approval of ECE lead faculty.

ECE 650 The Early Childhood Educator

Prerequisite: ATP 600 or MAE 610

Examines the critical role of the early childhood teacher leader. Analysis of beliefs and ethics on quality care. Explore history of social policy on the field of early childhood. Develop plan to support professional growth as an ECE Leader. Addresses NAEYC Advanced Standard 6: Growing as a professional.

ECE 651 Current Issues in ECE

Prerequisite: ATP 600 or MAE 610

Focuses on current issues in early childhood education

and implications for the field. Conduct a literature review and develop a research agenda.

ECE 652 ECE Learning & Development

Prerequisite: ATP 600 or MAE 610

Focus is on current research in early childhood learning and development. Deepen understanding of young children thinking skills. Examine impact on curriculum and the educational community from multiple perspectives.

ECE 653 Best ECE Teaching Practices

Prerequisite: ATP 600 or MAE 610

Focus on research based effective teaching strategies for young children. Examines opportunities for integrating curriculum across content areas. Close attention paid to balancing standards and Developmentally Appropriate Practice.

ECE 654 Collaborative Partnerships

Prerequisite: ATP 600 or MAE 610

Examines interpersonal communication skills required for early childhood teachers and leaders. Examines strategies for enhancing parent-professional partnerships, consultation skills and issues relating to interactive teaming and the larger community.

ECE 655 Inclusive ECE Practices

Prerequisite: ATP 600 or MAE 610

Emphasis on variations in child development, identification of disabilities and the implications of cultural and linguistic diversity. Examines inclusive early childhood programs, strategies for adaptions and accommodations to meet the social, emotional, and academic needs of all children who are at-risk or have special needs.

ECE 656 Foundations of Adult Learners

Prerequisite: ATP 600 or MAE 610

Focus on adult learning theories and principles of personal leadership to meet the specific needs of ECE leaders. Foundational knowledge and best practices for working with diverse learners in various capacities covered. Particular attention paid to the different roles and responsibilities for effectively facilitating adult learners in the field of ECE.

ECE 657 Foundations of ECE Advocacy

Prerequisite: ATP 600 or MAE 610

Examines a variety of strategies to advocate for and advance the Early Childhood Education profession. Includes grant writing skills, awareness of public policy issues, and effective political action strategies.

ECO – Economics

ECO 100 Intro to Economics

Overview of basic macroeconomic and micro-economic principles to help students understand how individuals, firms, and government make economic choices. The course discusses the concepts of equilibrium, national income accounting, inflation, unemployment, business cycle, monetary and fiscal policies, the industrial organization, international trade and international finance.

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 301 Intermediate Microeconomics

Prerequisite: ECO 203 and ECO 204

Building on the principles of microeconomics, this course covers the market and the equilibrium including the budget constraint, revealed preference and inter-temporal choice; the industrial organization and profit maximization; game theory; welfare economics; information technology and asymmetric information.

ECO 302 Intermediate Macroeconomics

Prerequisite: ECO 204

Building on the principles of macroeconomics, this course prepares students to analyze macroeconomic issues of the current time. Emphasis is placed on the measurement of income, prices and employment; monetary and fiscal policy; financial market; the public sector; international trade and international finance; and the current global issues.

ECO 303 Data Analysis

Prerequisite: ECO 203 and ECO 204

This course prepares students for analysis of economic data found in secondary sources such as the World Bank, The International Monetary Fund (IMF), Organization of European Community for Development (OECD), and various U.S. government sources. Emphasis is placed on learning the basic tools of mathematical and statistical analysis with a goal to applying those tools to analyzing data for meaningful conclusion.

ECO 304 Economic Growth

Prerequisite: ECO 203 and ECO 204

This course deals with theories and explanations of economic growth from the positive economics point of view. The framework of analysis derives from factor accumulation and productivity including physical and human capital and population, measurement of productivity, role of technology, efficiency, the open economy, distribution of income, and other factors such as culture, geography and natural resources.

ECO 305 Business Economics

Prerequisite: ECO 203 and ECO 204

Building on the fundamental principles of macro- and microeconomics, this course addresses issues concerning markets and prices, fiscal and monetary policies, human resource issues, forecasting techniques used by businesses, and business decision making for profit maximization.

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 410 Seminar on Capitalism

Prerequisite: ECO 203 and ECO 204

This course provides a basic understanding of capitalism and market process economics. Students will learn about the nature and importance of capitalism, wealth and its role in human life, natural resources and the environment, the division of labor and production, the price system and economic coordination and price controls. Additionally, students will also be able to compare and contrast other economic systems.

ECO 415 Labor Economics

Prerequisite: 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

Prerequisite: 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

Prerequisite: 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 *(variable units)*

This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

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 Eco. for Managerial Decisions

Recommended prior completion of MNS 601

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.

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 & Procedur

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 Mgrs

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 200 Schools of the World

An examination of globalization's impact on P-12 school by viewing a variety of P-12 schooling models from across the world. Compare and contrast with U.S.'s system of local control of funding and governance, and roles states and federal government play. Accountability, student assessment of learning, governance, funding, culture, and religion are also considered in this examination.

EDA 600A Applications in Leadership

Prerequisite: EDA 654

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency as entry level administrators in areas identified in the California Performance Expectations as sanctioned by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. A triad consisting of the University Supervisor, the Site Mentor/Administrator, and the candidate, develops a plan at the onset of the class. The plan stresses day-to day administrative functions as well as policy analysis and implementation. Grading is S/U/IP only.

EDA 601 Orientation and Advisory

(1.5 quarter units)

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). Grading is by S or U only.

EDA 610 Induction Seminar

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

EDA 611 Pro Development Seminar I

Prerequisite: EDA 610

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

EDA 612 Pro Development Seminar II

Prerequisite: EDA 611

Candidates will review and modify induction plan as

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

EDA 613 Assessment Seminar

Prerequisite: EDA 612

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

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 620I Intern Field Experience

Prerequisite: May only be taken by students approved for the internship program.

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 "IP" grade. Interns must remain in the course for 1 year.

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 628 Summative Leadership Seminar

Organizational development, mobilization of human and fiscal resources, restructuring, building a school environment that embraces diversity. Administrative tasks in schools and school districts. Schools as political systems focusing on the improvement of instruction. Knowledge drawn from other preliminary administrative services credential courses and from direct, practical experience.

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.

EDA 633 Mgmt for Teaching/Learni

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 Influence

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 three 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 H, S or U only. Course is eligible for In Progress (IP) grade.

EDA 640 Introduction to H.E. Admin.

Overview of the basic aspects of higher education including issues, policies, operations, financial management, strategic planning, enrollment, student services, and regional accreditation. A brief examination of the history and functions of colleges and universities in the United States and the world as well as an introduction to educational philosophy, curriculum and instruction provide the candidate a foundation of understanding of the role of the academe in today's society.

EDA 641 Leading and Managing Change

This course examines theory and practice regarding resistance to and acceptance of change initiatives, including the impact on organizational culture. Learn to initiate and implement change in organizations through problem-solving experiences and exercises.

EDA 642 Policy & Accountability

This course familiarizes students with assessment, policy-making, and accountability in higher education. Practical and theoretical approaches are explored. Power influences will be identified and examine, both inside and outside institutions including

university hierarchy, state, and federal entities. Student learning and assessment's impact on the present and future of higher education will be explored, including the roles of state and regional accreditors.

EDA 643 Community Development in HE

This course is an examination of the literature on theories related to interaction with the cultures found within a higher education community and the community in which the institution sits. Strategies for effective communication with various entities within the organization such as students, faculty, staff, and administration are gained, as well as engaging with the external community—local, state, and regional.

EDA 644 Higher Education Law/Politics

This course examines the legal aspects of higher education, sources of law and authority presented; impact on, interaction with, and implications of the administration of higher education are discussed. The course provides an overview of the legal issues that arise in public and private college and universities and the policy implications of those issues. Pertinent federal and California statutes and case law will inform students of the legal rights and responsibilities of higher education students, faculty, and the administration.

EDA 645 Managing Finances & Operations

This course provides a survey of how higher educational institutions are funded: private, non-profit/private, and public. Trends in higher education finance will be examined. Students will engage in case studies of institutions in financial crises and examine solutions to these crises.

EDA 646 Strategic Planning & Analysis

This course will examine the processes of institution-wide planning that examines internal and external variables. An analysis of all relevant data provides a crucial element in these processes. Data include those pertaining to student learning and learning assessment.

EDA 647 Curriculum & Instruction in HE

Prerequisite: EDA 640

This course examines trends in curriculum and "andragogy" as they apply to higher education programs. This examination includes an in-depth analysis of modes of delivery such as online, onsite, and hybrid methods.

EDA 648 Student Svcs & Enrollment Mgt

Overview of Student Services and Enrollment Management in Higher Education institutions. Practical advice and theoretical frameworks to inform planning and problem solving are explored. Professional practice is summarized in the areas of students, human resources, interpersonal dynamics, skills and competencies, and services offered.

EDA 649 Higher Education Research

This is an introductory educational research course designed to provide knowledge, skills, and dispositions required for students to develop a thesis proposal for the MS Higher Education Administration program. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. The course is scheduled for two months and is an online course with synchronous communication – Class Live Pro -- sessions. Grading is by 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 652 Visionary Leadership

An examination of the importance of a shared vision to shape the culture and improve the climate of a school that serves a diverse population of students. Ethics and philosophy of leadership are used as lenses through which to better understand the interplay of the school's internal and external stakeholders as it pertains creating and managing the vision.

EDA 653 Curriculum Leadership

An instructional leader's perspective on instructional theory, curriculum development, and assessment. Analysis of student academic content and curriculum standards, research-based instructional and assessment practices. Application of data to inform continuous school improvement. Evaluate and support professional development framed around collaboration and the principles of adult learning.

EDA 654 Instructional Leadership

Prerequisite: EDA 653 and EDA 655

This course provides a theoretical and practical framework for effective instructional leadership in the area of supervision and evaluation of instruction. It will examine the role of the instructional leader in the context of stewardship of all resources to promote effective instructional leadership practices. Methodologies are presented for engaging in the practice of supervision of instruction, pedagogical assessment, program quality, and standards-based instruction. The instructional leader will be encouraged to emphasize maintaining and increasing teaching effectiveness through providing research based and relevant professional development opportunities.

EDA 655 School Improvement Leadership

School Improvement Leadership Identification and analysis of human, fiscal and material resources available and how these resources might be aligned to improve student achievement. Development of a collaborative, data-based school plan that addresses the needs of all learners. Analysis of an instructional leader's role in using strategies that address culturally responsive teaching, social and mental health needs and improved student learning for all students, including English learners and students with special needs.

EDA 656 Professional Growth Leadership

This course examines the theories, principles, and concepts related to leadership, administration, and management as well as student learning assessment models. Focus is directed toward understanding how to apply the leadership theories and assessment models in education settings involving faculty, staff, students, parents and the community. Emphasis is placed on professional and personal development and modeling of professional growth activities to faculty and staff in educational environments.

EDA 657 Org/Systems Leadership

This course provides candidates an introduction to public school budget and finance practices, emphasizing site level finance. This course provides an exploration of federal, state and local laws, policies, and regulations regarding revenue sources, district and school budgeting, and financial management procedures. Candidates will be provided an introduction to public school budgeting and accounting procedures as well as investigate current issues in public school finance. Candidates will understand organizational and systems leadership as well as techniques and skills to address conflict-management, problem-solving, and dealing with unintended consequences of decisions. Candidates will learn the importance of using the school vision/mission and annual goals, based on student performance and other school-wide data, for setting budget priorities so resources allocated in appropriate and focused areas of the school need. Candidates will learn to understand the importance of school administrators practicing ethical behaviors related to decisions they make.

EDA 658 Community Leadership

This is an introductory course in educational law and ethics which examines education law, codes, and regulations and their school level applications. The focus is on areas of school law most likely to be used by beginning school administrators. Students are expected to complete all assigned readings. Because this course is part of a sequence leading toward a recommendation for the preliminary administrative services credential, it is understood that an honor system prevails and that all class work will be completed solely by the student.

EDA 684 Resource Mgt in Charter School

Overview of resource management in a charter school. Resources that will be discussed are time, personnel, facilities, and financial. How to plan for the best use of the resources available. Content learned in EDA 618, 619, and 626 will be expanded in this course and applied to charter schools.

EDA 690 Guided Study *(variable units)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

EDA 694 Thesis

Prerequisite: EDA 649, 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 a higher education 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.

EDD 800 Intro to Innovation in Ed

(9 quarter units)

Perspective on branches of organizational theory related to structure, development, leadership, behavior and processes. In-depth analysis on and evaluation of organizational development and planned change, as applied to implementing innovation within educational institutions, to decipher best practices.

EDD 804 Individual Support/ Mentoring

(1 quarter unit)

This course provides additional support for students who need additional faculty support in completing a particular course. The program director in consultation with the student will determine the need for this course.

EDD 805 Innovation Theories & Applic

(9 quarter units)

Perspectives on the nature of innovation, the stages of innovation, and ecosystems and strategies associated with invention, innovation, and the diffusion of innovation. In-depth analysis on and evaluation of the diffusion of innovation within organizational settings, with specific applications to educational enterprises, to decipher best practices.

EDD 810 Theories, Methods of Inquiry

(9 quarter units)

An overview of qualitative, quantitative, and mixed-methods research designs with an emphasis on intervention evaluation research. In addition, an overview of statistics will be conducted within all three designs. The candidate is encouraged to use her or his problem of practice and/or innovative design of practice as the lens through which each of these research designs are examined.

EDD 815 Seminar in Exemplary Pract

(9 quarter units)

Case study analysis of innovation in different industries, deciphering lessons and best practices. Culminating case analysis of innovation in educational enterprises, collaboratively developing exemplary practices based on seminar learning.

EDD 820 Consult, Collab & Ethical Prac

(9 quarter units)

An examination of the concepts of consultation, collaboration, and ethical practice as they pertain to innovative leadership in an educational context. Skills required for consulting with organizations seeking outside expertise (skills such as effective communication) are demonstrated through role play. Collaboration skills are gained by enacting them within the candidate's organization (e.g., leading a task force). The concept of ethical practice is investigated through case study analysis and demonstrated through self-reflection based on the candidate's work in her or his organization.

EDD 825 Culm Project Proposal

(9 quarter units)

Action research design is examined; candidates analyze their program of practice based on tenets of this design. Upon completion of the course, the

candidate will have a proposal design ready to defend at the Second Annual Formative Assessment and be prepared to collect data for her or his problem of practice project.

EDD 830 Knowledge Mgt for Innovation

(9 quarter units)

The examination of knowledge management principles within and across organizations, utilizing various knowledge management models, but with an emphasis on understanding of data, information, knowledge, and application in educational enterprises. Special treatment of knowledge management relative to data science as it pertains to analytics and big data applications

EDD 835 Emerg Issues & Trends

(9 quarter units)

An examination of innovations and innovative trends within a multitude of contexts including, but not limited to, education. Case studies of innovative practice from industry, non-profit, and government organizations are analyzed. Reflection of the candidate's own organization as well her or his problem of practice project enhances the examination of innovation.

EDD 840 Culminating Project

(9 quarter units)

The finalized problem of practice project becomes the Culminating Project and is aligned to all Program Learning Outcomes. This project will be defended at the conclusion of these course based on a program-approved rubric. The course is designed to allow the candidate and the Advisor to work in a one-on-one fashion, but also collaborate with committee members, when necessary. Teleconferencing sessions are used to connect candidates within the cohort throughout the 12-week experience.

EDD 845 Culminating Project Support

(9 quarter units)

Students must be continually enrolled in this course until the completion of the final project.

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 online delivery systems, and assessment and evaluation strategies.

EDT 605 Education Theory & Technology

This course provides a comprehensive view of curricular issues facing teachers and instructors as the role of technology stimulates change in teaching methodology within the classroom instructional setting. Topics focus on cognition and learning and using technology to support constructivist learning, building technology-supported learning communities, student-directed research projects, and using collaborative communication tools both among students and between students and their mentors.

EDT 607 Media Based Learning Objects

Prerequisite: EDT 600A, EDT 601 and 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 word processing, presentations, spreadsheet, and database management. Topics include: introduction to Internet, integrating technology into teaching and learning, technology management, and strategies for integration of technology into the curriculum. Complies with the requirements for a California Teaching Credential.

EDT 609 Developing Online Courseware

Prerequisite: EDT 601, EDT 605, EDT 607 and EDT 600A

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 612 Meaningful Learning w/ Tech.

Focus on integrating technology and constructing meaningful learning in P-16 classrooms and the workplace. 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, research skills, and information literacy skills will also be addressed. Students must have a familiarity with Word Processing, Spreadsheet, Desktop Publishing, and Internet Search skill. Students must have a familiarity with Word Processing, Spreadsheet, Desktop Publishing, and Internet Search skills.

EDT 613 Simulations & Virtual Reality

Recommended prior completion of EDT 600A, EDT 601, EDT 605, EDT 607 and EDT 609

Simulations & Virtual Reality explores the role of multi-user virtual environments and simulations (MUVES) in education. Using Second Life, students will identify and use the pedagogical methods, virtual tools and content resources for creating and teaching in a virtual reality.

EDT 631 Media and Instruction

Prerequisite: EDT 600A

Comprehensive overview of visual learning techniques, skills, methods, and theories to support and to enhance learning. Application of various digital media including video, audio, and graphics for communicating and for creating digital assets in an educational or in a training context.

EDT 632 Technology and Leadership

Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631 and 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 660 Multimedia & Interactive Tech.

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 693 Instructional Eval. & Devl.

Prerequisite: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 631, EDT 613 and EDT 632

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. Course is eligible for an "IP" grade.

EDT 695 Capstone Project

Prerequisite: EDT 693

EDT 695 is 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. This course is two months long. Students meet weekly via voice/web with a faculty supervisor. Grading is by H, S or U only. Course is eligible for an "IP" grade.

EDX – Educational Technology

EDX 6001X Computer Tech in Classroom

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 SB 2042 credential.

EES – Earth and Environmental Science

EES 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.

EES 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.

EES 301 Earth & Planetary Sciences

Covers the geological make-ups and processes that resulted in the present Earth topography. It also examines energy reserves, pollution, ecology, and mineral resources.

EES 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.

EES 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.

EGR – Engineering

EGR 219 Intro to Graphics and 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 220 Engineering Mathematics

Prerequisite: MTH 215

An examination of the major mathematical tools for engineers and scientists.

EGR 225 Statics & Strength of Material

Prerequisite: EGR 220

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.

EGR 230 Electrical Circuits & Systems

Prerequisite: MTH 215

A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

EGR 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.

EGR 316 Legal Aspects of Engineering

Course focuses on basic principles and new developments in the legal aspects of architectural, engineering and construction processes. Coverage includes contractor licensing, professional design services, liability, intellectual property, and competitive bidding.

EGR 320 Scientific Problem Solving

Prerequisite: CSC 208 or EGR 220

The scientific approach to problem solving through analysis and design are presented using modern computer science and engineering examples. Critical thinking and communication skills will be used to interpret and present results from real-world case studies where computers were used to solve scientific problems.

EGR 320L Scientific Problem Solving-LAB

(1.5 quarter units)

Prerequisite: EGR 320

Using hands-on computer tools, the scientific approach to problem solving through analysis and design is applied in this laboratory course. Results from these hands-on activities will be interpreted and presented both on an individual basis and in a team environment. Critical thinking and communication skills will be used to interpret and present results of scientific investigations.

EGR 440 Project Management Fundamental

This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

EMTX – Emergency Medical Technician (Extended Education)

EMTX 2381X EMT I Basic

(3 quarter units)

Prerequisite: BLS HCP (CPR) Cert

Introduction to the basics of Emergency Medical Technician requirements; including medical and trauma skills, basic anatomy and physiology as related to EMT requirements. Student will learn to properly assess the sick and injured, as related to communicable diseases and trauma. Student will learn practical skills of Basic Life Support (BLS), taking blood pressures, pulses, respiratory rates, lung sounds, and complete body checks, administration of oxygen and the use of various adjuncts to assist in the management of an injured person's airway.

EMTX 2382X EMT II Basic

(3 quarter units)

Prerequisite: EMTX 2181X

Continuation of Emergency Medical Technician skills, including advanced first aid skills: bandaging, splinting, and spinal immobilization techniques, and proper methods of moving and transporting the injured and ill. Trauma and psychiatric emergencies are also covered, as well as all skills required by California Title 22 state and county scope of practice. Students will be tested on assessment of the sick and injured, blood pressures, pulses, respiratory rates, lung sounds, complete body checks, proper bandaging and wound care, splinting, and spinal immobilization techniques. Students will perform ambulance ride along for clinical observations.

ENG – English

ENG 100 Effective College English I

(3 quarter units)

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)

Prerequisite: ENG 100

The second of a two-course sequence designed to provide incoming students with expository and argumentative writing skills.

ENG 201 Fiction Writing I

Prerequisite: ENG 101

An introductory course in writing short fiction. Students will focus on the basic elements of fiction writing and write their own original work. Students will also analyze published work and discuss each other's writing in a traditional workshop format. Designed to give students a basis for future creative work.

ENG 202 Poetry Writing I

Prerequisite: ENG 101

An introductory level poetry workshop. Students will compose their own original poems and study the basics of the craft of poetry along with a general historical overview of the history of poetry and its developments. This course is designed to give students a basis for future personal creative work.

ENG 203 Screenwriting I

Prerequisite: ENG 101

An introduction to the writing of feature-length screenplays. Students will learn the elements, formatting, and conventions of successful screenplays, and will learn to produce complete plots and scenes. This course is designed to give students a basis for future personal creative work.

ENG 240 Advanced Composition

Prerequisite: ENG 100 and ENG 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

continue to practice the construction of arguments based on analytical reasoning, critical thinking and research skills.

ENG 300 English Practicum & 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 by H, S or U only.

ENG 301 Fiction Writing II

Prerequisite: ENG 201

An intermediate course in writing fiction. Students will build on principles learned in ENG201, focusing on developing compelling and original fiction. Students will also discuss the importance of revision and engage in thorough critiques of each other's original work.

ENG 302 Poetry Writing II

Prerequisite: ENG 202

An intermediate workshop in poetry. Students will compose their own original poems and continue the study of the craft of poetry, focusing on the modern tradition.

ENG 303 Screenwriting II

Prerequisite: ENG 203

Building on the skills learned in ENG 203, students will refine their critical ability to analyze and evaluate screenplays, and their visual storytelling skills, in order to produce an effective first act of a full-length screenplay.

ENG 310 English Grammar

Prerequisite: ENG 101

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 334A Technical Writing

Prerequisite: ENG 100 and ENG 101 (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)

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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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 375 Nature Writing

Prerequisite: ENG 100, ENG 101, ENG 240 and ENG 334A

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. This course is designed to give students a basis for future personal creative work.

ENG 401 Fiction Workshop

Prerequisite: ENG 301

An advanced course in writing fiction. Students will analyze sophisticated principles of fiction writing, evaluating different strategies for successful fiction, including non-traditional approaches. Students will write and revise advanced level original work, and provide rigorous feedback for their peers in a workshop setting.

ENG 402 Poetry Workshop

Prerequisite: ENG 302

In a workshop setting, students will build on the skills learned in ENG 202 and 302 to produce a significant collection of original poems.

ENG 403 Screenwriting Workshop

Prerequisite: ENG 303

In a workshop setting, students will build on the skills learned in ENG 203 and 303 to draft and revise an effective full-length screenplay.

ENG 490 Guided Study *(variable units)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

ENG 599 Intro to Grad English Studies

Introduces students to graduate level research practices and methodologies in English Studies. Students gain the grounding and skills required to research and write scholarly articles for peer reviewed journals in the field of English Studies.

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. Close reading of a major poet or school of poetry, poetic forms and theories.

ENG 655 Composition Pedagogy

Prepares students for the practical and theoretical challenges of teaching English composition and other writing courses. Topics include process theory, cognitive studies, language and diversity, genre studies, and best practices.

ENG 656 History of Rhetoric

Focuses on the teachings of the major figures of ancient rhetoric, such as the sophists, Plato, Aristotle, Cicero, and Quintilian. Students will study the classical texts that form the basis of modern rhetoric studies. The course also surveys major shifts through Medieval, Renaissance, and Enlightenment rhetoric.

ENG 657 Modern Rhetoric

Introduces students to the contemporary study of rhetoric. The course covers major figures such as Kenneth Burke, Lloyd Bitzer, and Stephen Toulmin. The course introduces a 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 de-construction, existentialism, Marxism, phenomenology, and psychoanalysis.

ENG 666 Silent Film

A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of France, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.

ENG 667 American Film History

This course offers an in-depth study of the development of cinema in the United States that takes

a broad overview of American film making. Topics include film genre and the relationship of film to art, politics, religion and society. Additionally, the course considers Hollywood's treatment of ethnic groups, women, and systems of class structure.

ENG 668 Film Genre Studies

Film Genre Studies is a content-variable course that may be repeated for credit. Each iteration of the course focuses on a specific genre of film in an international- or American-historical context, including the Western, the Epic, the Biblical Epic, Film Noir, the Crime Story, Science-Fiction Adventure, Agit-prop, or other film genres. This is an intensive study of the conventions, artists, and styles associated with specific genres and the historical circumstances in which the genre appeared.

ENG 669 World Film

World Film is a content-variable course that may be repeated for credit. Each iteration of this course is a study of the film tradition of a specific nation or group of nations other than the United States. Students in this course will engage in an intensive study of the elements of filmmaking and theory, as well as the contrasting visual styles of directors, artists, and themes prominent in the particular tradition or traditions surveyed. Trans-cultural and transcendental film categories, universals values, and the fundamental principles of film art are also important topics of discussion.

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 American Directors

This seminar in great American directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the artistic achievements of an American director. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

ENG 686 International Directors

This seminar in great international directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the canon of work of a specific director, excluding American directors. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular international director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

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 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 697 Capstone Project in Rhetoric

Prerequisite: ENG 655, ENG 656, ENG 657 and ENG 668 or ENG 680A Topic: Pictures that Speak

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.

ENG 698 Film Studies Capstone Course

Prerequisite: A total of seven core courses and two elective courses as described in the Degree Requirements for the Program must be completed before enrolling in the Capstone course.

Degree candidates will select one of their written projects from a course in the M.A. in Film Studies Program to revise and expand as their capstone project. The duration of this course is two months. Grading is Satisfactory (S) or Unsatisfactory (U). In Progress (IP) may be assigned.

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. Grading is by S or U only. Course is eligible for an "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 Iss

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 605 Infrastructure Management

Focus on project management aspects related to infrastructure management. This course presents the principles and techniques of project management, beginning with the conceptual phase by the owner, through coordination of design and construction, to successful project completion.

ENM 607A Capstone Course I

Prerequisite: All core and specialization classes in program.

Culminating capstone project that includes the engineering management processes learned throughout this program. Working in teams under the guidance of their assigned faculty advisor, students select a research topic. The duration of this course is one month. This is the first part of a three course series that each student has to complete sequentially. Grading is H, S or U only.

ENM 607B Capstone Course II

Prerequisite: ENM 607A

Continuation of ENM 607A capstone project. Specific focus is on the literature review and preliminary data gathering and analysis. The duration is one month. This is the second part of a three course series that each student has to complete sequentially. Failure to complete this second course successfully require students to repeat ENM607A and ENM607B again. Grading is H, S or U only.

ENM 607C Capstone Course III

Prerequisite: ENM 607B

Continuation of ENM 607B 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. This is the third part of a three course series that each student has to complete sequentially. Failure to complete this third course successfully requires students to repeat ENM 607A/B/C again with a new team and/or a new

project. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

EXC – Special Education

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 within overall treatment paradigm for autism. Includes schools, agencies & professionals in discussion.

EXC 623 Intervention/Instr. w/Aut.

Provides student with relevant strategies for younger (emphasis on communication) and older students (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.

FFL – Foundations for Learning

FFL 100 Foundation to Academic Success

Helps students meet college expectations and achieve their academic goals through readings and intensive writing assignments. Introduces students to the information, skills, and attitudes necessary for college success and lifelong learning and development. Focuses on strategies for academic success and lifelong learning, including time management, research and study skills, effective test taking, and participating in a scholarly community.

FIN – Finance

FIN 310 Business Finance

Prerequisite: 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

Prerequisite: 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 & 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 Mgmt

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

Prerequisite: 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

Prerequisite: 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 Statemen

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 453 Finance and Banking

Prerequisite: FIN 310

Overview the banking system, and the role of money and interest rates in the economy. Topics include: today's financial and monetary controversies, role of banking system in the economy; banking regulations; financial instruments and their purposes; asset pricing, the determination and behavior of interest rates; the monetary base and the money supply framework; the role of the Federal Reserve system in the determination of money supply, interest rates, and economic goals; the effect of money and credit on output, employment, and inflation.

FIN 454 Capital Structure & Financing

Prerequisite: FIN 310

Overview the factors that affect capital structure decisions. Topics include: risk and return, corporate strategy, capital structure choices, economics, regulatory, and industry effect on capital structure, raising capital and financial distress and bankruptcy.

FIN 455 Valuation of a Corporation

Prerequisite: FIN 310

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 456 Financial Project (Capstone)

Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443, FIN 444, FIN 446, FIN 447, FIN 449, FIN 453, FIN 454 and FIN 455

This capstone course 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 and covers topics such as corporate finance, short and long-term investment, risk management, financial domestics and international markets and institutions and other related subjects. The subject matters will be covered trough series of cases or research projects.

FIN 600 Finance for Non-Financial Mgrs

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 Seminar in Financial Management

Prerequisite: FIN 310 or ACC 600

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

Prerequisite: FIN 609A

This course extends and expands the materials covered in FIN 609A. 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 & Portfolio

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 632 Managing Financial Resources

Prerequisite: FIN 609A

An instruction on how to deploy available capital resources to gain maximum advantage, students study capital budgeting policies and procedures, formulation of growth and diversification policies, appraisal of income and risk, and establishment of decision-making guidelines.

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 Adv. Security Analysis & Port.

Prerequisite: FIN 609A and FIN 631

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: FIN 609A

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 Fin. Engineering & 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

Prerequisite: FIN 609A and a minimum of 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 & Accounting for EXECs

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, internal 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 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 Institution

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 nondepository 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 World Economy, Trade & 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 678 Regulation of Banks

Prerequisite: FIN 609A

This course introduces the regulation of financial institutions in the United States. The course addresses the history of the banking industry in the United States, the basic rationales for regulating banks differently than other enterprises, the restrictions imposed upon banks and other financial institutions, the causes and consequences of bank failures and their relationship to regulation, and the rise of the shadow banking system.

FIN 679 Risk & Capital Mgmnt in Banks

Prerequisite: FIN 609A

This course focuses on identifying, measuring and managing the most typical risks in financial institutions. The aim of this course is to give the student a detailed knowledge of the nature of these risks, how to measure the exposure that a bank has to such risks and an understanding of some ways in which such risks can be managed by a bank. Students will learn how these risks affect the amount of regulatory and economic capital a bank should retain to protect depositors and the market from unexpected events. Students will learn how to compute the Basel II and Basel III capital requirements.

FIN 690 Guided Study *(variable units)*

Prerequisite: FIN 609A

This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

FNP – Family Nurse Practitioner

FNP 642 Advanced Pharmacology II

Second course of a two course series. Within each class of therapeutic drugs, the course examines clinical application, drug actions, interactions, reactions, and contraindications. The course will also include principles of prescribing and patient compliance.

FNP 683A Primary Care of Adult and Aged

Corequisite: FNP 683B

Development of clinical decision-making skills. Focus is the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis and treatment of common acute and chronic illnesses. Assigned readings, lectures, class discussion, and case studies are used as well as supervised practicum in multicultural practice settings. FNP 683A and FNP 683B must be taken concurrently and both completed satisfactorily to progress.

FNP 683B Care of Adult & Aged Practicum

Corequisite: FNP 683A

Application of theoretical knowledge in supervised clinical settings in the practice of caring for the adult and aged. The role of the family nurse practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 683A and FNP 683B must be taken concurrently. Grading is S/U only.

FNP 684A Primary Care-Women & Children

Corequisite: FNP 684B

Focus on methods of health promotion/disease prevention, and assessment and management of common health problems in infants, toddlers, school age children, adolescents, and women from menarche through to the climacteric. FNP 684A and FNP 684B must be taken concurrently and both completed satisfactorily to progress.

FNP 684B Women and Children Practicum

Corequisite: FNP 684A

Application of theoretical knowledge in supervised clinical settings in the practice of caring for women and children. The role of the Family Nurse Practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 684A and FNP 684B must be taken concurrently. Grading is S/U only.

FNP 685A FNP Residency

Corequisite: FNP 685B

Prepare students to perform the advanced practice roles of manager, clinician, educator, researcher and consultant in the provision of primary care services across the lifespan to under-served populations. FNP 685A and FNP 685B must be taken concurrently and both completed satisfactorily to progress.

FNP 685B FNP Residency Practicum

Corequisite: FNP 685A

Concentrated residency experience in which the student will critically and accurately assess, plan intervene and evaluate nursing experiences related to the care of individuals, aggregates, and nursing systems. Required 240 preceptored/field experience clinical hours. FNP 685A and FNP 685B must be taken concurrently. Grading is S/U only.

FNP 689 FNP Capstone

Students demonstrate integration of knowledge from the core, core clinical, and clinical coursework in the MSN-FNP Program. The compilation and interpretation of information from previous courses is demonstrated in a scholarly paper and successfully passing an exam which mirrors the national board certification examination for Family Nurse Practitioners.

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 initial crime scene through investigation and adjunction.

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).

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 636 Advanced Forensic DNA Analysis

Prerequisite: FSC 634

This course will detail the basic functions of forensic biology laboratory, the overarching quality control and assurance measures of the most common biological fluids encountered in casework. This course will provide the most recent trends in DNA extraction techniques, DNA quantification and analysis, including Y-DNA screening as a casework approach.

FSC 642 Forensic Pathology II

Prerequisite: FSC 630

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 Topics in Forensic Sciences

A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by H, S or U only.

FSC 662 Supervised Research Project

Prerequisite: Satisfactory completion of all FSC courses, including area of specialization and/or elective courses or obtain approval of the Program Lead.

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. Course is eligible for In Progress (IP) grade.

FSC 690 Guided Study *(variable units)*

Individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is H, S or U only.

FYA – First-Yr Sem: Arts & Human

FYA 101 First-Yr Sem: Arts & Human

Prerequisite: ENG 100 and ENG 101

Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as The Nature and Culture of Beauty; The Critical Mind; Out of Your Mind: Identity and Culture; and Art, Entertainment, and the Education of Taste.

FYM – First-Yr Sem: Math & Sci

FYM 104 First-Yr Sem: Math & Sci

Prerequisite: ENG 100 and ENG 100

Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as Microbes and Society, The Mind of an Animal, Conservation in Context, and Sires and Dames: Bloodlines through the Ages.

FYP – First-Yr Sem: Psychology

FYP 103 First-Yr Sem: Psychology

Prerequisite: ENG 100 and ENG 101

Small, personalized seminar that focuses on cultivating critical thinking and student writing skills by exploring a topic of contemporary interest, such as Encountering the Creative Self, Psych-Nature, Imagining Our Future Selves: Aging Individuals in Aging Societies, and Gender Equality in Sports.

FYP – First-Yr Sem: Social Sciences

FYS 102 First-Yr Sem: Social Sciences

Prerequisite: ENG 100 and ENG 101

Small, personalized seminar that focuses on cultivating critical thinking and student writing skills

by exploring a topic of contemporary interest, such as Enchanted Capitalism: Myths, Monsters, and the Market, The World Turned Upside Down: Alternative Social Visions of the Western World, Climate: History and Resilience, and Social Control: Time Out to Lethal Injection.

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 150 Global Issues and Trends

Cultivate students' understanding of "the global" as a complex web of local events and their sense of themselves as "global citizens", whose everyday decisions are inextricably linked to larger social, political, and economic forces and structures. Investigate global issues to enable students to develop competencies that enhance their abilities to make informed decisions throughout their lives about how their actions and/or inactions fit into the broader global context.

GLS 310 Global Communications

Prerequisite: ENG 240

Investigate variables that enable and inhibit clear global communications. Such global variables are due to differences in culture as well as differences in infrastructure. Students learn to communicate clearly with multiple audiences as they analyze the technological, social, political and economic forces impacting communications in the digital age.

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 since World War II, 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 400 Foundations of HC Leadership

Recommended Preparation: Completion of all Coursework in Preparation for the Major

Foundational introduction to the healthcare management profession. Examination of the theories, principles, and styles related to leadership, administration, and management as applied to healthcare organizations. Focuses on evolving trends in management, management and leadership theories, and skills in planning, organizing, decision-making, staffing, leading, communicating and motivating health care personnel.

HCA 401 Intro to HA HR Management

Recommended prior completion of all Coursework in Preparation for the Major

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

Prerequisite: Completion of all Coursework in Preparation for the Major.

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

Recommended prior completion of All Coursework in Preparation for the Major.

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

Recommended prior completion of all Coursework in Preparation for the Major.

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 407 Intro to HC Planning and Eval

Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended prior completion of HSC 410, HCA 402, HCA 403 and HCA 405

Development of planning strategies in healthcare organizations. Examination of planning methods from needs assessment through program design. Emphasis on strategic planning strategies.

HCA 409 Intro to HC Marketing

Recommended Preparation: Completion of all courses in Preparation for the Major, Recommended prior completion of HCA 407

Introduction to contemporary marketing theory, strategies, and implementation processes in healthcare organizations. Focus on identification of market opportunity, communication, planning and promotion, pricing decision-making, and development of distribution channels and service designs. Emphasis on community and not-for-profit marketing concepts.

HCA 425 Healthcare Politics & Policy

Recommended prior completion of all Coursework in Preparation for the Major.

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

Recommended prior completion of all Coursework in Preparation for the Major.

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

Prerequisite: HSC 300, HSC 310, HCA 400, HCA 401, HCA 402, HCA 403, HTM 310, HSC 430, HCA 405, HCA 407, HCA 409, HCA 425, HCA 450 and ODV 420

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. Grading is by S/U only. Course is eligible for In Progress (IP) grade.

HCA 600 U.S. 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 610 Health Policy

Prerequisite: HCA 600

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

Prerequisite: COH 602

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

Prerequisite: HCA 600 and HCA 620

Theoretical and practical frameworks to facilitate the continuous improvement of quality in healthcare organizations. Includes data collection, data planning and evaluation. Introduces multiple approaches, including strategy and outcome measurement. Team development, analytical statistics, and process knowledge are central themes, along with culture transformation.

HCA 624 Healthcare Planning & Marketin

Prerequisite: COH 611

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

Prerequisite: ANA 630

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 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 663 Healthcare Accounting/Finance

Prerequisite: HCA 628

Application of healthcare accounting and finance theories to decisions in healthcare environments. Emphasis on management problems and policy issues regarding allocation of resources, payments systems, capital investments and budgeting.

HCA 670 Healthcare Leadership

Prerequisite: HCA 624

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

Prerequisite: HCA 630, COH 602, HCA 620, HCA 628, HCA 660, HCA 670, HCA 610, HCA 622, HCA 624, HCA 626, HCA 600, COH 606, COH 611, HCA 663 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. Grading is by S or U only. Course is eligible for an "IP" grade.

HCA 692 Healthcare Capstone

Prerequisite: HCA 691 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.

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

Focus 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 311 Health Literacy

Examine health literacy crisis in the United States and around the world, the issues and challenges of low health literacy, and populations at risk for low literacy. Address effective strategies to meet the challenges of low health literacy and of cultural and linguistically diverse populations.

HEDX – Health Education

HEDX 2301X Intro Health Ed: K-12

An introductory study of a coordinated school health program. 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 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.

This course meets the state requirement for all teachers to have taken a general health education course.

HIS – History

HIS 220A United States History I

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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.

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 101

A historical overview of Chinese civilization from its Neolithic origins to the founding of the Ming Dynasty. 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 during this period.

HIS 348 Asian Studies

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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 355 Chinese History and Culture II

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100, ENG 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

Prerequisite: ENG 100, ENG 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, ENG 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

Prerequisite: ENG 100, ENG 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 S/W

Prerequisite: ENG 100 and ENG 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 History, Gov't and Cons

Prerequisite: ENG 100 and ENG 101

Through an historical and literary approach, this course examines the history of the state of Nevada from the Native peoples to the present. Includes a component on Nevada Constitution required for graduation from all Nevada colleges and universities.

HIS 400 Historical Theories & 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100, ENG 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

Prerequisite: ENG 100, ENG 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

Prerequisite: ENG 100, ENG 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 Present

Prerequisite: ENG 100, ENG 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 *(variable 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.

HON – Honors

HON 100 Honors Introductory Module (no units)

Prerequisite: Acceptance into the Honors Scholars for Social Change.

Non-credit module introduces students to the Scholars for Social Change curriculum, including its goals and expectations for participation. Trains students both to identify their personal goals and to reflect on their own educational career in a way that connects that education to a vision for social change. Students learn how to build an Honors Student Portfolio in this module by applying the principles of design thinking, including the cycle of exploration, understanding, and materialization of the student's ideas and goals.

HON 301 Creativity in Life and Society

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 100

This three-month honors seminar explores the role of creativity in life and society with a focus on its meaning for the student's own life and education. Topics include: creativity as an individual and collective act, factors that encourage or impede creativity in a person's life, and creativity as a means to defining or redefining one's relationship to the world around us.

HON 302 Science & the Scheme of Things

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 100

This three-month honors seminar explores the role of science in life and society with a focus on the role of science in the student's life and education. Topics include: the scientific method as a means to knowledge production, the politics and ethics of science in society, the life cycle of scientific knowledge from discovery to news coverage, and the potential and limitations to viewing the world through a scientific lens.

HON 303 Individual and Social Change

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 100

This three-month honors seminar explores the role of social justice (and social change) in life and society with a focus on its meaning for the student's own life and education. Topics include: the role of the individual and larger social structures in enacting social change, the importance of cooperation and teamwork in pursuing meaningful social change, and the process of ethically reflecting on and formulating a personal vision of social change in the context of one's education and career.

HON 304 Experiential Learning Seminar

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 100

Provides students the opportunity to apply their education to enact social change in one of two ways: either through an instructor-led community engagement activity (minimum of 15-hours of engagement) focused on such issues as immigration, the border, health, climate, etc.; or through an approved student-initiated internship, career experience, or volunteer community service project (minimum 45-hours documented engagement) coordinated by a teaching-staff member who oversees student projects with a community partner and the analysis of and reflection on that experience for the student's experiential learning portfolio.

HON 500 Honors Thesis

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 301, HON 302 and HON 303

An independent study arranged by the Honors Director between the honors student and a disciplinary subject matter expert in the student's field of specialization. Students conduct independent research or a creative project in their field of study that frames their work in terms of disciplinary, interdisciplinary, and civic engagement contexts. Replaces the student's capstone project in cases when the faculty mentor and student coordinate with the student's degree program to ensure the project meets both the requirements of the degree program and the additional requirements for the Honors Senior Project Honors Senior Symposium.

HON 501 Senior Honors Symposium

Prerequisite: Acceptance into the Honors Scholars for Social Change and HON 500

Final seminar in the Honors Scholars for Social Change gives students the chance to reflect on the disciplinary expertise they have acquired in their studies, to understand its role in the larger interdisciplinary context of a liberal arts education, and to articulate how their own accomplishments relate both to society and to the student's own vision of social change. Students finalize and publish their Honors Student Portfolio and present their Honors Thesis research to a broader interdisciplinary audience.

HRM – Human Resource Management

HRM 409B Survey in HRM & OD

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 Recruit, Selection, Promo, Ret

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 & Benefit Admin, & HR Tech

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 area 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, Reg, & Labor Relation C

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 & Safety Issues

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

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 Plan, Dev & Outsourc

A comparison and evaluation of planning, organizing, directing and monitoring of human resources planning processes, including recruiting, selecting, placing and integrating individuals within organizations. 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 & Practice of HRM

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 & 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

This course is focused on developing a student's research skills in preparation for the HRM670 Capstone Thesis Project. Students will be guided through research of peer-reviewed journal articles and research methodologies as they relate to the field of Human Resource Management and Organizational Development. Faculty will guide students through written review of research and current practices in preparation for the HRM670 Capstone Thesis Project.

HRM 670 Project/Thesis

Prerequisite: HRM 669 and Must complete at least 7 core courses.

The project course consists of a Master's Thesis Project in the area of HRM or ODV. Students work 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 & Health

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 explored.

HSC 330 Health Education & 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 Mgmt 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 Health 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 Health Capstone Project

Prerequisite: 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.

HSE – Homeland Security and Emergency Management

HSE 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.

HSE 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.

HSE 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.

HSE 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.

HSE 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.

HSE 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 that apply specifically to homeland and domestic security. Delves into the protection of individual rights explaining the legal background and methods to avoid the pitfalls of liability. Covers legal issues in First, Fourth, Fifth and Eighth Amendments, and how the U.S. Constitution can be applicable to both government and private entities and the responsibilities of each.

HSE 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 a basic format and fundamentals of specialized interviewing and interrogation methods for those who have little or no experience in this phase of an investigation. Studies one of the most specialized and difficult phases of law enforcement or security investigation-interrogation.

HSE 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 H, S or U only. Course is eligible for In Progress (IP) grade.

HSE 606 Managing Information Security

Introduces computer security issues in traditional computer systems to distributed networks and the Internet. Covers cryptography; program and operating system security; administration; legal; privacy; and ethical issues.

HSE 611 Emergency/Disaster Response

Provides the student an overview of the most important aspects of emergency management and disaster response. The course discusses best practices of the all-hazards approach to responding to manmade and natural disasters.

HSE 613 Policies of Homeland Security

Introduces the student to legal, policy, and ethics issues inherent in the security of the United States. Laws and policies affecting this area have been in place for years; however, the events of 9/11 introduced a flood of Acts, regulations, and directives that play a critical role in supporting evolving policy. Conflicts between Federal and State law make for a volatile and challenging study.

HSE 614 Infrastructure Protection

This course introduces the student to Critical Infrastructure and the necessary security for its protection. Critical Infrastructure is systems and assets, whether physical or virtual, so vital that the capacity or destruction of such may have a debilitating impact on the security of the nation and across any level of government or jurisdiction.

HSE 615 Fundamentals of Recovery

This course addresses the concepts, operational procedures, and authorities involved in recovering from major disasters. Federal, State, and local government roles and responsibilities in major disaster recover work will be covered, as well as government coordination and the solution of problems frequently arising in recovery operations. Preliminary damage assessment, disaster recovery centers, and special needs of victims and disaster workers are discussed.

HSE 620 Global Lessons in Security

Examination of overseas homeland security practices in the areas of terrorist threats, emergency response, critical infrastructure, radicalization, border and transportation security.

HSE 625 Domestic Terrorism

Examines the current issues in domestic terrorism. Topics include anti-Americanism, religious fundamentalism, nuclear proliferation, cyber terrorism, global jihad, port security, torture and detainees.

HSE 630 Immigration Issues in Security

This course examines the impact of immigration policy on homeland security issues. Topics covered include the history of immigration and customs services; the impact of immigration policy and border security; the developments in immigration policy since 9/11; the impact of immigration policy on homegrown radicalization; and the ethical concerns of homeland security issues with respect to immigration policy.

HSE 635 Communication and Security

This course provides an examination of terrorism and homeland security from a communication perspective.

It explores how terrorism is essentially a message. Through case studies and speeches, it explores how terrorists and governments communicate messages through actions and discourse. The course also discusses how political media, the mass media and global media outlets support communicating messages.

HSE 640 Leading Complex Environments

This course explores the challenges of leading in complex organizational and system environments that are part of homeland security and emergency management responses. The course demonstrates the complexities of leading by building on collaboration. It emphasizes the role of building support and collaboration to maximize strengths of an organization or system in preparing for and responding to natural and manmade disasters.

HSE 690A Capstone Course

Prerequisite: Completion of at least six core courses of the program.

This course focuses on applying the knowledge and processes learned through this program. Working in a team or as an individual under the guidance of the instructor, students select a research topic, and gather data. The duration of the course is one month. Grading is H, S or U only.

HSE 690B Capstone Course

Prerequisite: HSE 690A and Completion of at least six core courses of the program

This course is a continuation of the HSE 610A project course and continues the application of knowledge learned to select a research topic, gather data and defend conclusions. Grading is H, S or U only.

HTM – Healthcare Information Technology

HTM 310 Health Informatics

Innovative and best practice technology applications to support human health by individuals, professionals, care delivery organizations, and communities. Internet-based health resources, smart phone/mHealth applications, telehealth, and health-related social networks. Systems, standards, and policies to connect people and technologies securely across healthcare ecosystems.

HTM 460 Health IT Virtual Simulation

Prerequisite: HSC 410

Laboratory-based course where administrative and clinical health information systems and technologies are introduced and practiced. Students will gain experience with simulated health information systems or real systems with simulated data.

HTM 520 Health Information Exchange

Health data standards, sources, representation, terminologies, vocabularies and ontologies to support interoperability of information within and between health care organizations. Health information security practices, privacy, confidentiality, and management of patient rights. Clinical data and process modeling for medical decision making. Policy development and documentation for exchange of health information.

HTM 552 EHR Meaningful Use

Introduces electronic health record (EHR) and communication systems including the application of Meaningful Use criteria to optimize quality and effectiveness of patient care and improve care coordination. Explore care delivery innovations across multiple care settings and specialties using a patient-centric model.

HTM 660 System Management and Planning

Healthcare information technology lifecycle management and strategic planning; organization and management of informatics support staff and other healthcare professionals to optimize the value from health information technology implementation.

HTM 680 Health Informatics Case Study

Prerequisite: HTM 520, HTM 552 and HTM 660

Health informatics case study requiring analysis and synthesis of complex human, financial, and technical resources for the strategic use of information technology in a healthcare organization. Students study best practice case studies and make recommendations considering organizational dynamics and technical and market knowledge in a simulated healthcare environment.

HTM 692 Health Informatics Capstone

Prerequisite: HTM 680

Two-month capstone project focused on a relevant problem in health informatics theory or practice. Planning and completion of either a data-based research project or other scholarship or creative activity. Grading is by H, S or U only. Course is eligible for an "IP" grade.

HUB – Human Behavior

HUB 301 Behavioral Science

Prerequisite: ENG 100, ENG 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 & Dynamics

Prerequisite: ENG 100, ENG 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

Prerequisite: ENG 100, ENG 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 402 Wellness in the Workplace

Prerequisite: ENG 100, ENG 101 and PSY 100

A focus on developing, implementing, and assessing wellness and wellbeing programs in organizations. Emphasis on individual and collaborative projects

that apply evidence-based approaches to improved organizational effectiveness and wellness / wellbeing outcomes of employees and students.

HUB 410 Psychology for Managers

Prerequisite: ENG 100, ENG 101 and PSY 100

A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership, and personal development.

HUB 420 Human Communication

Prerequisite: ENG 100, ENG 101 and PSY 100

A study of the theoretical and practical aspects of interpersonal and group communication.

HUB 440 Organizational Development

Prerequisite: ENG 100, ENG 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

Prerequisite: ENG 100, ENG 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 *(variable units)*

Individual study under the direction of an instructor. Requires prior approval of appropriate academic department.

HUB 500 Cross-Cultural Dynamics

Prerequisite: ENG 100, ENG 101 and PSY 100

A curriculum-wide elective that studies the psycho-socio-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 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 Pro. 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 & Comm.

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 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 670 Research Applications

Prerequisite: HUB 650

The application of research methods and statistical techniques to a variety of research problems. The student will use these methods and techniques to address hypothetical and real research issues. The student will have developed a research proposal for the capstone project in HUB650 (a prerequisite for the course) and will apply the material learned in this course to further develop and refine the proposal.

HUB 680 Integrative Project

Prerequisite: HUB 650 and HUB 670

The capstone project is an empirical study that integrates theoretical and applied concepts and results in a 20-30 page paper (APA style). The student will be required to develop a project proposal during HUB 650 and HUB 670 that can then be completed during the capstone course. This course may not be taken as an independent study.

HUB 690 Guided Study *(variable 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 490 Guided Study *(variable units)*

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

HUM 501 Global Civic Culture

Prerequisite: ENG 101 and ENG 100

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 430 Survey of Global Business

Prerequisite: ECO 203 and ECO 204

A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of 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.

IBU 540 International Experience

Tour foreign location 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 606 Global Business

An analysis of the global economic, political, and cultural factors affecting international business, this course provides an overview of international trade and investment theory, the pros and cons of protectionism, the global financial environment, and the role of the multinational corporation. It analyzes international sourcing, marketing, and strategic management for global business.

IBU 637 Comparative Int'l 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 different national management styles in the operations of domestic and multinational corporations.

IBU 641 Topics in Int'l Business

A seminar-style course covering trends and new areas of interest in international business with a focus on country and regional business environments. Examples of topics covered are: Assessing and analyzing international markets based on cultural, country risk, taxation, government intervention and other factors that facilitate or hinder doing business in specific locations; business ethics in international environments; economic integration in Europe and South America, etc. Students with an international background are encouraged to share their knowledge of specific national business environments.

IBU 643 Global Strategy

Based on a review of main theories and current trends, this course examines strategic alternatives and choices available to multinational companies in world markets. Emphasis is placed upon applied strategic analysis based on case studies involving multinational companies and settings.

IBU 645 Intl Entrepreneurship Project

Examine the cross-border operations of multinational companies focusing on country assessment and market entry, market research, segmentation, marketing mix adaptation, outsourcing and global Corporate Social Responsibility. Also includes the role of exchange rates, the mechanics and institutional structure of global trade and payments, as well as the role of social media in global operations. Students will prepare an applied international business project.

ILD – Instructional Leadership

ILD 603 Curr Align & Eval for School A

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 610 Introductory Health Ed: K-12

Coordinated school health programs, health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools content areas and California Health Standards. Legal responsibilities of teachers related to student health and safety, effective communication with parents and site-based and community resources, research-based school health programs, life skills and positive behaviors, needs of special populations, and evaluation of health web sites will be discussed.

ILD 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, parents, and community. Meets the CTC requirements for advanced health education for the professional clear credential.

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 for two months and meets once a week).

ILR – Information Literacy

ILR 260 Academic Information Literacy

Prerequisite: ENG 100 and ENG 101

A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. Topics include library and Internet research; information organization, evaluation, and synthesis; MLA and APA style formats; and the use of document-production, image-editing, and presentation software.

ITI – Inspired Teacher Inquiry

ITI 660 Identity, Inclusion and Equity

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

ITI 662 Linguistics- Academic Language

Prerequisite: ITI 660

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

ITI 664 EL Achievement in Content Area

Prerequisite: ITI 662

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

ITI 670 Introduction to SEL

Prerequisite: ITL 600, ITL 604 and ITL 606

Analyze the components of social emotional learning (SEL). Compare theoretical orientations regarding the development of SEL in school aged children. Assess own level of social emotional functioning to improve their ability to provide comprehensive and effective services to students. Evaluate evidence base for social emotional learning interventions within an MTSS framework.

ITI 672 SEL in Action

Prerequisite: ITI 670

An inquiry project focused on the support of current research on social emotional learning strategies, interventions, and practices for various age and grade levels will be completed. Collaboration strategies and partnerships within the school system, support staff, and community will be analyzed as a part of the inquiry process.

ITI 674 Research in SEL

Prerequisite: ITI 672

Explore research designs that measure social emotional learning at the individual and school levels. Finalize a research proposal to investigate a current issue or problem related to social emotional learning. Evaluate strategies to apply social emotional learning research in everyday classroom teaching and practice.

ITI 680 Self as a Critical Thinker

Prerequisite: ITL 600, ITL 604 and ITL 606

Focuses on critical thinking theory and pedagogy. Candidates reflect on and evaluate their own thinking about teaching, analyze critical thinking theory and research, select an action research topic within the area of critical thinking as applied to education, and create a research question within their topic of interest.

ITI 682 Critical Thinking - Classroom

Prerequisite: ITI 680

Candidates focus on critical thinking within the classroom. Candidates evaluate lesson plans/learning maps from the perspective of critical thinking theory, create lesson plans that support their students' critical thinking skills, and use their literature review research to create an action research hypothesis and explore methodology.

ITI 684 Applied Critical Thinking

Prerequisite: ITI 680 and ITI 682

Candidates reflect on their own growth as teachers based on what they have learned about critical thinking. Candidates share their research proposals, critique peers' proposals, finalize their choices of methodology and data collection, and write a formal research proposal.

ITI 690 Inspired Teaching Inquiry

Prerequisite: ITL 600, ITL 604 and ITL 606

Covers current theories and applications of evidence-based Inspired Teaching Practices in PK-12 education and includes developing a repertoire of technology-enhanced curricular tools. Candidates explore the process and application of action research resulting in the development of framing an instructional practices-based research topic and question through writing a literature review.

ITI 692 Inspired Student Learning

Prerequisite: ITI 690

Increases student achievement by differentiating and matching each learner's unique characteristics and various curriculum components; how student-

centered learning is enhanced through appropriate classroom management and effective curricular practices. Candidates finalize their research question, expand the literature review., and offer a rationale for their final proposal.

ITI 694 Inspired Learning Technology

Prerequisite: ITI 692

Explores and incorporates Information Communication Technologies (ICT) into instructional practices including curricular tools, apps, and web-based resources. Working collaboratively in teams, candidates create a multidisciplinary unit incorporating appropriate learning technologies. The Action Research Proposal is finalized and presented in video and written formats.

ITL – Inspired Teaching and Learning

ITL 400 Becoming a Teacher

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

ITL 402 Context: Education in the U.S.

Prerequisite: ITL 400 and Students must complete the credential packet.

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

ITL 404 Learners and Learning I

Prerequisite: ITL 402

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

ITL 406 Learners and Learning II

Prerequisite: ITL 404

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

ITL 408 Design and Process of Teaching

Prerequisite: ITL 406

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

ITL 490 Guided Study

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

ITL 510 Language-Literacy: Foundations

Research-based theories, methods, and strategies aligned to K-12 CA's Common Core Standards and ELA/ELD frameworks. Principles needed to teach foundational reading, writing, listening, speaking, and language for all learners, including English speakers, English learners, standard English learners, students with exceptionalities, and students with other learning needs.

ITL 512 Language/Literacy: Strategies

Prerequisite: ITL 510

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

ITL 514 Language-Literacy: Assessment

Prerequisite: ITL 512

Teacher candidates synthesize knowledge of socio-cultural, linguistic, and individual factors affecting K12 students' language and literacy levels. Candidates administer and interpret informal and formal assessments; and use data to design, modify, and deliver a comprehensive, integrated language and literacy program of instruction.

ITL 516 Mathematics Integrative Design

Prerequisite: ITL 514

Analysis of how elementary children think and learn mathematics. Research-based approaches enabling students to think critically and develop math proficiency. Developmentally appropriate instructional strategies for an integrative approach to teaching mathematics using content areas of visual and performing arts, social science, and STEM.

ITL 518 Science Integrative Design

Prerequisite: ITL 516

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

ITL 520 Academic Language & Literacy

Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks. Applies principles and strategies needed to teach grades 9-12 content-based language/literacy instruction for English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs.

ITL 522 Content Area Literacy

Prerequisite: ITL 520

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

ITL 526 SS Integrated Design I

Prerequisite: ITL 522

Instructional design principles for teaching in grades 7-12. Strategies for designing short and long-term curriculum/instruction/assessment aligned with content standards. Evidence-based research appropriate for the application the CA Common Core and academic standards across the various single subject content areas.

ITL 528 SS Integrated Design II

Prerequisite: ITL 526

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

ITL 530 Optimized Learning Community

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

ITL 550A Student Teaching A

Corequisite: ITL 551A

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

ITL 550B Student Teaching B

Corequisite: ITL 551B

Prerequisite: ITL 550A

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

ITL 551A Student Teacher Seminar A

(2.25 quarter units)

Corequisite: ITL 550A

Seminar concurrently taken with ITL 550A, Student Teaching A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1. Grading is S, U or In Progress (IP).

ITL 551B Student Teacher Seminar B

(2.25 quarter units)

Corequisite: ITL 550B

Prerequisite: ITL 551A

Seminar concurrently taken with ITL 550B, Student Teaching B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

ITL 600 Becoming a Teacher

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

ITL 600I Becoming an Intern

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

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

ITL 604 Learners and Learning I

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

ITL 606 Learners and Learning II

Prerequisite: ITL 604

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

ITL 608 Design and Process of Teaching

Prerequisite: ITL 606

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

ITL 650A CP Internship A: Year 1

Corequisite: ITL 651A

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

ITL 650B CP Internship B: Year 1

Corequisite: ITL 651B

Prerequisite: ITL 650A

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

ITL 650C CP Internship C: Year 2

Prerequisite: ITL 650B

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

ITL 650D CP Internship D: Year 2

Prerequisite: ITL 650C

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

ITL 650E CP Internship E: Year 3

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

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

ITL 650F CP Internship F: Year 3

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

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

ITL 651A CP Intern Seminar A

(2.25 quarter units)

Corequisite: ITL 650A

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

ITL 651B CP Intern Seminar B

(2.25 quarter units)

Corequisite: ITL 650B

Prerequisite: ITL 651A

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

ITL 690 Guided Study *(variable units)*

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty.

ITM – Information Technology Management

ITM 200 Computer Hardware & Software

This course provides an in-depth look at the hardware components of a computer, with the focus on proper installation, security, and administration. Students learn to identify, install, and configure various computer components, as well as basic computer and configuration concepts. This course also provides students with an understanding of proper maintenance and support of various hardware components. In addition, students learn how hardware, applications, and operating systems work together. Network, mobile, and printer terminology, concepts, troubleshooting, and security fundamentals are also covered.

ITM 205 Office Productivity Software

This course provides a functional understanding of current office productivity applications for word processing, spreadsheets, presentations, and client-side databases. Hands-on activities are provided to develop critical thinking, analysis, problem solving, and information and resource management skills.

ITM 230 Computer Network Overview

This course emphasizes network and security concepts, standards, and implementation. It provides students with an understanding of network and security management and emerging network technologies. Topics include network standards, network security, standards layers, common protocols, 802.3, 802.11, and Wi-Fi standards, TCP/IP architecture, and networked applications.

ITM 320 Information Technology Managem

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 325 IT Project Management

Prerequisite: ITM 320

The focus will be on skills, tools, and ethics as they relate to Information Technology (IT) projects, programs, and portfolio management. Examines project management concepts dealing with integration, scope, time, cost, quality, human resource, communication, risk, procurement, and stakeholder management.

ITM 340 IT Clients Using MS Windows

This course provides a solid framework of the concepts and implementation of a client-side operating system. Topics include understanding the client processing of information to support organizational decision-making and strategic planning, the client-server architecture, and the clients role when connected to database systems and network systems that are required to meet and support real-world projects and IT initiatives. Hands-on labs are included.

ITM 345 IT Servers Using Linux

This course provides a solid framework of the concepts, installation, and configuration of a server Operating System (OS). Topics include an understanding of desktop environments used in a server environment, methods of exploring and understanding the OS, and demonstrating 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 420 Local Area Network Management

Network management principles, practices, and technologies for managing networks, systems, applications, and services. This course builds on ITM230 local area network (LAN) basics and reviews the current industry standard computer network technologies. Topics include the network communication process, network hardware and media, protocols and standards, and IP addressing.

ITM 430 Wide Area Network Management

Prerequisite: ITM 420

This course builds on ITM230 Wide Area Network (WAN) basics, focusing on installing, configuring, implementing, and managing a wide area network. Network reference models and standards will be examined, as well as configuring network hardware device settings for optimal performance. Security policies are discussed in relation to data security, as well as physical network security. Additional topics include cloud computing models and services, network operation systems, and troubleshooting and supporting networks.

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.

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.

ITM 438 Role of Programming in IT

Familiarizes students to programming concepts and constructs, with an emphasis on how they are used in IT environments. Programming languages will be reviewed for their ability to support IT infrastructures.

Evaluate programming techniques for client-side, server-side, database, and web applications.

ITM 440 Database Concepts & Data Model

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 Management

This course covers the management aspects of information security on computer systems and networks. Information is becoming a valuable asset and security is vital in maintaining its confidentiality, integrity, and availability. This course explores aspects of securing a network such as identifying threats, vulnerabilities, and assets that aid in planning, risk analysis, and implementation of security policies. Other topics include security management practices, security models and architectures, and business continuity, disaster recovery, and incident response planning. In addition, legal, ethical, and professional issues are analyzed. This course, together with ITM 475, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

ITM 475 Information Security Technology

Prerequisite: ITM 470

This course covers the technical aspects of information security for computer systems and networks. Various topics of information security will provide students with an understanding of the tools and technologies used to design secure information systems and networks. 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 in regards to privacy and secrecy. There is an emphasis on physical security followed by application and system development security. In addition, there will be a discussion of vulnerability assessments and penetration testing and an examination of digital forensics. This course, together with ITM 470, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

ITM 490A Info Technology Project I

Prerequisite: ITM 325 and 10 of the core ITM courses must be successfully completed. Must be taken consecutively with ITM490B.

A capstone project that is applicable to information technology management. Students work on an original and significant project that integrates

concepts, principles, and tools that are taught throughout the program. ITM490A, ITM490B, and ITM490C need to be taken consecutively. Grading is H, S, or U only.

ITM 490B Info Technology Project II

Prerequisite: ITM 490A Must be taken consecutively with ITM490A.

A capstone project that is applicable to information technology management. Students work on an original and significant project that integrates concepts, principles, and tools that are taught throughout the program. ITM490A, ITM490B, and ITM490C need to be taken consecutively. Grading is H, S, or U only.

ITM 490C Info Technology Project III

Prerequisite: ITM 490B Must be taken consecutively with ITM 490B

A capstone project that is applicable to information technology management. Students work on an original and significant project that integrates concepts, principles, and tools that are taught throughout the program. ITM4 90A, ITM 490B, and ITM 490C need to be taken consecutively. Grading is H, S, or U only.

ITM 697 MS-ITM Capstone Project III

Prerequisite: ITM 695

This is the final course of a three course sequence. This course is of one month duration and classes meet once a week. A continuation of ITM695 where students implement the project defined in ITM690 and designed in ITM695. Student teams implement, code, test and document their projects. A formal presentation is made by the team to a review panel for evaluation and approval. Grading is H, S, or U only.

LAW - Law

LAW 200 Intro to Law & 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 204 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 204

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 p"

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 practice 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 Ora

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 Intro to Law & Legal Analysis

An introduction to case brief writing and legal problem analysis. The classroom discussions employs 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.

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 Busines

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. Grading is by S or U only.

LAW 470 Pre-Law Senior Project

Prerequisite: 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 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 Ldrs

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 Ldrship Overview of Org. Func.

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

Prerequisite: LED 400, 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

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. Students will explore 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

Prerequisite: 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. 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. Grading is H, S, or U only.

LED 601 Ethics and Classic Theories

Introduction to the classic theories, frameworks and ethics of leadership practice. Students identify and assess their own leadership philosophy, then analyze the relationship between it and selected theories of leadership. Students evaluate ethical decision making processes and assess the potential impact of leadership strategies on organizations.

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. Strategies that foster creativity in groups are discussed. The impact of technology on teams and communication styles is evaluated. Students 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 Leadership in the 21st Century

Examination of emerging forms of leadership, influence and power, chaos and collaboration. The course will analyze multiple organizations within the private and public sectors, and will draw upon diverse perspectives, ethical considerations and applied approaches. Participate in experiential approaches to learning leadership skills which may include the classroom as a temporary organization to be examined in real time.

LED 604 Leading Change and Adaptation

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.

LED 605 Conflict and Power Dynamics

Integration of the knowledge, skills, and abilities required to design, conduct, and evaluate effective conflict resolution and negotiation practices. Course topics include interpersonal and intra-group conflict resolution; persuasion, problem solving techniques and decision-making in conflict resolution; overcoming bias, anger, and retaliation. Students will develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges.

LED 610 Analysis and Decision Making

Identify quality information, data and research that inform decision making and strategy. Students will gain skills in interpreting data and develop critical thinking around key issues. In order to aid in analysis, explore statistical models and emerging data trends. Topics will include data analytics, overview of statistical models, data collection methods and critical interpretation of information.

LED 615 Consulting and Assessments

Students gain both knowledge and skills to consult to organizations on leadership issues and development, whether within the infrastructure or to an external client base. Through the use of assessment instruments, students gain both understanding of self as well as expertise in administering tools with clients. Assessments for leadership also include personality, team performance and conflict styles. In order to work effectively with clients, skills for facilitating and training will be included.

LED 620 World View & Adult Development

Adult development is intrinsic to the development of holistic leaders therefore students will gain knowledge of adult development concepts and theories. Identification of one's world view or ontology is interwoven with one's development in leadership therefore students will work to identify their world view and connect it with their development as a leader. Students will also gain knowledge of emerging models of leadership and integral approaches by linking their world view to their practice of leadership.

LED 650 Teaching Leadership

Prerequisite: LED 602, LED 603, LED 605, and LED 620

Students that are interested in teaching adults about leadership or intend on working in public or corporate leadership development will work with a leadership studies faculty member in an apprentice or mentoring framework. Students will gain understanding of adult learning theory, experiential teaching methodology including case-in-point, here-and-now, group dynamics and Socratic dialogue

LED 680 Leadership Research

Prerequisite: LED 601 and LED 602

This course prepares students to conduct in-depth research in their area of interest synthesizing knowledge, and theory of leadership. Students will learn to judge scholarly, peer-reviewed work as unique from wisdom literature found in many popular leadership books. Two research papers will be written in the course with a focus on preparation for the thesis/capstone project. APA format (current edition) will be required, and students will gain skills in internet searches. In addition, students will give a presentation of approximately ten minutes on one of their research paper topics in professional attire and utilizing the appropriate technology.

LED 690 Capstone Project

Prerequisite: 5 LED courses

Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify scholarly sources from which data is gathered in preparation for the project. Students then gather data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. Students may choose to prepare a project as described in the Leadership Project Handbook. Grading is H, S, or U only.

LED 699 Guided Study *(variable units)*

This is an individual study under the direction of the instructor. This course requires prior approval of program lead faculty.

LIT - Literature

LIT 100 Introduction to Literature

Prerequisite: ENG 100 and ENG 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 310 Chinese Lit in Translation

Prerequisite: LIT 100

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 contexts out of which these works have arisen.

LIT 311 British Literature I

Prerequisite: ENG 240 and 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: ENG 240 and 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 321 American Literature I

Prerequisite: ENG 240 and 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: ENG 240 and LIT 100

A survey of important American authors and literary trends from the late 19th century through the present. Texts will be situated in relation to cultural, philosophical, social and historical contexts. Particular attention will be paid to the modernist canon and to works by women and authors of color that respond to American literary heritage and social conditions.

LIT 338 Shakespeare

Prerequisite: ENG 240 and LIT 100

An examination of major works of William Shakespeare.

LIT 345 Mythology

Prerequisite: ENG 240 and 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 History of Literary Theory

Prerequisite: ENG 240 and LIT 100

A survey of major arguments about the nature of literature, literary expression, and literary experience from Plato through the mid-20th century.

LIT 361 Lit. 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 365 Contemporary Literary Theory

Prerequisite: ENG 240 and LIT 100

A survey of important contemporary literary theories and their application to literary analysis and criticism.

LIT 401 Contemporary Fiction

Prerequisite: ENG 240 and LIT 100

An upper-level seminar in contemporary fiction. Students will discuss and analyze major genres and movements in contemporary fiction, focusing on American fiction. Students will situate contemporary fiction in current political, cultural, historical and philosophical trends to better understand the relationship between fiction and the contemporary world.

LIT 402 Contemporary Poetry

Prerequisite: ENG 240 and LIT 100

A survey of important authors, movements, trends, and critical stances in contemporary poetry, with an emphasis on American poetry.

LIT 410 African American Literature

Prerequisite: ENG 240 and LIT 100

Examination of important representative works by U.S. African-American writers and theoretical approaches relevant to studying that literature. Emphases may vary in different sections.

LIT 420 U.S. Latino Literature

Prerequisite: ENG 240 and LIT 100

Examination of important representative works by U.S. Latino writers and theoretical approaches relevant to studying that literature. Emphases may vary in different sections.

LIT 430 Children's Literature

Prerequisite: ENG 240 and 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: ENG 240 and 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: ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

LIT 450 Studies in the Novel

Prerequisite: ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

LIT 456 Studies in Drama

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

Prerequisite: ENG 240 and 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: ENG 240 and LIT 100

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 490 Guided Study *(variable units)*

Prerequisite: ENG 240 and LIT 100

Completion of at least one upper division LIT course with a grade of C or better. Individual instruction on a literary topic under direction of instructor. May be repeated once with different subject matter. Requires prior approval of appropriate academic department.

LIT 498 English Capstone Course

Prerequisite: Satisfactory completion of 8 upper-division LIT courses

This course is designed as the culmination of the English B. A. program. Students will bring the skills in literary study, analysis, research and writing learned in the program to bear on an original work of literary scholarship. Students will also be given the opportunity to revisit and revise several papers written in previous classes in the major. This course is an eight-week Practicum. Grading is H, S, or U only.

LOG – Logistics

LOG 410 Procurement and Inventory Mgt

Procurement of goods and their storage costs impacts a firm's competitive advantage. Prominence placed on reducing cost of purchasing while increasing product quality through co-creation of value. Evaluation of the costs, benefits and risks of holding inventory in the face of uncertain demand and product innovation. Implementation of lead-time reduction techniques to respond to changing demands and competition in a global, eCommerce market.

LOG 420 Omni-channel Distribution

Linking a business enterprise to its suppliers and customers, transportation is among the more critical and increasingly complex functions within a business enterprise, especially in the competitive globalized business environment. Evaluation of the modes of transportation and principles such as Just-in-Time delivery, Transportation Management Systems, Routing and Scheduling and Automatic Identification. Culminates in the operation of Distribution Centers in an Omni-channel distribution system to create world-class customer service from order to returns.

LOG 430 Global Logistics

Prerequisite: LOG 420

Development of strategies for the selection of international suppliers and then movement of goods across national boundaries. Discussion and analysis of modes of entry, global storage and transportation choices, international contracts and terms, and logistics risk management in order to add value through supply chain integration. Impact of international trade laws, culture, distance and time to make optimal logistics decisions. Emphasis on practical application of course concepts and systems thinking using case studies and mathematical models.

MAE – Master Arts Education

MAE 610 Plan of Study & Prac Research

Required first course in the MAE program. Course participants are presented with essential experiences and exercises to a) select MAE emphasis courses that align with MAE Program Learning Outcomes (PLOs) and b) evaluate practitioner research paradigms and effective research designs used in education by practitioner researchers.

MAE 670 App Prctnr Rsrch & Cust Study

Presents course participants with experiences and exercises to: a) develop a practitioner research proposal based on a relational practitioner research question and b) produce a reflective presentation that evaluates plan of study digital portfolio artifacts alignment to MAE Program Learning Outcomes.

MAE 691 Soc Emtnl Lrng & Relationship

Provides an overview of social and emotional learning (SEL), the impact of SEL on academics and how SEL practices can lead to healthy growth and human development and help build positive and dynamic relationships.

MAT – Master of Arts in Teaching

MAT 623 Transformative Ed Practices

Prerequisite: MAT 622

Evaluation of current national and international developments in education and future challenges. They will investigate global trends in education based on the analysis of factors affecting educational

systems in individual nations and groups of countries, and synthesize them to develop a research-based, consistent and systemic understanding of 21st century education. This study will help formulate the most advanced, innovative and effective approaches for transforming US schools in view of future challenges.

This course will have two options, one to travel overseas to a selected country to study education first hand, and the other to conduct research in the student's area through interviewing international students and faculty about their educational systems. This course will conclude with the project demonstrating an application of innovative global education ideas in the student's school.

MAT 648A Foundation of Lit Spec/Coaches

Prerequisite: ARL 645

Intended for practicing teachers seeking a Reading and Literacy Leadership Specialist Credential, this course examines the psychological, sociological, linguistic, and political foundations of reading and writing processes and instruction. Candidates will survey theories and historical trends in literacy instruction through the study of past and present literacy leaders' contributions to the field. Included is an examination of state and federal involvement in literacy instruction.

MAT 648B Leadership in Literacy

Prerequisite: ARL 646, ARL 647A, ARL 647B and MAT 648A

This course is designed to help teachers seeking the Reading and Literacy Leadership Specialist Credential, and focuses on a teacher's leadership role in the planning and delivery of reading instruction from goal setting, program planning, decision-making, problem solving, program supervision, use of technology, and program evaluation for students from varied cultural and linguistic backgrounds. Students will be required to complete a minimum of 20 hours of supervised field experience in an elementary, middle, or secondary public school related to program planning and delivery.

MAT 648C Seminar in Literacy

Prerequisite: MAT 648B

Work in this seminar course will center primarily on learners at the elementary, intermediate, middle, and high school levels; and it will have a foundation in what we know from research and inquiry in language arts and related areas. Other topics will include the nature of teaching and learning in classrooms designed to meet the needs of P-12 students with a range of capabilities, strengths, and backgrounds.

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.

MCW – Creative Writing

MCW 610 Textual Strategies

Introduction to the craft of writing focusing on: narrative and alternative structures; developing language and style; and the importance of active reading in enhancing one's own craft. In addition to reading and writing exercises, students produce a creative work which reflects their mastery of these tenets.

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 Adv 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 635 Writing for Young Adults

Two-month advanced writing workshop for students interested in writing for younger audiences. Students will write original works for young adult audiences and survey the history of young adult literature with an emphasis on learning the craft of writing for young adult audiences.

MCW 636 Genre Fiction Workshop

Two-month fiction workshop focused on writing in one or more genres of fiction, such as Sci-Fi, Fantasy, Horror, Thriller, and Romance, among others. Genres selected by instructor. Students will write their own original genre texts for critique, explore genre-specific conventions, and read extensively in the genre.

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

A poetry workshop where students will learn the craft of poetry by writing their own original work and offering feedback to their peers. Students will be introduced to contemporary poetry though readings and discussions of poems from a poet's point of view.

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

This intensive writing workshop will explore the artist's quest for truth and address the question: how do we as writers in a post-modern age where memory, image and testimony are all suspect, know what we know? This course 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, critique the manuscripts of peers, and will submit revised work for peer and faculty review. (May not duplicate content of MCW 650B)

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 659 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 660 Thesis I (Practicum)

Prerequisite: Requires completion of MFA CW portfolio 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. Grading is by S or U only. Course is eligible for an "IP" grade.

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. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

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 680A and 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 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.

MGT - Management

MGT 309 Prin. of Mgmt & Organizations

Introduction to the roles of managers and the vision, mission and goals of organizations. Investigates management theories and explores the four primary functions of managers: Planning, Organizing, Leading and Controlling. Covers issues related to human resource management, organizational structure and behavior, creative problem solving, effective communication, and the management of teams, change and innovations.

MGT 351 Process Improvement Management

Fundamental concepts of managing production of goods and operation of services. Focus on managing customer needs through continuous process improvement, cost management, and quality management. Lean concepts are used to reduce waste throughout every process. Additional topics include production strategy, product and process design, inventory management and supply chain management.

MGT 400 Ethics in Law, Business & Mgmt

Exploration of values and ethics in businesses that operate locally and internationally. Moral philosophies, values, conflict of interests, discrimination, business cultures, and ethical standards are critically presented. Ethical leadership of people, technology and sustainability are used in the development and implementation of ethical business programs.

MGT 422 Team Bldg, Interpers Dynamics

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 451 Production & Ops 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 480 Strategic Business Management

Prerequisite: To enroll in MGT 480, students must complete all "Preparation for Major" courses and all other courses listed as "Requirements for Majors."

Application of strategic management principles to develop, organize, finance, and operate of a business enterprise. Integrates and applies knowledge and skills gained in other business and management courses to create a competitive strategy.

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.

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 students. 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 Project and Program Management

This course provides a foundation of theory and practice for managing the successful use of project or program approaches to complete work in organizations. Students explore a wide-variety of projects and programs. Specific topics include the definition and application of these approaches, development of work plans, and measurement and evaluation of results.

MGT 605 Organization Mgmt & 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 Info & Supply Chain Systems

Students focus on major corporate applications of information technology, learning how business decisions are facilitated by these tools. Specific applications include the effective and efficient management of projects, inventory and transportation. The course concludes with the evolution of logistics into the broader scope of supply chain management, focusing on how enterprise-wide information systems

enable this cross-functional, inter-firm collaboration that leads to new competitive advantages.

MGT 610C Graduate Business Project

Prerequisite: Specific prerequisites for each program are indicated below: MBA students: completion of 31.5 quarter units in the MBA program.

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 625 Managerial Communication

This course explores the important roles that communication plays in managers/leaders being effective in their tasks as they exchange meaning with supervisees, peers, supervisors, the larger organization, and the community. Both formal and informal communication will be addressed. Additionally, issues such as cross-cultural communication, ethics, conflict resolution, crisis communication, and developing organizational communication competencies will be investigated.

MGT 635 The Org 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 640 Operation Planning and Impleme

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 & Regs.

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 652 Business Simulation

A thorough exercise in strategic decision-making at the functional and corporate levels. Students make strategic choices on key marketing, finance, accounting, human resources and operations management issues, and deal with the effect of changes in the economic and political environment on consumer demand, the exchange rate and tariffs. They take corrective action after each round, evaluating results in terms of a cumulative balanced scorecard.

MGT 685C Business Strategy and Policy

Prerequisite: MGT 605, MGT 608, MKT 602, ECO 607, MNS 601, ACC 604, FIN 609A, and IBU 606

The course provides students with an opportunity to integrate the various topics introduced throughout the learner's program by engaging in strategy execution. An integral part of the course will be preparation of a comprehensive, written case analysis. The perspective is a holistic one which views the organization as a total system, which encompasses internal, specialized sub-systems, interacting with an external, dynamic environment. The emphasis will be on the development, implementation, and analysis of organization strategies and policies that impact a firm's survival and success in a progressively competitive global marketplace. Models for strategic formulation, implementation, and control are developed that facilitate an integrated understanding of the courses that comprise the MBA curriculum. Readings and lectures illustrate strategic management theories and frameworks while case discussions, experiential exercises, and team projects provide opportunities for application.

MGT 690 Guided Study *(variable units)*

This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

MGT 695C Capstone

Prerequisite: MGT 605, MGT 608, MKT 602, ECO 607, MNS 601, ACC 604, FIN 609A, and IBU 606

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.

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 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 Intro to Global Marketing

Prerequisite: MKT 302A

An introduction to the cultural environment of global markets, including such topics as cultural dynamics, management styles, and political and legal environments. Students learn how to assess global marketing opportunities as well as develop and implement strategies to capitalize on those opportunities.

MKT 434 Intro 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 & 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 Intro to Public Relations

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 interactive methods of marketing using a digital platform including social media, web-based and advanced global marketing techniques.

MKT 446 Introduction to Services Mkt

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 480 Marketing Project

Prerequisite: Completion of 31.5 quarter units of upper-division core requirements and MKT 302A

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. Grading is S/U.

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, social, 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 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 651 Mobile Marketing

Prerequisite: MKT 602

This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course.

MKT 653 Social Media

Prerequisite: MKT 602

This course gives a foundation to the practical business applications of social media in a marketing world. Through Facebook, Linkedin, blogs, YouTube, Pinterest and other platforms, students discover that social media is for more than just making friends and that there are now only a few degrees of separation globally. Students learn that social media is about marketing at the right time, place and with the right message for existing as well as prospective customers with both legal and ethical behaviors.

MKT 660 Strategic Marketing Simulation

Prerequisite: MKT 602 MKT 620, MKT 631, and MKT 634

Students will participate in a group simulation activity and will have hands on "live" experience, making strategic marketing decisions that affect the business viability. Students master the marketing concepts of production, channels of distribution, branding, promotion, segmentation, targeting, pricing and competition as they make decisions that affect the future profitability of the business entity.

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.

MNP – Mental Health Nurse Practitioner

MNP 643 Psychopharmacology in MH Care

Advanced concepts in pharmacogenomics, pharmacokinetics, and pharmacodynamics for targeted symptoms in the management of various psychiatric disorders. Management of symptoms for various populations and risk-mitigation strategies are presented for clinical problems in primary mental health settings. Use of psychopharmacologic agents with medical comorbidities. Patient adherence strategies examined.

MNP 687 MH Care: Children/Adolescents

Evidence-based biopsychosocial assessment, diagnosis and treatment of children and adolescents with mental illness and/or developmental disorders are explored. Facilitate the knowledge of professional, policy and practice issues influencing the nurse practitioner's role as mental health provider of children and adolescents with mental illness and/or developmental disorders.

MNP 688A Introduction to Psychotherapy

Corequisite: MNP 688B

Provides a comprehensive review of psychotherapy principles and treatment approaches commonly used in primary mental health care services. Explores ways of developing effective therapeutic relationships with an emphasis on therapeutic communication. Individual, group and family psychotherapy across the lifespan are analyzed. MNP688A and MNP688B are taken concurrently.

MNP 688B Intro Psychotherapy Practicum

Corequisite: MNP 688A

Learner applies theories and principles of psychotherapy learned in MNP688A. Assesses motivation and readiness for treatment. Applies various theories of behavior patterns, belief systems, therapeutic relationship strategies based on evidence to reduce emotional stress, facilitate cognitive and behavior change, and foster growth. Required 90 preceptored/field experience clinical hours. MNP688A and MNP688B are taken concurrently. Grading is S/U only.

MNP 694 MH Care: Adults/Aging Adults

Evidence-based assessment, diagnosis and treatment/management approaches to various psychiatric symptoms and disorders are explored. Analyze concepts of neurophysiology and neuropathophysiology of adult/aging adults with psychiatric disorders. Examine the professional, policy and practice issues influencing the nurse practitioner's role as a mental health provider for adult/aging adults with psychiatric disorders.

MNP 696A Adults/Aging Adults Practicum

Corequisite: MNP 694

Facilitate practicum experience of the PMHNP student with adults/aging adults in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of adults/aging adults with mental illness. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 240 preceptored/field experience clinical hours Grading is S/U only.

MNP 696B Children/Adoles Practicum

Corequisite: MNP 687

Facilitate Practicum experience of the PMHNP student with children/adolescents in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of children/adolescents with developmental, behavioral or psychiatric disorder. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 180 preceptored/field experience clinical hours. Grading is S/U only.

MNP 697 PMHNP Capstone

Students demonstrate integration of knowledge from the core, core clinical and clinical coursework in the MSN-PMHNP Program. The compilation and interpretation of information from previous courses is demonstrated in a scholarly paper and successfully passing an exam which mirrors the national board certification examination for PMHNPs.

MNS – Management Science

MNS 205 Intro to Quantitative Methods

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.

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.

MNS 606 Decision Systems for Managers

Focus on major corporate applications of information technology, learning how business decisions are facilitated by these applications, including information as a competitive resource, supply chain management, enterprise-wide systems, knowledge management, and data mining. Topics are addressed from a systems approach, emphasizing effective managerial use of such information systems.

MTH – Math

MTH 12A 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 12B Algebra II

Second of a two-course sequence extending skills and logical analysis begun in MTH 12A. 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 practical applications. Calculator use is highly recommended. Grading is S or U only. (This course is remedial in nature and does not award collegiate credit).

MTH 204 Mathematics for Science

Prerequisite: Accuplacer test placement or MTH 12A and MTH 12B

A review of basic mathematics principles, including main algebra concepts, 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, SCI 104 and SCI 104A, SCI 101 and SCI 101A, SCI 102, SOC 100 and SOC 260.

MTH 209A Fundamentals of Mathematics I

Prerequisite: Accuplacer test placement or 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.

MTH 210 Probability and Statistics

Prerequisite: Accuplacer test placement or MTH 12A and MTH 12B

An introduction to statistics and probability theory. Covers simple probability distributions, conditional probability (Bayes Rule), independence, expected value, binomial distributions, the Central Limit Theorem, hypothesis testing. Assignments may utilize the MiniTab software, or text-accompanying courseware. Computers are available at the University's computer lab. Calculator with statistical functions is required.

MTH 215 College Algebra & Trigonometry

Prerequisite: Accuplacer test placement or MTH 12A and MTH 12B

Examines higher degree polynomials, rational, exponential and logarithmic functions, trigonometry and matrix algebra needed for more specialized study in mathematics, computer science, engineering and other related fields. Computer and/or graphing calculator use is highly recommended.

MTH 216A College Algebra I

(3 quarter units)

Prerequisite: Accuplacer test placement or MTH 12A and MTH 12B

The first part of a comprehensive two-month treatment of algebra and trigonometry preliminary to more specialized study in mathematics. The course covers higher degree polynomials, rational functions, exponential and logarithmic functions, transformations and the algebra of function, matrix algebra and basic arithmetic of complex numbers.

MTH 216B College Algebra II

(3 quarter units)

Prerequisite: MTH 216A

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 may be required.

MTH 220 Calculus I

Prerequisite: MTH 215 or MTH 216B or Accuplacer test placement

(Cross listed and equivalent to CSC208) 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. Graphing calculator is required.

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. A graphing calculator is required.

MTH 301 Fundamentals of Mathematics II

Prerequisite: MTH 209A or Accuplacer test placement evaluation

This continuation of MTH 209A includes concepts of measurement, geometry, probability and statistics, elementary synthetic and Euclidean Geometry. Computer programming in BASIC is introduced. Methods are incorporated whenever possible. However, both MTH 209A and MTH 301 are content/concept courses as prescribed by State regulations, not methods courses. Calculator may be required.

MTH 304 Math Practicum and Portfolio

Prerequisite: Placement evaluation, or MTH 215 or MTH 216A, and MTH 216B

*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. Course is eligible for an "IP" grade.

MTH 311 Topics from Geometry

Prerequisite: Accuplacer test placement or MTH 215 or MTH 216B

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

Prerequisite: MTH 215, or MTH 216A and MTH 216B 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. Graphing calculator is required.

MTH 325 Discrete Mathematics

Prerequisite: MTH 215 or MTH 216A and MTH 216B

(Cross listed and equivalent to CSC331) 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. Graphing calculator is required. Students may not receive credit for both MTH325 and CSC331.

MTH 410 Technology in Math Education

Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

Computer Technology in the Mathematics Classroom 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 216B or MTH 301

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. Emphasizes active student involvement in posing and testing conjectures, formulating counter examples, logical arguments and proofs.

MTH 412 History of Mathematics

Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B

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 435 and MTH 325

A look at groups, rings and fields, as well as applications of these structures. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Graphing calculator may be required.

MTH 417 Foundations of Geometry

Prerequisite: MTH 215 and MTH 311 or MTH 216A and MTH 216B

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

Prerequisite: 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 R1 and R2, open sets, limit points, compactness and the Heine-Borel Theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral and the Lebesgue Measure.

MTH 433 Differential Equations

Prerequisite: MTH 223 and MTH 435 or CSC 209 and CSC 310

A study of ordinary differential equations with emphasis on linear equations and systems of linear equations. An analysis of the existence and uniqueness of solutions of ordinary differential equations with initial conditions, so called Cauchy problem. Examines linear differential equations of first, second and higher orders, and linear systems of ordinary differential equations. Stresses application to engineering problems.

MTH 435 Linear Algebra

Prerequisite: MTH 220 and MTH 325

An 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. Graphing calculator or appropriate software may be required.

MTH 438 Applied Mathematical Modeling

Prerequisite: MTH 433, MTH 432 and MTH 416

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 220

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, quadrature's, numerical differentiation, initial and boundary-value problems.

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), Lattices Theory, Coding Theory and Cryptography,

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

Prerequisite: Completion of Mathematics Core for B.S. 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

Prerequisite: 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

Prerequisite: MTH 210, MTH 311, MTH 412 and 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. The teaching strategies that align to the new CA Common Core Standards receive a special consideration. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

MTH 490 Guided Study *(variable 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 - Multimedia

MUL 200 Communication Tools

Prerequisite: ENG 100, ENG 101, and COM 100 or 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 245 Principles of Web Design

Prerequisite: ENG 100, ENG 101, and COM 100 or 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 Design

Prerequisite: ENG 100, ENG 101, and COM 100 or 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 300 Convergence Media

Prerequisite: ENG 100, ENG 101 and COM 220

An integration of digital communication tools and techniques used in today's workplace. Learn how to create digital media products for various business, education, and entertainment purposes.

MUL 305 Graphic Design and Artistry

Prerequisite: ENG 100

Hands-on application of principles and techniques of graphic design for print, video and digital media. Cover concepts including color theory, composition, photo manipulation and special effects in digital production. Focus on understanding and defining a personal style in the digital visual medium.

MUL 309 Camera and Image

Prerequisite: ENG 100

A hands-on, project based exploration of the use of still and video cameras in production. Focus will be on a balance between the technical and the aesthetic. Essential camera functions are well known and timeless as the technology for image capture and replication advances rapidly.

MUL 315 Video Game Design

Prerequisite: ENG 100, ENG 101 and COM 220

An in-depth review of video game development, with emphasis on game design theory and practice. Fundamental principles and strategies of game design transform a story or game vision into a virtual environment prototype that integrates player activity, interface, and graphics. Cover basic algorithms that control interactivity and representation while learning about the various tools available to designers, such as prototyping software and game engines.

MUL 335 Digital Design for Print

Prerequisite: ENG 100, ENG 101, COM 100 or COM 103

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

MUL 345 Applied Web Design

Prerequisite: ENG 100, ENG 101 and COM 220

Hands-on application of principles and techniques of web design for digital media and provides an in-depth study of effective web page design and efficient site architecture. Engage in projects in content development, navigation, and usability.

MUL 355 Game Scripting

Prerequisite: ENG 100, ENG 101 and COM 220

In-depth, hands-on application of web programming, game scripting, and web presentation. Apply aesthetic and usability criteria to produce web presentations, "movies" and other animated assets for placement into student projects. Explore 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.

MUL 365 Digital Video Editing

Prerequisite: ENG 100, ENG 101 and COM 220

Online Course requires fluent communication

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 color. Focus is placed on the role of editing in telling a compelling story.

MUL 370 Digital Interactivity

Prerequisite: ENG 100, ENG 101 and COM 220

Hands-on introduction in the basics of web interactivity along with its potential for e-business, entertainment and education. Apply aesthetic and usability criteria to visual, textual and aural components integrated into interactive presentations, games and instructional media. Engage in the exploration of the technological constraints of Web delivery, interactive design, composition and media integration techniques.

MUL 375 3-D Modeling for Game Art

Prerequisite: ENG 100, ENG 101 and COM 220

Hands-on application of 3-D graphics in still sequential and non-sequential media. Produce basic 3-D elements and apply aesthetic and usability criteria to their projects in digital, animated sequence, video and print media applications. Students compare technological constraints of 3-D applications, appropriate uses of sequential and non-sequential 3-D elements to maximize impact of message delivery, and the management of digital assets for optimal delivery of media.

MUL 385 Video Game Animation

Prerequisite: 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 399 Emerging Technologies

Prerequisite: ENG 100, ENG 101 and COM 220

Topical lectures and investigations into new trends and technologies in the Digital Media Design field. Explore developing technological trends and the strategies for utilizing them in the production of content. Focus on integrating the new tools and trends into digital media production.

MUL 420 Multimedia Arts Portfolio Proj

Prerequisite: All general core courses and concentration courses.

In this two-month capstone course, students assemble a portfolio of their best work from previous Digital Media Design courses and edit/polish those pieces until they are suitable to show a prospective digital media design industry employer. The final portfolio will include some combination of the digital presentations and graphics, websites, game elements and animations. Printed materials such as journal style documentation, creative briefs, proposals, flow charts, executive summaries and descriptive critiques are also encouraged. Grading is S or U only.

MUL 430 Advanced Design Project

Prerequisite: ENG 100, ENG 101 and COM 220

Advanced course in digital graphic manipulation. Produce a portfolio of images, applying successful aesthetic and composition design principles. Cover strategies to create focused, clear imagery that conveys a well-defined message. Continue to work on the visual themes they have developed in earlier courses in preparation for final portfolio.

MUL 445 Digital Project Management

Prerequisite: ENG 100, ENG 101 and COM 220

Advanced course in understanding and planning the production of a digital media project. Covering the concepts of the production pipeline and establishing the basis and timeline for the final project. Plan and present preparations for their final digital media portfolio.

MUL 461 Motion Graphics

Prerequisite: ENG 100, ENG 101 and COM 220

A hands-on course in motion graphics for broadcast, video, and film; the course presents the current software tools used to build and deliver motion graphics. 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 titling and motion imagery. Survey works of professional animators, directors, and producers to demonstrate industry-standard techniques.

MUL 462 Digital Audio Creation

Prerequisite: ENG 100, ENG 101 and COM 220

Computer-aided digital audio creation used in 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. Covers file management and compression for specific delivery mediums.

MUL 471 Adv Digital Interactivity Proj

Prerequisite: ENG 100, ENG 101 and COM 220

Advanced training in the production of interactive products using computer-based authoring tools for e-business, entertainment, and education. Conduct extensive reviews of interactive presentations, games, and instructional media and apply lessons learned to programming user friendly interactive models in real-time virtual environments. Cover advanced problem solving techniques applied to; interactive design theory and practice; and methods of project management.

MUL 490 Guided Study

(variable units)

Prerequisite: Faculty Determined.

Courses require individual study under direction of instructor. Furthermore, course requires proper approval of appropriate academic department.

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 200 Music Composition

Recommended Preparation: MUS 100 or MUS 326 or MUS 327

An introduction to composing and notating original music which covers the elements of music theory--melody, harmony, rhythm and form--in the context of a computer-based notation program. Students complete an original composition of modest scope as a culminating project.

MUS 300 Film Music

Prerequisite: ENG 100 and ENG 101

Recommended Preparation: MUS 100

An introduction to the history and methods of music in film from the silent era to the present. A roughly chronological approach sketches the main technological innovations and explores theories of how music contributes to the meaning of moving images and narrative scenes. Elements of music are reviewed and applied to representative film scores by American and international composers.

MUS 326 American Music

Prerequisite: ENG 100, and ENG 101

A survey of American music from the Colonial period to the present. Emphasizes political, social and economic developments as related to the evolution of American music, including popular, religious and art music in a broad array of styles.

MUS 327 World Music

Prerequisite: ENG 100 and ENG 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.

NSG - Nursing

NSG 202 Nursing Pharmacology Concepts

Students will learn basic pharmacological concepts related to pharmacotherapeutics, pharmacodynamics, and pharmacokinetics. The course is organized using major drug classifications, and prototypes to illustrate drug actions, side effects, contraindications, precautions and nursing implications. The nursing process is introduced in the context of drug therapy. Other special considerations will be discussed.

NSG 214 Health Assessment

Corequisite: NSG 214A

Recommended Preparation: Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75

Introduction to foundational concepts of health assessment to systematically gather and analyze data using a patient-centered care approach. Concepts include obtaining a health-history, using therapeutic interviewing skills, performing a comprehensive head-to-toe and problem-focused physical exam, psycho-social and socio-cultural influences, and application of related current evidence. Concurrent enrollment in NSG 214A is required.

NSG 214A Heath Assessment Clinical Lab

(1.5 quarter units)

Corequisite: NSG 214 and Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.

Students will learn and engage in the practical application of a holistic patient-centered approach to health assessment as a basis for providing safe, quality nursing care. Students will practice the concepts learned in NSG 214. Current evidence will be utilized to demonstrate sociocultural variations on health assessment.

NSG 240 Foundations of Nursing

Corequisite: NSG 240A

Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403, NSG 422

The purpose of this course is to introduce basic nursing concepts of health/illness continuum, patient-centered care, environment of care, legal, ethical, and regulatory requirements, and professional nursing roles. This course implements the utilization of the nursing process based on scientific evidence to provide holistic care for adult and geriatric populations with stable health and chronic medical

conditions. Concurrent enrollment in NSG 240A is required unless approved by the Department Chair.

NSG 240A Foundations Clinical Lab

(3.5 quarter units)

Corequisite: NSG 240

Prerequisite: NSG 214, NSG 214A, NSG 304, NSG 403, NSG 422

Students will begin to develop basic plans of care for adult and geriatric patients using nursing language. Practical application of beginning knowledge and skills required for nursing care of the adult and geriatric patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Students will practice skills in the Skills lab and then will progress to caring for patients with chronic and stable conditions in clinical settings. Each student will have opportunities to integrate theoretical information into nursing practice. Concurrent enrollment in NSG 240 is required unless approved by the Department Chair

NSG 245 Medical-Surgical Nursing I

Corequisite: NSG 245A

Prerequisite: NSG 240, NSG 240A

This course focuses on concepts relating to care of adult and geriatric populations with stable chronic and acute medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing nursing care for individuals with specific health care needs and problems. In addition, the student is provided with an orientation to coordination of patient care. Concurrent enrollment in NSG 245A is required.

NSG 245A Medical-Surgical I Clinical

(3.5 quarter units)

Corequisite: NSG 245

Prerequisite: NSG 240, NSG 240A

Practical application of knowledge and skills required for nursing care of adult and geriatric patients with commonly occurring acute and chronic medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 245 is required.

NSG 280 Human Lifecycle Development

Prerequisite: ENG 100, ENG 101, PSY 100

Introduction to the physical, psychological, and social growth and changes affecting individuals during the stages of the lifecycle including infancy, childhood, adolescence, adulthood, and old age. Theoretical underpinnings and associated developmental tasks of each stage of the lifecycle are included. Application of health promotion concepts to growth and development, especially caregiving concepts, are emphasized.

NSG 302 Professional Nursing Issues

Prerequisite: Admission into the Bachelor of Science in Nursing or have a LVN/LPN License. For Generic BSN Students, completion of all non-nursing courses is required to enroll in this course

Introduction to nursing professional issues, including scope and standards of nursing practice, social policy in nursing, ethics, health care regulation and legal issues in professional practice. Students begin study of patient safety and holistic and patient-centered care concepts as they develop a professional identity.

NSG 303 Professional Issues for RNs

Addresses professional values, ethics, diversity and their associated behaviors foundational to the practice of nursing. Provides the student with tools to begin thoughtful discussion and problem solving within the social context of health care delivery and the practice environment of nursing. This course covers the Quality and Safety in Nursing Education (QSEN) competencies and the Institute of Medicine's framework, legal issues and policies, ethics and finance.

NSG 304 Pharmacology in Nursing I

Prerequisite: NSG 214, NSG 214A

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 305 Pathopharmacology in Nursing

Prerequisite: NSG 335, NSG 335A, NSG 304

This course builds upon basic knowledge in nursing pharmacology and provides content essential to understanding the diseases and disease processes that can affect the body systems across the lifespan. Students focus on pathophysiological processes, incorporating use of clinical judgment and reasoning skills to distinguish alterations across multiple physiological systems.

NSG 328 BSN Transition

Prerequisite: Approved by Chair of Nursing or designee. Required for Advanced Placement student challenging NSG 245/A and higher.

The purpose of this course is to transition licensed LVNs and if applicable military personnel with medical experience and coursework to registered nursing practice by introducing concepts: professional registered nursing roles, scope of practice, and planning and implementing nursing care. This course implements the utilization of the nursing process based on evidence-based practices to provide holistic care to adult and geriatric populations with stable chronic and acute medical conditions.

NSG 330 Medical-Surgical Nursing II

Corequisite: NSG 330A

Prerequisite: NSG 214, NSG 214A

This course focuses on concepts relating to care of the adult and geriatric patients with acute, complex, and critical medical-surgical problems. This course emphasizes the utilization of current evidence in providing and evaluating interdisciplinary management of adult and geriatric patients to support positive outcomes. Concurrent enrollment in NSG 330A is required.

NSG 330A Medical-Surgical II Clinical

(3.5 quarter units)

Corequisite: NSG 330

Prerequisite: NSG 214, NSG 214A

Practical application of knowledge and skills required for nursing care of adult and geriatric patients with acute and critical medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 330 is required.

NSG 332 Evidence-Based Practice

Prerequisite: BST 322

This course introduces the concept of evidence based practice. Emphasis is placed on identification, evaluation, and application of best evidence for improving patient-centered care. Focus is on levels and sources of evidence such as research, professional guidelines and other best practices.

NSG 333 Child-bearing Family Nursing

Corequisite: NSG 333A

Prerequisite: NSG 330, NSG 330A

The course focuses on the specialized health care needs of the childbearing family. Building on concepts from medical-surgical, pharmacology, research, and foundational nursing courses, health promotion, assessment, critical-thinking and therapeutic communication skills will be developed as they apply to care of culturally diverse childbearing families during the antepartum, intrapartum, and postpartum periods. Beginning with women's health and infertility, fetal development, and normal physiology of pregnancy, acute pathophysiological disease processes affecting the mother and newborn will be included this course. Concurrent enrollment in NSG 333A is required.

NSG 333A Child-bearing Family Clinical

(3.5 quarter units)

Corequisite: NSG 333

Prerequisite: NSG 245, NSG 245A

This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using knowledge obtained in medical-surgical, foundational, pharmacological, and research courses along with knowledge gained in NSG333 theory, students will care for the patient and family during the antepartum, intrapartum, postpartum and newborn period. Concurrent enrollment in NSG 333 is required. NSG33A is graded as Satisfactory/Unsatisfactory based upon successful completion of all course requirements.

NSG 334 Pediatric Nursing

Corequisite: NSG 334A

Prerequisite: NSG 333, NSG 333A

The primary purpose of this course is the continuing examination of the family as a unit, this course focuses on nursing care related to the health needs of children and adolescents and their families. Emphasis is placed on the variations in health care due to behavioral, genetic, cultural, environmental, and developmental factors. Concurrent enrollment in NSG 334A is required.

NSG 334A Pediatric Nursing Clinical

(3.5 quarter units)

Corequisite: NSG 334

Prerequisite: NSG 333, NSG 333A

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 334 is required.

NSG 335 Psychiatric-Mental Health Nur

Corequisite: NSG 335A

Prerequisite: NSG 330, NSG 330A

This course demonstrates the relevance of mental health 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 all patients with mental disorders. Emphasis is placed on the use of therapeutic self and effective therapeutic communication to establish a therapeutic relationship among clients with mental health disorders. Concurrent enrollment in NSG 335A is required.

NSG 335A Psych-Mental Health Clinical

(3.5 quarter units)

Corequisite: NSG 335

Prerequisite: NSG 330, NSG 330A

This course covers practical application of knowledge and skills required for nursing care across the lifespan with mentally ill patients with commonly occurring problems. Demonstration of skills takes place in clinical, laboratory and outpatient settings. Concurrent enrollment in NSG 335 is required. Clinical Laboratory is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

NSG 340 Nursing Leadership/Management

Corequisite: NSG 340A

Prerequisite: NSG 335, NSG 335A

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 leader's role in that arena. Concurrent enrollment in NSG 340A is required unless approved by the Department Chair.

NSG 340A Leadership/Management Clinical

(1.5 quarter units)

Corequisite: NSG 340

Prerequisite: NSG 335, NSG 335A

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. Collaborate with the nurse leaders in various clinical settings to promote quality improvement initiatives utilizing evidence-based practice. Concurrent enrollment in NSG 340 is required. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

NSG 403 Nursing Theories and Models

Prerequisite: Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.

This course facilitates the practice of professional nursing by providing students with an opportunity to experiment with the application of various nursing theories to evaluate their impact on nursing practice. Professional identity, professional practice and professional development in nursing will be emphasized.

NSG 422 Nursing Research

Prerequisite: BST 322

This course explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Strong emphasis is placed on the application of research theory to evidence-based practice, including ethics in research and application of the research process.

NSG 440 Professional Issues in Nursing

This course explores the historical roots and current impact on complex issues of nursing education, practice, and scholarship. Analysis of multiple interpretations of selected issues and strategies for resolving issues will be illustrated.

NSG 442 NSG Leadership and Management

Corequisite: NSG 442A

This 8 week course provides for the study of leadership and management principles as they apply to the delivery of quality health care and professional nursing practice. Models and concepts will be identified and explored as the nurse learns the importance of leading within the climate of a changing healthcare environment.

NSG 442A NSG LDRSHP & MGMT Practicum

(3 quarter units)

Corequisite: NSG 442

This 8 week practicum course focuses on organizational and systems leadership, quality improvement, and safety within a variety of health care settings. Emphasis is on the development of imaginative, innovative and creative strategies to promote a systems change. Grading is S/U only.

NSG 443 Evidence Based Practice

Explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Emphasizes the application of research theory to evidence-based practice, including ethics in research and application of the research process.

NSG 444 Community Population NSG

(6 quarter units)

Corequisite: NSG 444A

This 8 week course focuses on the analysis of the community nursing role and practice in examining the health status of a selected population to determine community oriented care. Addresses public health ethics, nursing advocacy and healthcare disparities. Topics include the importance of health promotion and the preservation of health across the lifespan, vulnerable populations, and global health considerations. Completion of community health courses can lead to the Public Health Nursing Certification in California.

NSG 444A Comm Pop NSG Practicum

(3 quarter units)

Corequisite: NSG 444

This 8 week practicum course provides students with the opportunity to use data to target community interventions, define strategies and access the determinants and distribution of health. Emphasis is on the epidemiologic and ecological principles that affect the health of vulnerable populations. Grading is S/U only.

NSG 447 Qual Improvement

Corequisite: NSG 447A

This course introduces the concepts, techniques, strategies and metrics of quality improvement using the Quality and Safety Education for Nurses (QSEN) framework. Patient care quality and safety in the context of structure, process and outcomes in care delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through project management are addressed.

NSG 447A Qual Improvement Practicum

Corequisite: NSG 447

During this 8 week course students conduct a quality improvement project under the supervision of a mentor or preceptor and the course instructor. Grading is S/U only.

NSG 460 Community Healthcare I

Corequisite: NSG 460A

The primary purpose of this course is to examine the role of nursing in community health practice in the promotion of optimal health. Students will be exposed to the rich history of community and public health nursing and the importance of primary, secondary and tertiary levels of prevention in care delivery. Students will learn both family and community health assessment, diagnosis, intervention, and evaluation as well as the economic, structural, and systems influences on community health from a national perspective. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. Concurrent enrollment in NSG 460A is required unless approved by the Department Chair.

NSG 460A Community Healthcare I Lab

(1.5 quarter units)

Corequisite: NSG 460

The Community Health clinical experience is designed to give the student practical experience in community health nursing that allows for the design, implementation and evaluation of healthcare services for individuals, families, and communities with the aim of improving health status. Students will draw upon nursing theories and frameworks to create appropriate interventions. The students will be able to complete a community assessment and determine the strengths and opportunities that exist in the community. Special focus will be given to vulnerable populations in low-resource communities. The student will be introduced to nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. Grading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 460.

NSG 462 Community Healthcare II

Corequisite: NSG 462A

Prerequisite: NSG 460, NSG 460A

The primary purpose of this course is to explore the national and global impact of community health nursing in population health. Students will learn how public health systems function to prevent diseases among vulnerable populations. They will learn how nurses function within healthcare teams to mobilize local, state, and national resources to mitigate disease and disasters. The student will also be introduced to various careers in public health. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. This course can be taught using face-to-face, online, or hybrid formats. Concurrent enrollment in NSG 462A is required.

NSG 462A Community Healthcare II Lab

(1.5 quarter units)

Corequisite: NSG 462

Prerequisite: NSG 460, NSG 460A

The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized. Completion of this course partially fulfills the California Board of Nursing requirements for certification. Grading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 462.

NSG 470A Work Exp in Clinical Setting
(variable units)

Prerequisite: NSG 214 course with C or higher, NSG 214A course with C or higher, NSG 240 course with C or higher, NSG 240A course with C or higher, NSG 245course with C or higher, NSG 245A course with C or higher, NSG 330 course with C or higher, NSG 330A course with C or higher, Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses. The student is responsible to find this position in any acute or outpatient settings that has a contract with the National University Department of Nursing.

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. This course combines work experience with regular college instruction. Participants earn college credit while working in a position related to the role of BSN graduate.

NSG 490 Guided Study *(variable units)*

Prerequisite: Admission to nursing program and approve by Chair of Nursing

Elective course designed for students who demonstrate competency in nursing concepts and can work independently on specific project that does not fit into the context of regular scheduled nursing classes.

NSG 500 RN-MSN Portfolio Transition

(6 quarter units)

Prerequisite: Completion of an Associate Degree or Diploma Nursing Program and holding an unencumbered Registered Nurse license.

This course allows demonstration of defined competencies through portfolio assessment in the

content areas of quality improvement, community health, and nursing leadership. Successful completion of all three content areas enables the student to transition to the desired Master of Science in Nursing (MSN) Program of study at National University. A BSN degree is not awarded upon successful completion of the NSG 500 course and MSN Program of study. Grading is S, U, I or In Progress (IP).

NSG 600 Advanced Practice Nursing

This course explores the role of the Advanced Practice Nurse within a changing health care environment, focusing on role theory and role development related to advanced practice. Leadership skills are developed for independent practice and collaboration within multidisciplinary professional and organizational frameworks.

NSG 606 Health Policy & Finance

Addresses the acquisition of knowledge and skills to promote health, help shape the health delivery system, and advance values through policy processes and advocacy. The intricacies of the organization and financing of healthcare delivery systems and the effect of health policies on healthcare delivery are the foci.

NSG 607 EBP for Advanced NSG Practice

Exploration of types and quality of evidence used to support nursing practice. Study of research designs, measurement tools, and other methods for the safe application of evidence to development of improved care and care systems are emphasized. Identification of an evidence-based scholarly question pertinent to advanced practice nursing.

NSG 620 Theory in Advanced Practice

This course develops critical thinking skills to support advancement of nursing knowledge through theory development, analysis, and application of advanced nursing practice in diverse settings. Students explore the philosophical and theoretical underpinnings of nursing practice and develop skill in analysis of nursing and related theories.

NSG 622 QI & Project Management

Centers on identifying and developing the skills needed by leaders in today's healthcare arena. Students will employ the concept of leadership in the four key domains of advanced practice: clinical practice environments, the nursing profession, at the systems level, and in the health policy arena.

NSG 623 Biomedical Statistics

This course explores fundamental concepts and methods of statistics as applied to health related fields. The topics of this course include: introduction to basic concepts of descriptive and inferential statistics as they apply to health research; basic and intermediate concepts for testing, statistical hypotheses, construction and interpretation of confidence intervals; applying selected parametric and nonparametric techniques; regression and multiple regression; analysis of covariance, multivariate ANOVA, and related multivariate analyses. Computer software will be used to illustrate statistical procedures.

NSG 641 Advanced Pharmacology I

First of two courses designed to meet the needs of the nurse practitioner student for advanced knowledge about pharmacological agents useful in the management of a variety of common clinical situations.

It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Ethical/legal issues will be reviewed and standardized procedures will be covered. Not designed to supersede or replace dosage and treatment protocols established within the nurse practitioner's setting for clinical practice.

NSG 680 Diversity Issues in APN

Provides a knowledge base for applying, analyzing and evaluating the culturally competent provision of patient-centered care. Diversity in the global healthcare delivery systems is addressed. Allows the graduate nursing students to explore various models and theories which guide the development of culturally competent nursing practice.

NSG 681 Advanced Physical Assessment

Presents information expanding the student's knowledge base related to current health patterns across the lifespan. Faculty will facilitate the students' acquisition of advanced skills in collecting subjective data and performing an adult physical and mental status examination. Students interpret data acquired through assessment and results of diagnostic studies.

NSG 682 Advanced Pathophysiology

Provides pathophysiological principles and concepts essential for performing advanced clinical assessments, differential diagnoses, and therapeutic decision-making. Describes disordered physiology and clinical consequences of common disease processes. Analyses of the biophysical rationale are used during seminar, problem-solving exercises and case studies to recognize the pathophysiologic bases of clinical findings.

NSG 686 Neuroscience & Psychopathology

This course provides the theoretical foundation for biological, anatomical, genetic and psychological aspects of primary behavioral health advanced nursing practice. Concepts from neurophysiology and neuropathophysiology, neuroanatomy, neuropsychiatry, psychiatry, genetics, psychology, nursing science and social sciences are analyzed to form the basis of advanced practice in primary mental health care.

NSG 695A Group/Family Psychotherapy

Corequisite: NSG 695B

Theories/concepts related to group and family psychotherapy. Yalom's theoretical model serves as a foundation and various family system models are presented. Builds on the knowledge gained from previous courses related to foundations of neuroscience and health assessment. NSG695A and NSG695B must be taken concurrently and both completed satisfactorily to progress.

NSG 695B Group/Family Therapy Practicum

Corequisite: NSG 695A

Builds upon the knowledge gained in NSG695A and allows students to apply principles in behavioral health settings. Draws upon theories of behavior patterns, belief systems, contexts and integrative models in planning care for primary health clients. NSG695A and NSG695B must be taken concurrently and both completed satisfactorily to progress.

ODV – Organizational Development

ODV 410 OD, Career Systems, & Training

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 Intro to Organizational Behavi

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 & Practice of OD

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 Perfomance Mgmt

Prerequisite: ODV 600

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 & Developm

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 610 Adv Studies in Org Behavior in

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.

PAD – Public Administration

PAD 100 Public Policy & Admin Basics

A survey course of the crucial elements of the contemporary field of public administration. It includes vocabulary, critical concepts, history and development and 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 the Publi

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 Intro 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 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 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 Nonprofit Management

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

Prerequisite: Satisfactory completion of 36qu of BPA major coursework.

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. 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. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

PAD 410 Water Works Management in CA

Climate change, population growth, water resources, impact of special groups, and demand for transparency and accountability are among many contemporary issues facing the water and wastewater industry. This course will provide students with an overview of the significant industry-specific issues along with knowledge of maintenance and operations of water facilities, infrastructure and assets, key chemical and biological laboratory tests, and requirements for operating a proactive Capital Improvements Program.

PAD 415 CA Water Law & Compliance

Water and wastewater agencies operate in an organizational landscape filled with federal, state, regional and local laws, regulations, and policies. For California water and wastewater agencies, knowledge and understanding of state and local regulatory compliance is essential in providing California residents with safe drinking water. This course will provide students with extended review of governing regulations focusing on Safe Drinking Water Act and Clean Water Act will differentiating the interrelationship between state, regional, and local water authority law and regulations.

PAD 420 HR & Labor Relations

More than 95 percent of all water and wastewater services in California are provided by public sector agencies. Agencies must comply with a special set of laws, rules, regulations, and procedures related to recruitment, hiring, promotion and other personnel actions. This course will focus on the role of Human Resources while providing students with measures and structure for developing performance improvement and professional development. The course will also cover employee training & development, safety & risk management and effective labor relations.

PAD 425 Leadership in Water Mgt

The complex challenges of the water and wastewater industry require a unique approach to leadership. This course will provide the student with the opportunity to explore core issues in the practice of leadership & how they affect the organization's achievement of its goals and objectives. Students will identify different theories and styles of organizational and integrative leadership and evaluate them in the context of effectively operating a water or wastewater agency.

PAD 620 Foundations of Public Admin

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

A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration.

PAD 628 Ethics

Role, values, and issues of public management in democratic governance, citizen participation, power structures, and professional codes of conduct.

PAD 631 Urban Planning & 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 Finance Mgt & Grant Admin

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 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 Negotiations

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

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 603 School Psychology Orientation

This course will serve to provide an orientation to the requirements of National University in general (NU Catalog); the School Psychology program in particular (School Psychology Handbook); the expectations of a graduate level candidate, including demonstrating "Professional Dispositions;" the importance of APA writing style; an overview of the profession of School Psychology (by reading current literature in the field); gaining an understanding of current issues in the field; and how both the education, training and practice of a School Psychologist differs from other professions that work with children, such as School Counselor, Special Education teacher, General Education Teacher, Social Worker, Marriage and Family Therapist, and Clinical Psychologist.

PED 625 Research Methods in Education

Prerequisite: PED 665

An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate quantitative and qualitative research. Emphasis is on the knowledge and skills required to be a competent consumer and producer of educational research.

PED 637 School Psychology Research

Prerequisite: PED 625

This course will provide knowledge and skills required to generate and evaluate research relevant to School Psychology. School Psychology candidates prepare a research proposal, obtain appropriate approval, conduct the study and prepare an oral and written report. Maximum length of time is 12 months. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

PED 662 Leadership in School Psych

Prerequisite: PED 603

This course will examine theories, principles, and practices related to the various leadership models. The focus of the course is to understand how to apply leadership theories in a comprehensive K-12 setting. An emphasis is placed on a professional and personal development with all stakeholders in an educational environment.

PED 663 Curriculum Interventions

Prerequisite: PED 603

This course provides students knowledge and training in Multi-Tiered System of Supports (MTSS) which includes Response-to-Instruction and Intervention (RtI). The framework focuses on differentiated learning and provides supports and resources for K-12 students in the areas of academics and behavioral success.

PED 664 Crisis Response & Intervention

Prerequisite: PED 603

This course provides students with knowledge and training in the prevention and intervention of school crisis. The framework focuses on students developing a protocol for the preparation, prevention, response, and recovery of a crisis while accounting for the mental health, physical safety and health of individuals related to the crisis.

PED 665 Test and Measurements

Prerequisite: PED 603

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 667 Developmental Psychopathology

Prerequisite: PED 603

Addresses emotional and behavior pathology most likely to be encountered by school psychologists and school counselors working in school settings. It examines human development, and the biological, psychosocial, and cultural variables in the etiology of these disorders. Students will become familiar with characteristics, classification, assessment and diagnosis of such disorders, as well as developmental theories and stages of human development.

PED 671 Cognitive Assessment

Prerequisite: PED 665 and PED 680

Practice in administration, interpretation and communication of results from the assessment of cognitive abilities. Emphasis is placed on interviewing, behavioral observation, interpretation, and integrating results into case studies, as well as implementing interventions and evaluating outcomes.

PED 672 Psycho-Academic Assessment

Prerequisite: PED 671

Introduces School Psychology candidates to the administration, interpretation, and communication of results from psycho-academic tests. Focus is on achievement and process measures, as well as the development of curriculum-based assessment. Continued emphasis on interviewing, behavioral observation, interpretation, integration of results, implementing interventions, and follow-up.

PED 673 Social/Emotional Assessment

Prerequisite: PED 672

This course will support understanding in the knowledge and competencies that are required for proper administration and interpretation of standardized measures and other research-based evaluations of emotional and behavioral conditions.

PED 674 Special Populations Assessment

Prerequisite: PED 673

Emphasizes eligibility for special education that includes assessment of preschool children, diagnosis of disabling conditions, remediation and IEP development. The course provides an introduction to the assessment of low incidence populations such as Visually Impaired, Deaf and Hard of Hearing, Autistic Spectrum Disorders, Physically Impaired, Traumatic Brain Injured and Dual Sensory Impaired.

PED 676 Applied Behavior Analysis

Applied Behavior Analysis is a scientific based method of understanding human behavior and using that understanding to change socially significant behaviors. This course provides an overview of the major components – philosophical as well as applied – of Applied Behavior Analysis, including assessment and intervention design.

PED 677 Curriculum Interventions

(1.5 quarter unit)

The focus of this class is to introduce School Psychology School Psychology candidates to a conceptual framework for assessing and evaluating a wide range of academic concerns within a problem solving approach using nontraditional academic assessment techniques and an RTI model.

PED 678 Practicum in School Psychology

Prerequisite: Students must have completed all PED and CED core courses. The practicum course (PED 678) begins the application process of the program that is built on the foundation of the core courses in the program. Students are expected to have knowledge from the core courses prior to starting their practicum experience. Exceptions to the core courses are: PED 685, 625, 637, 689 and 690. These courses must be completed after the successful completion of the practicum course (PED 678).

The school-based practicum provides School Psychology candidates an orientation to school and community professionals as well as clarify the role of the school psychologist. Candidates are placed in school settings and attend a university-based seminar. Placement consists of 450 hours. Grading is by S, U, and IP.

PED 680 Roles, Issues and Ethics

Prerequisite: PED 603

Introduction to professional, ethical, legal, theoretical, and practical aspects of School Psychology. School Psychology candidates 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 685 Internship Seminar

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

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

PED 689 School Psych Internship I

Prerequisite: 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 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 690 School Psychology Intern II

Prerequisite: 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 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.

PHL – Philosophy

PHL 100 Introduction to Philosophy

A study of a variety of ways of thinking about such fundamental issues as the nature of knowledge and belief, human nature, the nature of reality, and the relationship between mind and body. Develops skills in thinking critically and reflectively. Fosters an awareness of world philosophies and diverse ontological perspectives.

PHL 238 Logical & Critical Thinking

Introduction to the fundamentals of logic and critical thinking. Focuses on the core skills of logical analysis, argumentation, recognition of fallacious reasoning, linguistic structural analysis, introductory levels of propositional and categorical argumentation, and various forms of inductive reasoning. Broadens the student's abilities to engage in the lifelong-learning processes of self-inquiry and self-reflection and promotes effective communication and an awareness of diverse perspectives in all areas of thought and inquiry.

PHL 320 World Religions

Prerequisite: ENG 100 and ENG 101

Major world religions, including Hinduism, Buddhism, Confucianism, Taoism, Judaism, Christianity, and Islam, are surveyed in their historical, 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

Prerequisite: ENG 100 and ENG 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 336 Philosophy of Science

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 101

An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

PHL 339 Study of a Major Philosopher

Prerequisite: ENG 100 and ENG 101

An in-depth analysis of the writings of a major figure in the history of philosophical thought. The particular emphasis will be determined by the instructor in the context of the specific thinker chosen.

PHL 375 Environmental Ethics

Prerequisite: ENG 100 and ENG 101

An exploration of ethical theories as they inform and are applied to contemporary environmental issues such as animal rights, habitat loss, species extinction, pollution, industrialization, population control, eco-feminism and political ecology. Western cultural and ecological assumptions are examined through the lenses of humanitarian, eco-centric, utilitarian, deontological, and ethics-of-care 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 MTH 215 or MTH 216A and MTH 216B

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.

PHS 104A Introductory Physics Lab

(1.5 quarter units)

Prerequisite: PHS 104 or PHS 171 for science majors

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 Engineering

(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 and MTH 216B

Non-calculus based general physics course. Intended for Science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation.

PHS 172 General Physics 2

Prerequisite: PHS 171

Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

PHS 173 General Physics 3

Corequisite: PHS 179A

Prerequisite: PHS 171and PHS 172

Non-calculus based general physics course intended for Science majors. Extended study of magnetism, electromagnetic induction and waves, optics, relativity, quantum physics, nuclear reactions and elementary particles.

PHS 179A General Physics Lab

(variable units)

Prerequisite: PHS 171, PHS 172 and PHS 173

General physics lab course for science majors. Includes lab practicum in major concepts of general physics: one and two-dimensional kinematics, work and energy, electric current, oscillations, and geometric optics.

PHS 181 Physics for Non-Sci Majors I

Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A   or MTH 216B

Non-calculus based general physics course for non-science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, solids and fluids, temperature and kinetic theory, heat, vibrations and waves, and electrostatics.

PHS 182 Physics for Non-Sci Majors II

Prerequisite: PHS 181

Non-calculus based general physics course for non-science majors Study of electric current and resistance, magnetism, electromagnetic induction,

optics, relativity, quantum physics, quantum mechanics and atomic physics, and nuclear physics.

PHS 231 Calculus-based Physics 1

Prerequisite: PHS 104 and MTH 220 or CSC 208 and MTH 221 or CSC 209

Calculus-based physics course. Intended for Science majors and Engineering students. Study of one, two and three-dimensional kinematics including integral calculus, graphical analysis, numerical integration and vector kinematic, dynamics, uniform and non-uniform circular motion, gravitation, and Newton's synthesis, work and energy with vector algebra principles, linear momentum, rotational motion, statics including elasticity and fracture.

PHS 232 Calculus-based Physics 2

Prerequisite: PHS 104, PHS 231, MTH 220 or CSC 208, and MTH 221 or CSC 209

Calculus-based physics course. Intended for Science majors and Engineering students. Study of different types of oscillations and wave motion, electrostatics with electric field calculations for continuous charge distribution, Gauss's law, electric potential due to any charge distribution, electric energy storage with applications, electric currents and resistance, magnetism and magnetic field, electromagnetic induction and transmission of power, DC and AC circuits, Maxwell's equations and electromagnetic waves.

PLA – Paralegal Studies

PLA 200 Legal Theory & Ethics

Introduces the law and legal system and an overview of the major areas of legal practice. Focuses on legal problem-solving, case analysis, fact pattern analysis, selected topical surveys of law, and legal ethics and professional responsibility for the paralegal.

PLA 201 English for Professionals

Teaches legal professionals to write well by examining English, composition, grammar, punctuation, and writing mechanics in the context of good legal writing. Students complete focused exercises designed to build their legal vocabulary and enable them to draft discourses.

PLA 202 Property

Examines 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 203 Leg Res Wrtg-Persuasive Wrtg.

Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on practice and ethical rules. Develops legal writing skills by implementing the IRAC method, synthesizing various legal authorities, and applying proper legal citation.

PLA 303 Law Office Administration

Explores the organization and functioning of a law office. Topics include financial planning and management, problem-solving techniques, personnel administration, job descriptions, hiring practices, new employee orientation and training techniques, salary administration, productivity measurement, and interpersonal considerations.

PLA 311 Internship

Provides students with on-the-job experience in a private law firm, government agency, judicial setting, or corporate law department. Placements are available in a range of legal specializations. Ninety hours of fieldwork are required. Students unable to enroll in the credit course may apply for consideration as a non-credit intern.

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 & 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 nonimmigrant 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 & Dispute Resolution

Prerequisite: PLX 2100X, PLX 2102X and PLA 202

Examines 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, prejudgment (provisional) remedies, and procedures for the enforcement of judgments. The second part of the course discusses various methods of resolving disputes, including negotiation, mediation, and arbitration.

PLA 325 Litigation I

Explores civil procedure in both state and federal courts, including jurisdiction, venue, parties, pleadings, motions, and an analysis of civil-litigation strategies. Emphasizes the role of the paralegal in discovery and includes discussions of various types of discovery (including depositions, interrogatories, and demands for production of documents), the attorney-client privilege, the work product doctrine, and trial-setting matters.

PLA 329 Corporations I

Covers the formation and structure of corporations, analysis of common corporate documents, initial and amended articles of incorporation, by-laws, meetings and minutes, initial stock-issuance documents, documents relating to internal management of corporate affairs, stock options, buy/sell agreements, resolutions, stock dividends and splits, and liquidation and dissolution.

PLA 333 Criminal Law I

Examines criminal law, including the criminal legal system, what constitutes a crime, the elements of crimes, inchoate crimes, and criminal defenses.

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, & Estate Planni

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: Incorrigibility, 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 426 Litigation II

Prerequisite: PLA 325

Focuses on the trial process in civil litigation, with a discussion of the law of evidence. Includes a review of civil procedure before trial. Students 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. Covers settlement and negotiation strategies, trial briefs, motions in limine, and other related documents, and includes a brief overview of the law of judgments and the process of appeals.

PLA 427 Probate and Estate Planning I

Recommended prior completion of 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 procedures, 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 430 Corporations II

Prerequisite: PLA 329

Examines the regulation of the sale of securities (analysis of the requirements regarding the forms and supporting materials for the registration of securities for California, preparation of California exemption forms, and an overview of 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 prior completion of PLA 202

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 434 Criminal Law II

Prerequisite: PLA 333

Covers criminal procedure, including search and seizure, confessions and pretrial identification procedures, initial appearance, extradition, grand jury, pretrial conference, constitutional rights, sentencing, punishment, and review.

PLA 495 Objective Writing Capstone

Prerequisite: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating an objective legal document, such as an office memorandum or scholarly legal article, suitable for publication or use as a writing sample on a job interview.

PLA 496 Persuasive Writing Capstone

Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating a persuasive legal document, such as a motion, mediation brief, or appellate argument, suitable for publication or use as a writing sample on a job interview.

PLX – Paralegal Studies (Extended Education)

PLX 1804X Foundations of Property Law

Examines real property law, including interests in land, landlord/tenant, easements, and conveyances.

PLX 1806X Legal Writing Project

Prerequisite: PLX 2101X, PLX 2103X

Allows students the opportunity to prepare a legal writing work product using both print and online legal resources.

PLX 1807X Litigation Essentials

Covers civil procedure in both state and federal courts and civil litigation strategies. Emphasizes the paralegal's role in discovery, pre-trial, and trial proceedings. Includes discussion of various forms of discovery, such as depositions, interrogatories, and demands for production of documents, and introduces judgments and the appellate process.

PLX 1808X Essentials of Corporate Law

Examines the formation, operation, and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions.

PLX 1809X Essentials of Criminal Law

Covers criminal law and procedure, including crimes and their defenses, constitutional protections, and criminal litigation practice.

PLX 2100X Torts

Examines 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; the torts of nuisance, defamation, invasion of privacy torts; and the defenses to each of these torts. Also addresses the concepts of products liability and vicarious liability.

PLX 2101X Leg Res Wrtg-Briefing/Analysis

Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on constitutions and statutes. Develops writing skills by analyzing and briefing court opinions, drafting letters, and examining the purposes and uses of a legal memorandum.

PLX 2102X Contracts

Examines basic contract principles, including formation, validity, defenses to formation, rights of third parties, performance, breach, remedies, and damages. Emphasizes case analysis and application of principles and covers code sections from Article 2 of the Uniform Commercial Code and the Restatement Second of Contracts.

PLX 2103X Leg Res Wrtg-Legal Memo

Develops legal research skills through focused exercises using print and computerized research. Exposes students to primary and secondary legal authorities, with an emphasis on legislative history, administrative materials and loose-leaf services. Develops writing skills by examining different parts of the legal memorandum, including questions presented, brief answers, statements of fact, and conclusions.

PLX 2105X Computers & the Law

Teaches computer technology as a tool to assist the legal professional in the practice of law. Utilizes lecture, group discussion, and hands-on computer use. Using the latest software for time and billing, case management, docketing control, and litigation support, students' complete legal projects with assignments in the computer lab. Students learn how to effectively evaluate vendor products, and design and manage a litigation database project. Also covered are telecommunications and computer-assisted research, and ethical considerations, such as

software piracy, misuse of software and databases, security, and protecting client data.

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

Prerequisite: MGT 451 and 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

Prerequisite: MGT 451 and 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 Accting Fundamentals

Prerequisite: MGT 451 and 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

Prerequisite: MGT 451 and 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 of execution.

PME – Advanced Project Management

PME 601 Advanced Project Management

Prerequisite: ENM 601, ENM 602, ENM 603 and ENM 600

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

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

Prerequisite: ENM 601, ENM 602, ENM 603 and ENM 600

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

Prerequisite: ENM 601, ENM 602, ENM 603 and ENM 600

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.

PMTX – Professional Marine Technology

PMTX 1900X Physical Fitness & Nutrition

(0 quarter unit)

Focuses on personal physical fitness required of each individual to perform as a professional diver. Instruction will be provided on nutrition, aerobic and cardiovascular exercise, and maintaining personal physical fitness for diving. This course will last the duration of the professional diving program.

PMTX 2110X Commercial Diving Orientation

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2120X

Prerequisite: Diving Physical Examination

Introduction to commercial diving and diving science, the various types of commercial diving, the diver's role in the industry, and safety policies, principles and procedures related to safe diving operations.

PMTX 2120X Diving Physics & Air Decomp.

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2110X

Prerequisite: Diving Physical Exam

Covers the physical effects of working underwater on the diver's body by factors such as air, sound, and light, with detailed emphasis on pressure and temperature and calculation of formulas to solve diving problems related to physics. The effects of gases used in diving, gas laws related to diving and computation of the interactive effects of temperature and pressure, and air decompression theory are included.

PMTX 2130X Medical Aspects of Diving

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2140X

Prerequisite: Diving physical exam., PMTX 2110X with a minimum grade of C, and PMTX 2120X with a minimum grade of C

Initial instruction on basic anatomy and physiology of the body related to diving, particularly the systems affected by hyperbaric or hydrostatic pressure. Learn to recognize, prevent, and provide care for diving related disorders.

PMTX 2140X Decomp. Chamber & Forklift Op.

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2130X

Prerequisite: PMTX 2110X with a minimum grade of C, PMTX 2120X with a minimum grade of C, Diving Physical Exam

Instructions in operation of a standard off shore deck decompression chamber and performance of duties of outside tender, inside tender, log keeper, communications operator, and the uses, types, construction, safety, and care of hyperbaric chambers and their ancillary equipment. Students are required to demonstrate competency in safe chamber operation and the ability to make schematic drawings of diving systems and chambers and safely operate a forklift/lift truck.

PMTX 2150X Com. SCUBA & Inland Diving

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2155X

Prerequisite: Basic First Aid & CPR card, SCUBA card, PMTX 2130X with a minimum grade of C, PMTX 2140X with a minimum grade of C

Dive using SCUBA in various configurations, tend, supervise, keep log records of dives, operate radios (through water), and operate decompression chambers. Instruction using SCUBA diving to perform commercial diving work underwater by successfully completing a series of in-water projects.

PMTX 2155X Basic Surface Supply Diving

(2 quarter unit)

Corequisite: PMTX 1900X and PMTX 2150X

Prerequisite: SCUBA card, First Aid & CPR card, Diving Physical Exam, PMTX 2130X with a minimum grade of C, PMTX 2140X with a minimum grade of C

Instruction on basic skills of air and mixed gas surface supply lightweight diving, fundamental concepts, terminology, and practical skills of seamanship, line handling, rigging, and underwater work procedures and the fundamentals of line (rope) and wire rope classification, composition, and use. Proper tying and use of knots and their practical application by divers, working load limit (WLL) for rope, wire, and rigging hardware, as well as to calculate the ratio and mechanical advantage of block and tackle are covered.

PMTX 2160X Diving Operations I

(2 quarter unit)

Corequisite: PMTX 1900X and PMTX 2200X and PMTX 2250X

Prerequisite: PMTX 2155X with a minimum grade of C, PMTX 2150X with a minimum grade of C

Uses surface supply diving to perform work underwater by completing a series of in-water projects to develop underwater work skills and confidence. Students dive, tend, supervise, keep logs of dives, operate radios, and operate deck decompression chambers. Underwater students solve problems in decompression, rigging, and maintenance and are introduced to the use of tools used by divers. Students refine their knowledge and skills of safe use, pre-dive checks, basic pre and post dive maintenance of dive gear, equipment, and air systems.

PMTX 2162X Haz Waste Ops and Response

(3 quarter unit)

Corequisite: PMTX 2160X

Prerequisite: PMTX 2150X with a minimum grade of C, PMTX 2155X with a minimum grade of C

The Hazardous Waste Operations and Emergency Response (HAZWOPER) is designed to train students in the clean-up, treatment, storage, and disposal of hazardous waste. The objectives of the OSHA 40 hour HAZWOPER are to meet the federal OSHA HAZWOPER training requirements of 29 CFR 1910.120 for general industry and construction.

PMTX 2165X Diving Operations II

(2 quarter unit)

Corequisite: PMTX 2210X and EMTX 2181X and PMTX 1900X

Prerequisite: PMTX 2160X with a minimum grade of C

Designed to challenge each student's ingenuity, motivation, and ability to work together. The class must work together as an operational team in a simulated commercial diving evolution utilizing all of the safety, planning, rigging, and other team and industrial skills they have gained in order to accomplish the assigned project tasks.

PMTX 2170X Dive Operations III

(3 quarter unit)

Corequisite: PMTX 2220X and EMTX 2182X and PMTX 1900X

Prerequisite: PMTX 2165X with a minimum grade of C

Designed to build upon the knowledge, skills, and abilities developed through the two previous dive operations courses, students will be challenged with projects that require careful analysis and problem solving techniques. Working underwater in low viability conditions, students will be tested on their ability to properly communicate the status and condition of the project while maintaining focus on completing the tasks in a safe and effective manner.

PMTX 2180X Rigging Fundamentals

(3 quarter unit)

Corequisite: PMTX 2230X and PMTX 2280X and PMTX 1900X

Prerequisite: PMTX 2170X with a minimum grade of C

Students will be instructed on several aspects of rigging including using tuggers and crane for mechanical advantage IAW API RP 2D standards. They will be able to identify what rigging is appropriate for performing various rigging tasks. Various practical skills of seamanship, line handling and underwater work procedures and planning. Learn

the fundamentals of rope; including natural fiber lines, synthetic rope and wire rope. Students will attend the Kirby Morgan (KM) operator and user course to learn how to rebuild several different Kirby Morgan dive hats and know the functions and importance of all working parts. Umbilical rebuilds will also be performed during this course.

PMTX 2190X Underwater Cutting & Welding

(2 quarter unit)

Corequisite: PMTX 2240X and PMTX 2290X

Prerequisite: PMTX 2180X with a minimum grade of C

This is a highly specialized course designed to prepare students to obtain high quality Shielded Metal Arc Welding (SMAW) skills both above and below the water line. The course follows the guidelines in accordance with AWS D3.6M 2010 standards. The training is designed to equip students with the skills necessary to produce high quality fillet welds. Students will be introduced to all the relevant theory associated with the SMAW welding process, together with relevant safe working practices. This course emphasizes the performance of high quality, defect-free, wet welds by the student while preparing the student diver/welder to obtain a (3F) vertical welder certification in accordance with the testing and acceptance criteria of AWS D3.6, specifications for underwater welding, class B fillet welds. - See more at:http://nupolytech.wpengine.com/underwater-welding-schools/#sthash.t5umY8HS.dpuf

PMTX 2205X VT II/Underwater Inspection

(3 quarter unit)

Corequisite: PMTX 2165X and PMTX 1900X

Prerequisite: Diving Physical Exam, PMTX 2160X with a minimum grade of C, and PMTX 2162X with a minimum grade of C

Fundamentals of visual testing to include; visual limitations, inspector responsibilities, codes and standards, weld joint geometry, welding terminology, welding/NDT symbols, mechanical and chemical properties of metals, destructive testing, metallurgy, weld processes, and weld/base metal discontinuities. Learn to use and maintain a variety of visual enhancing test equipment and assorted measuring tools including cathodic potential meters and ultrasonic thickness gauges and their underwater applications.

PMTX 2210X MT/PT II

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2170X

Prerequisite: PMTX 2165X with a minimum grade of C, PMTX 2205X with a minimum grade of C

Extensive instruction in the theory and practicum of topside and underwater survey inspections using the magnetic particle process and topside inspection using the liquid penetrate process. Gain knowledge in the process of identifying, evaluating, and categorizing discontinuities with respect to their acceptance or rejection in accordance with industry codes and standards.

PMTX 2220X Ultrasonic Testing I

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2180X

Prerequisite: PMTX 2210X with a minimum grade of C, PMTX 2170X with a minimum grade of C

Covers both theory and practical techniques used in ultrasonic inspections, set-up and calibration techniques of A-Scan presentations and effects of location, size, and shape of discontinuities, and flooded member, corrosion, and erosion inspection.

PMTX 2230X Ultrasonic Testing II

(3 quarter unit)

Corequisite: PMTX 2190X and PMTX 1900X

Prerequisite: PMTX 2180X with a minimum grade of C, PMTX 2220X with a minimum grade of C

Covers ultrasonic shear wave inspection theory and the set-up and calibration for shear wave inspection using a Distance Amplitude Correction (DAC) curve or 80 percent Full Screen Height (FSH) flaw evaluation technique. Students gain practice inspecting a wide range of plate and pipe welds with known discontinuities. Students also learn to identify, evaluate, and categorize discontinuities as to their acceptance or rejection in accordance with various industry codes and standards.

PMTX 2280X Advanced Diving Medicine

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2180X

Prerequisite: EMTX 2182X with a minimum grade of B, Diving Physical Exam

Diving medical requirements and the skills necessary to become a commercial diver medic technician. Recognize and manage diving decompression illness; with specific focus on barotrauma, decompression sickness, arterial gas embolism, pulmonary over inflation syndrome conditions, breathing gas disorders, hypothermia, and near drowning are covered. Student will conduct practical chamber treatments to hone necessary skills for recompression treatment and chamber nursing support.

PMTX 2290X Advanced Hyperbaric Medicine

(3 quarter unit)

Corequisite: PMTX 1900X and PMTX 2190X

Prerequisite: PMTX 2280X with a minimum grade of C

Includes advanced medical skills needed by commercial diving medic technicians. Skills include parenteral administration of medication, aseptic techniques and sterile fields, IV administration, catheterization, advanced wound care and suturing, advanced emergency airway care and endotracheal intubation, and emergency thoracentesis. Students introduced to administration of clinical hyperbaric oxygen therapy, mono-place and multi-place chamber requirements. Students will conduct practical chamber treatments for recompression treatment and chamber nursing support. Student must complete 40 hours of ER clinical observations.

POL – Political Science

POL 100 Introduction to Politics

Prerequisite: ENG 100 and ENG 101

A broad overview of the field of political science including main issues and central questions studies by political scientists and methods used to gain knowledge about politics. A survey course designed to acquaint the student with selective concepts, theories, and of political process.

POL 201 American Politics

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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 development of such movements.

POL 330 Political Theory

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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

(variable units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

POL 499 Capstone Seminar in Politics

Prerequisite: ENG 240 and completion of at least 27 units of core courses in the major

The subject of the capstone seminar is to emphasize the study of some aspect of the political science discipline. Students will critically review various concepts, theories, approaches and methodologies and will employ a particular theory and methodology to research and write a substantial research paper 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 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.

PSY - Psychology

PSY 100 Introduction to Psychology

A survey of the field of psychology that provides an overview of the scientific principles and theories in psychology. Topics include: biological psychology, abnormal behavior, motivation, emotion, sexuality and gender, and personality theory.

PSY 300 Social Psychology of Sport

Prerequisite: ENG 100, ENG 101, 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

Prerequisite: ENG 100 and ENG 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 302 Foundation of Sport Psychology

Prerequisite: ENG 100, ENG 101, PSY 100

Introduction and overview of the growing field of Sport Psychology, applying psychological principles to athletic performance. Topics will include theoretical foundations of behavior, psychological interventions for performance enhancement, adherence and maintenance of gains, and the impaired athlete.

PSY 303 Motor Learning

Prerequisite: ENG 100, ENG 101, PSY 100

Students will learn the major principles underlying the acquisition of motor skill and how control of skilled movements is gained, maintained, and adapted. This course covers the various way that people learn to move, learn skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

PSY 340A Counseling Techniques I

Prerequisite: ENG 100, ENG 101, PSY 100

An introduction to basic counseling techniques such as nonjudgmental listening, reflection, feedback, goal setting, and basic solution skills. Examines transference, countertransference, and therapist attributes such as empathy, congruence, acceptance, genuineness and respect. The online version has a significant live chat component that requires computer imaging and voice technology. Grading is H, S or U only.

PSY 340B 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 and Philosophy Psych

Prerequisite: ENG 100, ENG 101, PSY 100

Explores the intellectual history and contemporary diversity of psychology in dialogue with a cultural understanding about the nature of the person. Topics include: psychology and science, philosophy of mind, functionalism, measurement, applied psychology, gestalt, behaviorism, the unconscious mind, phenomenological and existential psychology, clinical psychology and mental health, and qualitative perspectives.

PSY 427 Biological Psychology

Prerequisite: ENG 100, ENG 101, PSY 100

A study of the way in which the brain mediates behavior, emotion, and cognition. Topics include sensory systems, neural development, emotion, learning, memory, consciousness, reproduction, and neurological and psychological disorders.

PSY 428 Developmental Psychology

Prerequisite: ENG 100, ENG 101, PSY 100

A study of the major transitions from fetal development through death in the physical, cognitive, social and emotional domains. The impact of ethnic, gender and cultural factors on development will be examined.

PSY 429 Intro to Personality Theory

Prerequisite: ENG 100, ENG 101, 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 Intro to Psychopathology

Prerequisite: ENG 100, ENG 101, PSY 100

An overview of sociocultural views and scientific theories of normalcy and deviance. The major psychological, cognitive, and behavioral disorders and their classification are examined.

PSY 431 Psychological Testing

Prerequisite: ENG 100, ENG 101, 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

Prerequisite: ENG 100, ENG 101, 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

Prerequisite: ENG 100, ENG 101, 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

Prerequisite: 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 Research

Prerequisite: ENG 100, ENG 101, PSY 100, 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 Apps in Psychology

Prerequisite: ILR 260, 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

Prerequisite: ENG 100, ENG 101, 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 Intro to Group Counseling

Prerequisite: PSY 340A, 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

Prerequisite: PSY 340A, PSY 340B, 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, lifestyle, 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

Prerequisite: PSY 100, PSY 302

This course looks at the significant developments in the history of coaching and sport 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 cultural psychology theory and practice in the context of globalization. A critique of the Western bias of the field of psychology and of the effects of its application to non-European originated populations within the United States and around the world.

PSY 442 Case Studies Sport Psychology

Prerequisite: Successful completion of 10 courses in the BA Sport Psychology program.

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 Sport Psychology

Prerequisite: PSY 100, PSY 302

This course looks at the 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.

PSY 444 Wellness and Peak Performance

Prerequisite: ENG 100, ENG 101, PSY 100

This course looks at the role of wellness and peak performance in athletic performance. Topics include fitness, physiology, weight management, stress management, personality, self-esteem, and motivation.

PSY 445 Applied Sport Psychology

Prerequisite: PSY 100, PSY 302

This course examines 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

Prerequisite: ENG 100, ENG 101, 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 & Sport Psych

Prerequisite: PSY 100, PSY 302

Interrelated historical development of physical education and sport as well as the history and development of sport, exercise, and performance psychology. Topics include the role of the scientific method and applied methods in research and practice, the history of sport, the role of culture and gender in sport and sport psychology, and current trends in sport and applied performance psychology.

PSY 449 Group Dynamics in Sport

Prerequisite: ENG 100, ENG 101, PSY 100

This course looks at 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 454 Psychology of Religion

Prerequisite: ENG 100, PSY 100

The relationship between psychology, spirituality, and religion. Exploring the nature of religious experience, how religion and spirituality influence social and societal behaviors, and how religion and spirituality affects psychological and physical health will be examined.

PSY 455 Psychology of Bereavement

Prerequisite: ENG 100, ENG 101, PSY 100

An exploration of the basic psychological concepts associated with death, dying, and bereavement. Course work will include lectures, discussions, exams, research, and experiential exercises.

PSY 457 Forensic Psychology

Prerequisite: ENG 100, PSY 100

Survey of the application of psychological knowledge or methods to a task faced by the legal system. General areas to be covered include, but are not limited to, eyewitness testimony, trial consultation and syndrome evidence.

PSY 458 Health Psychology

Prerequisite: ENG 100, ENG 101, PSY 100

An examination of the relationship between behavior, psychological variables, and physical illness and health. A strong emphasis is placed on health psychology theory, research and applications focused on wellness promotion and the prevention and behavioral treatment of illness.

PSY 460 Intro to Addictive Disorders

Prerequisite: ENG 100, ENG 101, 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 466 Personal Growth & Development

Prerequisite: ENG 100, ENG 101

Integrates views of human nature and developmental change across the lifespan, including personality theory, therapeutic practice, and mystical traditions.

Emphasizes humanistic-transpersonal growth through the integration of emotion with embodied knowledge. Experiential and theoretical focus on feminist, existential, Hindu, Buddhist, and Sufi views of self in relation to cultural norms and ideals.

PSY 467 Multicultural Mental Health

Prerequisite: ENG 100, ENG 101

Examination of the ways in which culture influences the definition of mental health and abnormal psychological functioning. Exploration of cultural effects on mental health and expressions of mental health problems. Review of different means of classifying mental disorders.

PSY 468 Spirituality and Global Health

Prerequisite: ENG 100, ENG 101

Exploration of spirituality as a foundation for global well-being. Analysis of the philosophical and experiential dimensions of Buddhism, mystical Christianity, Judaism, Islam, Taoism, Vedic, Yogic, pagan, and indigenous wisdom traditions. Consideration of emerging paradigms supporting psycho-spiritual and pluralistic models for individual and global health.

PSY 469 Human Sexuality

Material related to human sexual thoughts, feeling and behavior will be presented utilizing a balanced bio-psycho-social perspective. Within a scientific framework and the context of human sexual rights and well-being, the course will include an examination of the methodology of sexology, human sexual anatomy, health and functioning, sexuality through the lifespan, and issues relating to sexual identity.

PSY 470 Qualitative Analysis

Prerequisite: ENG 100, ENG 101

Examination of qualitative methods appropriate for phenomenological, observational and ethnological content in research. Discussion of philosophical/ conceptual issues, connections among theoretical and practical frameworks, research questions, and methods of data collection and analysis. Practice activities involved in the planning and implementation of a research study.

PSY 471 Intimate Relationships

Prerequisite: ENG 100, ENG 101

Explores intimate relationships from multiple theoretical perspectives. Examines familial relations, romantic relations, and deep friendships. Discusses parallels and differences between queer and heterosexual relationships. Explores benefits and costs of intimate relationships. Discusses power dynamics, intimate violence, and relationship dissolution. Analyzes roles of evolution, gender, and culture, in shaping relationships.

PSY 472 Social Construction

Prerequisite: ENG 100, ENG 101

Exploration of the way in which knowledge, meaning, and understanding is constructed by groups. Examination of human behavior within groups with an emphasis on the idea that reality is constructed through interaction with other individuals, organizations, the environment, media, and language. Analysis of how social phenomena such as discrimination,

implicit attitudes and decision-making are created, institutionalized and enforced by groups of people and become traditions.

PSY 473 Somatic Psychology

Prerequisite: ENG 100, ENG 101

Study of the relationship between mind and body. Exploration of the history of metaphysical dualism along with contemporary moves to view the mind and body as one with respect to psychological health. Included are Eastern, Western, and feminist perspectives.

PSY 474 Ecopsychology

Prerequisite: ENG 100, ENG 101

Exploration of the symbiotic relationship between humans and the natural environment. Examination of the synthesis of psychology and ecology. Exploration of historical and sociocultural factors influencing perceptions of the natural world and the health consequences of the objectification of nature.

PSY 475 Psychology of Consciousness

Prerequisite: ENG 100, ENG 101

Exploration of interdisciplinary theories of consciousness rooted in Eastern and Western philosophy, neuroscience, and quantum theory. Examination of how subjective experiences arise from objective brain processes, the neuroscience and neuropathy of consciousness, altered states of consciousness, mystical experiences and dreams, the effects of drugs and meditation, and the nature of self.

PSY 476 Symbolic Expression

Prerequisite: ENG 100, ENG 101

Explorations of the origins and development of symbolic expression through the visual and performing arts and literature. Emphasis on the use of symbols to communicate individual and collective themes about the human experience. Cross-cultural similarities and differences in symbolizing and interpreting the human condition are included.

PSY 477 Play

Examination of the role of play in learning, socialization, and mental health with an emphasis on cross-species comparisons of play. Consideration of cultural influences and the neurobiology of play.

PSY 480 Senior Project

Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.

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 will be required to submit a portfolio for evaluation at the onset of the course. Students must earn a grade of "C" or better or must repeat the course.

PSY 484 Senior Project

Prerequisite: ENG 100, ENG 101 and Completion of all core courses prior to enrollment in PSY 484 is required.

Development of a major cumulative project integrating knowledge gained in the program with an applied area of student interest. Covers empirical, theoretical, and/ or experiential study of specific topics in integrative

psychology with an emphasis on creative activity aimed at fostering a deeper understanding of human experience or promoting social and/or global change.

PSY 485 Sport Psychology Sr. Project

Prerequisite: Satisfactory completion of ALL Major requirements

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 Student

(variable units)

Prerequisite: Satisfactory completion of core courses with a GPA of 3.75 or higher

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 501A Foundations in Counseling I

A study of the essential principles and theories of psychology. Topics include social, developmental, and cognitive psychology.

PSY 501B Foundations in Counseling II

A study of the essential principles and theories in psychology. Topics include an overview of biological psychology, personality theory, and abnormal psychology.

PSY 602 Sport/Performance Psychology

This course examines the history, purpose, discipline, and basic techniques of sport and performance psychology. Students will examine how foundational principles in psychology were applied to performance and sport settings, and how current practices are shaped by ongoing research, inquiry, and application.

PSY 603 Performance Psy Alt Population

This course is designed to provide a knowledge base for applying principles of performance excellence in performance areas other than traditional athletics. Topics include foundational skills for performance consulting, required domain specific knowledge, understanding the specific performance context, and how these factors impact effective strategies for working within those systems

PSY 604 Performance Psy Corporate Pops

This course examines how the principles of performance psychology can be applied to corporate settings. Themes include proper employee selection, training and development, guided change, leadership, morale, organizational behavior, and work/family issues.

PSY 605 Lifespan Development

Prerequisite: Bachelor's Degree in Psychology or PSY 501A and PSY 501B

This course examines the theories of development as applied to the clinical assessment, diagnosis, and treatment of children, adolescents, adults, and older adults. Areas considered will include diversity,

gender, and multi-cultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns

PSY 606 Motor Behavior

This course examines the role of motor and biomechanical factors in performance situations. Course content includes the biomechanics of performance, linear and angular kinetics, the role of torque and force in performance, and the risks associated with biomechanical stress.

PSY 607 Ethics in Performance Psy

This course examines the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to therapy and consulting with individuals and groups in a wide variety of settings. The content of various relevant legal and ethical codes will be reviewed, and the similarities and differences in ethical practice between the contexts of psychotherapy and performance psychology consulting will be explored in depth.

PSY 609 Psychopathology

This course explores relevant theory and research on the etiology and treatment of psychological disorders. Students are encouraged to critically evaluate the role of neurobiology, culture, and social context in the evaluation of mental disorders.

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

This course 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 612A Clinical Assessment I

This course discusses clinical assessment from the bio-psycho-social-spiritual, resiliency, recovery and medical models. Interviewing skills and the use of assessment instruments are covered. Assessment, diagnosis, and treatment approaches for anxiety disorders and obsessive-compulsive and related disorders.

PSY 612B Clinical Assessment II

Prerequisite: PSY 612A

This course covers the assessment and diagnosis for Gender Dysphoria and Anxiety, Psychotic, Personality, and Dissociative Disorders in the DSM and other assessment systems. Students will practice assessment skills and development of treatment plans during the course. Outcomes assessment and case conceptualization processes will be discussed.

PSY 613 Performance Consulting Skills

Prerequisite: PSY 602, PSY 603

Students will integrate their theoretical approach to consultation, knowledge of intervention strategies, and personal philosophy of performance enhancement in order to design and present appropriate performance psychology programs. Opportunities to develop both individual and group interventions for diverse populations are provided. An emphasis is placed on the students' professional development, experience as consultants, learners, and peer mentors, as well as the necessity of reflective practice. This is a 2-month course.

PSY 614 Counseling in Performance Psy

This course offers an overview of major theoretical counseling orientations and techniques and their application in performance psychology settings. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

PSY 615 Fieldwork

Prerequisite: Successful completion of all core requirements

The fieldwork experience or internship provides practical application of performance psychology principles in a professional setting. A thesis consisting of the written report of an investigation or of a successful fieldwork project is required. This project must be initiated, executed, and reported by the student under the supervision of the faculty. The student must consult the lead faculty prior to beginning the fieldwork experience.

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 624 Assess Techniques for MFT

Recommended Preparation: MA Counseling Psychology Student Group

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 624A Testing and Assessment

Acquaints students with the standard career interest measures used in clinical practice, including the psychometric principles of the measures. Emphasizes integrating conceptual, ethical, and practical information drawn from client background and assessment reports.

PSY 626 Human Sexuality

Advanced introduction to the interdisciplinary field of human sexuality. Students in this course will engage in the mastery of theoretical and practical knowledge relating to sexual development, identity, relationships, and behavior. Students will develop an awareness of the range of sexuality across cultures and human development, and the application of clinical skills to human sexual behavior.

PSY 627 Legal & Ethical Issues

This course examines the laws and professional codes of ethics pertaining to the practice of counseling and psychotherapy. How legal and ethical issues impact the profession of counseling with an emphasis on current California law is discussed.

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 629 Lifespan Development

An examination of developmental theories from childhood through old age as they relate to the practice of psychotherapy. Areas considered will include diversity, gender, and multi-cultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental pattern

PSY 632A Family Therapy

This course provides a comprehensive review of the theories, strategies, techniques, and critical issues involved in clinical work with families. This course will discuss various treatment approaches including an emphasis on evidence-based, recovery, and resilience-based approaches. Students will have the opportunity to role play family sessions.

PSY 632B Couples Therapy

This course provides a comprehensive look at the theories, techniques, and critical issues involved in treating couples. It will provide a focus on major approaches to the treatment of married and unmarried couples, including resilience and recovery models, as well as a survey of research on marriage and marital therapy. Students will have an opportunity to practice counseling sessions with couples in a role-play format.

PSY 636 Child and Adolescent Therapy

This course 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.

PSY 637 Cultural Competencies

Exploration of the role of culture in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage, culturally informed assessment and treatment, and the limitations of the dominant Eurocentric psychological world view to diverse populations is explored.

PSY 637A Multicul Iss Perform Consult

An exploration of the role of culture in concepts of performance psychology consultation and intervention. Students will examine how their own cultural background frames their understanding of themselves and others. Family heritage, culturally informed assessment and intervention, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored.

PSY 638 Wellbeing & Wellness

Overviews contemporary concepts and practices related to psychological wellbeing and wellness. Emphases are on examination of, and coping with, stressors that affect psychotherapists as well as integration of wellbeing and wellness models into psychotherapy.

PSY 639 Consulting Practice Dev.

Focuses on the development and production of a completed business plan for the purpose of starting a consulting business practice. Students will examine relevant issues such as vision, mission, marketing, profitability, technology, legal, and operational management. Covers ideas and tangible tools to develop a successful practice in today's business world.

PSY 653 Research and Evaluation

A comprehensive study of research and evaluation with an emphasis on research methods, the use of research to inform evidence-based practice, and the importance of research in advancing the profession of counseling. Statistical methods used in research, needs assessment, and program evaluation will be examined.

PSY 678 Clinical Biopsychology

This course explores the biological basis of human behavior as it pertains to professional counselors. An emphasis is placed on drugs used in the treatment of psychological disorders. Functional neuroanatomy and experience-dependent brain plasticity are explored.

PSY 679 Psychology of Trauma

This course is an examination of trauma with a focus on the sources of trauma and the distinctions between them. Relational violence is studied as a specific example of trauma. An emphasis is placed on empirically-based assessment and intervention of the different trauma-related disorders. Crisis counseling and multi-disciplinary treatment is also covered.

PSY 680A Counseling Practicum I

Prerequisite: PSY 611B

First of a two-course field practicum where students work as MFT or LPCC trainees. Students participate in an academic seminar for six months at the university. Students must complete a minimum of 125 hours of face-to-face work with clients at a clinical site. This class will meet outside of regular class hours.

PSY 680B Counseling Practicum II

Prerequisite: PSY 680A

Second of a two-course field practicum where students work as practicum trainees. Students participate in a four-month academic seminar at the university. Students must complete the remainder of the state-required practicum experience hours of face-to-face work with clients in a community agency. This course will meet outside of regular class hours.

PSY 690 Guided Study

(variable units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

RTT – Radiation Therapy

RTT 200 Introduction to Radiation Ther

Foundations in radiation therapy and the practitioner's role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, principles of radiation and health safety and professional responsibilities of the radiation therapist.

RTT 201 Introduction to Radiation Ther

(2.25 quarter units)

Foundations in radiation therapy and the practitioner's role in the health care delivery system. Principles, practices and policies of the educational program, health care organizations, principles of radiation and health safety and professional responsibilities of the radiation therapist.

RTT 300 Medical Imaging

Prerequisite: RTT 200 with a minimum grade of C. Acceptance into the Radiation Therapy Program or RTT 201

Designed to establish a knowledge base in factors that govern and influence the production and recording of radiographic images for patient simulation, treatment planning and treatment verification in radiation oncology. General radiography, computerized tomography, sonography and nuclear medicine imaging modalities and equipment will be emphasized. An overview of radiation protection will be provided.

RTT 305 Patient Care I

(3 quarter units)

Corequisite: RTT 320

Prerequisite: BIO 201 with a minimum grade of C, BIO 202 with a minimum grade of C, BIO 203 with a minimum grade of C and RTT 300 with a minimum grade of C

Foundation in terminology, concepts and competencies in assessment and evaluation of the patient for service delivery. Examination of the psychological and physical needs and factors affecting treatment outcomes. Routine and emergency care procedures will be discussed.

RTT 306 Patient Care II

Prerequisite: RTT 305 with a minimum grade of C

Focuses on assessment, evaluation and treatment plans for treatment related side effects. Issues related

to death and dying and practitioner self-care will be discussed. Course also includes an exploration of local, state and national cancer care resources.

RTT 310 Sectional/Topographic Anatomy

Prerequisite: BIO 201 with a minimum grade of C and BIO 202 with a minimum grade of C

Identification of anatomical structures on a variety of medical imaging formats. Basic anatomical relationships will be compared and located using topographical and cross-sectional images.

RTT 315 Clinical Concepts I

Prerequisite: RTT 305 with a minimum grade of C and RTT306 with a minimum grade of C

Overview of cancer and the specialty of radiation therapy. The historic and current aspects of cancer treatment along with basic principles and practice of treatment and simulation will be emphasized.

RTT 316 Clinical Concepts II

(2.25 quarter units)

Corequisite: RTT 415

Prerequisite: RTT 315 with a minimum grade of C and RTT 480

Current principle and practice of treatment for cancers of the skin, brain, head and neck, thorax and gastrointestinal tract are emphasized.

RTT 317 Clinical Concepts III

(2.25 quarter units)

Corequisite: RTT 416

Prerequisite: RTT 316 with a minimum grade of C

Current principle and practice of treatment for cancers of the genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic, endocrine systems and pediatric cancers are emphasized.

RTT 320 Pro Ethics and Legal Issues

(1.5 quarter units)

Corequisite: RTT 305

Prerequisite: RTT 300

Designed to provide sequential development, application, analysis, integration and evaluation of ethical and legal concepts and theories as they relate to radiation therapy practice.

RTT 410 Clinical Radiation Physics I

Prerequisite: MTH 215 with a minimum grade of C, PHS 171 with a minimum grade of C and RTT 300 with a minimum grade of C

Focus in on the characteristics and interactions of electromagnetic and particulate radiation. X-ray production, equipment, measurement and quality of radiation produced and radiation safety.

RTT 411 Clinical Radiation Physics II

Prerequisite: RTT 410 with a minimum grade of C

A clinical focus of radiation therapy physics that examines factors related to absorbed dose, calculation of dose from all sources of radiation, principles of treatment planning and an overview of advanced technologies.

RTT 415 Clinical Oncology I

(2.25 quarter units)

Corequisite: RTT 316

Prerequisite: RTT 305 with a minimum grade of C, RTT 306 with a minimum grade of C, RTT 310 with a minimum grade of C, RTT 480 with a minimum grade of C

A focus on cancer and current treatment modalities with emphasis on radiation therapy. Designed to examine and evaluate the management of neoplastic disease. Cancers of the skin, brain, head and neck, thorax, and gastrointestinal tract are emphasized. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae and prognosis are discussed.

RTT 416 Clinical Oncology II

(2.25 quarter units)

Prerequisite: RTT 415 with a minimum grade of C

Further exploration of cancer and current treatment modalities with emphasis on radiation therapy. Cancers of the genitourinary, lymphoreticular, musculoskeletal, integumentary, hematopoietic and endocrine systems. The epidemiology, etiology, natural history, diagnosis, treatment strategies, sequelae and prognosis are discussed.

RTT 420 Radiation Biology

(3 quarter units)

Corequisite: RTT 460

Prerequisite: RTT 410 with a minimum grade of C, RTT 411 with a minimum grade of C, RTT 415 with a minimum grade of C, RTT 416 with a minimum grade of C, RTT 481 with a minimum grade of C

Principles and concepts to include radiation effects on cellular, organ, system and levels within the entire body. Emphasis of the theories and principles of tolerance dose, time-dose relationships, fractionation schemes and the relationship to clinical practice of radiation therapy.

RTT 440 Research in Radiation Therapy

(2.25 quarter units)

Corequisite: RTT 450

Prerequisite: BST 322 with a minimum grade of C, RTT 315 with a minimum grade of C, RTT 316 with a minimum grade of C, RTT 317 with a minimum grade of C, RTT 410 with a minimum grade of C, RTT 411 with a minimum grade of C, RTT 415 with a minimum grade of C and RTT 416 with a minimum grade of C

This course will address reading and conducting research in radiation therapy. Research approaches and procedures will be explored. Examples of various research methods and techniques will be discussed.

RTT 450 Quality Management

(2.25 quarter units)

Corequisite: RTT 440

Prerequisite: RTT 410 with a minimum grade of C, RTT 411 with a minimum grade of C

Content is designed to focus on the components of quality improvement programs in radiation oncology. Includes quality control and assurance checks for clinical aspects of patient care, medical records, treatment delivery and localization and

treatment planning equipment. Legal and regulatory implications for maintaining appropriate quality care will be covered.

RTT 455 Medical Dosimetry

Prerequisite: RTT 315 with a minimum grade of C, RTT 316 with a minimum grade of C, RTT 317 with a minimum grade of C, RTT 410 with a minimum grade of C, and RTT 411 with a minimum grade of C

Content is designed to examine factors that influence and govern clinical planning of patient treatment. This encompasses isodose distributions, influence of beam modification, radiobiologic considerations, dosimetric calculations and clinical application of radiation. Electromagnetic and particulate beams as well as advanced and emerging technologies are covered.

RTT 460 Operational Issues

(1.5 quarter units)

Corequisite: RTT 420

Prerequisite: RTT 316 with a minimum grade of C and RTT 416 with a minimum grade of C

Management, assessment, quality improvement and evaluation techniques will be emphasized. Human resource concepts and regulations impacting the profession will be examined. Accreditation agencies and regulations, billing and reimbursement issues pertinent to the radiation therapy department will also be covered.

RTT 480 Internship I

Prerequisite: RTT 300 with a minimum grade of C, RTT 305 with a minimum grade of C, RTT 306 with a minimum grade of C, RTT 310 with a minimum grade of C and RTT 320 with a minimum grade of C

Content is designed to provide sequential development, application, analysis, integration, synthesis and evaluation of concepts and theories in radiation therapy. Objectives and competencies in this course focus on patient – centered care, team work principles, introduction to and safety procedures for treatment and simulation equipment, and lower level treatment procedures. Requires 101 hours/ quarter unit and 2 hours of classroom meeting/week.

RTT 481 Internship II

Prerequisite: RTT 480 with a minimum grade of C

Continuation of clinical internship practice. This course focuses on specific principles and techniques utilized for assigned cancer treatments. Students will demonstrate clinical competencies in the application of specific radiation therapy techniques. Requires 101 hours/quarter unit and 2 hours of classroom meeting/week.

RTT 482 Internship III

(6 quarter units)

Prerequisite: RTT 481 with a minimum grade of C

Continuation of clinical internship practice. This course focuses on advanced principles and techniques utilized for specific cancer treatments. Students will demonstrate competence in the deliver and simulation of specific radiation therapy techniques and medical dosimetry. Requires 101 hours/quarter unit and 2 hours of classroom meeting/week.

RTT 490 Advanced Capstone

Prerequisite: Completion of major requirements.

A capstone course that examines historical and current issues within the profession as a radiologic professional. Preparation for entry into the profession and completion of capstone project will be accomplished. Professional roles, responsibilities and development will be emphasized.

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 postcolonial 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 630 Culture and Change

Methods for assessing cultural competency and comparing 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 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

Prerequisite: Completion of 2 SCD courses

Content of previous courses integrated into a seminar format in order to promote dialogue and critical analysis of community issues. 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. Students will create dialogue, identify and frame complex issues and apply critical thinking to examples. Grading is H, S, or U only.

SCI – Natural Sciences

SCI 300 Geography

Examination of relationships between geographical features of the earth and human societies. Includes the study of map construction, mapping tools, geographical data, and the influence of geomorphological features on the development and spatial distribution of political systems, languages, and religions.

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

(variable units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SCM – Supply Chain Management

SCM 400 Supply Chain Management

Prerequisite: MGT 451

Exploration of the evolving field of Supply Chain Management, which is increasingly important for competitiveness in the global market place. Evaluation of the eight key components of Supply Chain Management, focusing on how demand management is used to balance consumer needs with supply chain capabilities. Advanced forecasting techniques and rapid product development combine to create a responsive supply chain, providing competitive value to the consumer.

SCM 440 Cost and Risk in SCM

Analysis of pre-transaction, transaction and post-transaction elements that influence cost and risk toward achieving long-term customer satisfaction and profitability. Application of Blockchain technologies to reduce costs and verify supply pedigree. Other topics include Lean 6-Sigma, lead time reduction, risk management and resilience to create responsive and reliable supply chains. Alignment of these concepts between supply chain partners extends these traditional topics beyond the firm.

SCM 450 Network Modeling

Prerequisite: MNS 407, SCM 440

Analysis of supply chain networks to evaluate strategic alternatives using both optimization and probabilistic models. Evaluate supply chain options under real-world variability and unknowns to quantify operational and financial risks from your supply chain, markets and competitors. Modeling in spreadsheets, discrete event software and system dynamics software.

SCM 610 Supply Chain Collaboration

Supply Chain Collaboration focuses on aligning business processes and goals between firms within the supply chain toward improving the performance of all members. This course presents the eight managerial processes at the strategic and operational levels, first within the firm and then between firms. Successful Supply Chain Collaboration requires cross-functional integration, right-sizing of partnerships and correct adoption of performance measures, which will be studied in depth with attention to practical applications and deployment techniques.

SCM 620 Strategic Supply Management

Prerequisite: SCM 610

Strategic Supply Management focuses on the fundamental principles, processes and strategies that are currently used by successful companies to manage their supply networks and significantly improve their bottom lines. This course provides strategic and comprehensive insights into the field of supply management by analyzing markets, suppliers and business needs. Concepts also include developing and implementing effective supply management strategies that balance quality, technology and delivery to achieve the lowest Total Cost of Ownership. The course puts a strategic focus on sourcing, price management and supplier relationship management with emphasis on risk management, by covering key knowledge and skills that are in demand today.

SCM 630 Supply Chain Planning

Prerequisite: SCM 610

This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

SCM 640 Distribution Management

Prerequisite: SCM 610

The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the

building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.

SCR - Screenwriting

SCR 650 Script Reading and Coverage

This seminar 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 and voice. Students learn to write "coverage" including synopses and producer-appropriate commentary.

SCR 665 Introduction to TV Writing

This one-month seminar focuses on making students conversant in elements of series idea creation as well as offering a general overview of the history of television, how the TV business works and the differences between one-hour drama and sit-com writing.

SCR 667 Marketing for Film & TV

Overview of marketing in the entertainment industry, including analysis of studio blockbusters, independent films, network and syndicated Television, Internet, Transmedia and documentaries.

SCR 668 Introduction To Transmedia

This one-month seminar focuses on the current state of transmedia, its history, IP creation and pitching as well as exploring the components of transmedia-friendly properties.

SCR 670 Dev-Prod Writing

Prerequisite: SCR 681and SCR 681P

Covers the rewrite and notes stage of script development including receiving and interpreting notes, how creative executives and producers work with writers, and what happens once a project is "greenlit" and enters the production writing phase.

SCR 670P Development/Production Practic

(2.25 quarter units)

Corequisite: SCR 675

Prerequisite: SCR 670, SCR 681 and SCR 681P

This onsite "studio practicum" taken concurrently with SCR675 covers the various stages of project development including pitching projects, how creative executives work with writers, and what happens once a project is "greenlit" and enters the production/writing phase. Students learn firsthand from professionals in the film, television and/or transmedia business.

SCR 671 Character and Dialog

This seminar focuses on developing realistic characters and writing credible dialog for entertainment projects such as movies, TV series or any filmed media in which fictional characters exist.

SCR 675 The Business of Screenwriting

Corequisite: SCR 670P

Prerequisite: SCR 681, SCR 681P and SCR 670

This seminar explores the business side of film, TV and/or Transmedia writing and provides an in person

experience. Professionals from the entertainment business such as screen and television writers, IP developers, development executives, producers, marketing strategists, agents and managers, studios, guilds and other entities integral to the entertainment industry deconstruct how they choose projects and engage in the business of Hollywood.

SCR 679 Cinematic Writing

Analysis and structural breakdown of classic and current screenplays and introduction to the "cinematic idea." Students will learn how screenwriters from the past and present achieved cinematic storytelling in a written work designed to be part of a larger collaborative medium. This course does not require students to write screenplays. Assignments include structural breakdowns of films, course participation and discussion.

SCR 680 Screenwriting I

Prerequisite: SCR 679

An introductory screenwriting workshop that provides a foundational study of the 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. Through this course, students will sharpen critical and analytical skills, develop a critical vocabulary to talk and write perceptively, articulately, and precisely about professional and student-generated screenplays, and to articulate their own aesthetic tastes and artistic goals. As a result of taking this course, students should understand the need to take risks in order to explore and develop one's creative potential to discover and develop original work from one's personal vision.

SCR 680P Screenwriting I Practicum

(2.25 quarter units)

Prerequisite: SCR 680

In this independent "studio practicum" taken after SCR 680 Screenwriting I, 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. Grading is H, S, or U only.

SCR 681 Screenwriting II

Corequisite: SCR 681P

Prerequisite: SCR 680

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 professional and student-generated screenplays. Taken concurrently with SCR 681P "studio practicum."

SCR 681P Screenwriting II Practicum

(2.25 quarter units)

Corequisite: SCR 681

Prerequisite: SCR 680P

In this independent "studio practicum", taken concurrently with SCR 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. Grading is H, S, or U only.

SCR 682 Adv Screenwriting Workshop

Prerequisite: SCR 681 and SCR 681P

Building on core screenwriting courses, this advanced workshop focuses on creating an outline that employs more sophisticated structural and character elements. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the screenplay.

SCR 682P Adv Screenwriting Practicum

(2.25 quarter units)

Prerequisite: SCR 682

Building on SCR682 Screenwriting workshop, this advanced studio practicum focuses on writing a feature length screenplay and, in consultation with the instructor, creating an action plan for future revision.

SCR 683 Adaptation Workshop

Prerequisite: SCR 681 and SCR 681P

Building on core screenwriting courses, this advanced workshop focuses on creating an outline for a feature-length screenplay based upon source material from another medium such as short stories, news articles and other sources. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the screenplay.

SCR 683P Adaptation Practicum

(2.25 quarter units)

Prerequisite: SCR 681, SCR 681P and SCR 683

Building on core screenwriting courses, this advanced studio practicum focuses on writing a feature length screenplay based upon an adaptation and the outline created in SCR683.

SCR 684 TV Pilot/Series Writing Worksh

Prerequisite: SCR 665

This advanced workshop focuses on creating an outline for a television pilot and series based upon source material from another medium or an original idea. Students receive critical review of their outline and in a consultation with the instructor will create an action plan for writing the TV pilot/series.

SCR 684P TV Writing Practicum

(2.25 quarter units)

Prerequisite: SCR 665 and SCR 684

This advanced studio practicum focuses on writing a teleplay for a series pilot based upon the outline created in SCR684 and, in consultation with the instructor, planning for future revision and series bible. This course is graded S, U, or H.

SCR 685 Transmedia Writing Workshop

Prerequisite: SCR 668

This advanced workshop focuses on creating a transmedia project based upon source material from another medium or an original idea (IP). Students receive critical review of their outline and in a consultation with the instructor will create an action plan for the transmedia project.

SCR 685P Transmedia Writing Practicum

(2.25 quarter units)

Prerequisite: SCR 685 and SCR 668

This advanced studio practicum focuses on writing a

transmedia project based upon the outline/prospectus created in SCR684 and, in consultation with the instructor, create an action plan for future revision. This course is graded S, U, or H.

SCR 690 Screenwriting Thesis

Prerequisite: All other program courses with potential exception of one elective and/or the onsite residency (by lead faculty approval only)

MFA candidates work independently with a thesis advisor and/or committee to develop the required components for Thesis. Thesis candidates have up to one year to develop a thesis portfolio that includes two full-length, polished original or adapted screenplays, an aesthetic statement discussing his/her evolution as an artist and a marketing plan for introducing their work to the entertainment industry. Grading is S, U only. Course is eligible for an "In Progress" (IP) grade after two months. Course may be repeated once.

SCR 690A Advanced Rewriting

Prerequisite: SCR 690

Students will revise ONE screenplay previously written in the program. The focus of this course is economical screenwriting and thinking cinematically. Advanced rewriting techniques will be used to hone the "words on the page." S, U only.

SCR 691 Thesis Qualification & Review

Prerequisite: SCR 690

Candidate submits a thesis portfolio consisting of two polished, industry-ready original or adapted screenplays, an aesthetic statement discussing his/her evolution as an artist and a marketing plan and pitch. Course is eligible for an "In Progress" (IP) grade after two months. Course may be repeated once. The thesis review committee determines if the thesis meets the qualifications for the Master of Fine Arts. Grading is H, S, or U only. Thesis Qualification Review is the last phase of the thesis sequence completed in SCR690. The minimum requirements for Qualification Review are two professional level screenplays that tell complete, well paced and structured story with complex and compelling characterizations.

SCR 692 Graduate Internship

Prerequisite: SCR 675 and SCR 670P For MFA in Professional Screenwriting students an internship can only be taken after onsite residency is completed. MFA Students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship. TBD by lead faculty for program.

Combines work experience with college instruction. Educators and employers in the film, TV and transmedia industries cooperate to give students practical experience in the entertainment industry and to make vital contacts that may help with employment opportunities in the future.

SCR 693 Guided Study

Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.

Guided study is typically (although not exclusively) an extra-curricular course that deals with material not required in the MFA in Professional Screenwriting Program. Such courses may include (but not be limited to) Advanced Screenwriting Workshops by invitation only held in conjunction with film festivals and/or screenwriting conferences.

SCR 693P Guided Study Practicum

(2.25 quarter units)

Prerequisite: SCR 670P SCR 675

Guided study is typically (although not exclusively) an extra-curricular course that deals with material not required in the MFA in Professional Screenwriting Program. Such courses may include (but not be limited to) Advanced Screenwriting Workshops by invitation only held in conjunction with film festivals and/or screenwriting conferences.

SEL - Social Emotional Learning

SEL 600 SEL Education Communities

Analyze social-emotional learning (SEL) in education communities through the lens of SEL frameworks, competencies, cultural responsiveness and developmental indicators. Reflect on personal development of social-emotional competencies. Review SEL literature to develop a research focus and questions pertaining to social-emotional learning and culturally responsive classrooms.

SEL 605 Identity and Culture

Prerequisite: SEL 600

An investigation into how personal culture, implicit bias, stereotypes, assumptions, values, and beliefs influence personal identity and impacts our ability to engage in dynamics of difference. Students will then self-assess and reflect upon personal cultural proficiency. That self-reflection will then intersect with the SEL tenets that foster an inclusive learning environment to construct a personal cultural growth plan.

SEL 610 Cognition and Emotion

Prerequisite: SEL 605

How learners learn and instructors teach can be explained by brain research and by neuroscience. Social and emotional learning competencies are greatly impacted by cognition. The intersections between cognition, emotion, equity, and culture impact more than learning and can affect human creativity, innovation and critical thinking. Learners will explore how digital design and digital tools influence knowledge acquisition in a variety of learning environments.

SEL 615 SEL Action Research Methods

Prerequisite: SEL 610

This course will examine and begin to formulate a four stage Action Research Plan that addresses Social Emotional Learning: 1) Clarifying vision and targets, 2) Articulating theory, 3) Implementing action and collecting data, 4) Reflecting on data and planning informed action.

SEL 620 SEL Frameworks

Prerequisite: SEL 615

An exploration of various SEL frameworks that will provide evidence and structures for effective learning environments. Student learning is enhanced when educators are able to weave together academics with social emotional learning practices and pedagogies.

SEL 625 Trauma in Education

Prerequisite: SEL 620

Identification of trauma-informed strategies for developmentally diverse classrooms and implementation of prevention strategies and protective factors are explored. Addresses assimilation of knowledge about trauma into policies, procedures, and practices and examination of the teaching of tolerance.

SEL 630 SEL Strategies

Prerequisite: SEL 625

Examines equity-based pedagogical approaches to integrate SEL strategies and skills into academic content areas at different developmental levels. Learn how to apply evidence-based inclusive practices and examine the impact on students' behavior and achievement outcomes. Determine how educational success can be achieved with curriculum integration strategies to support SEL and academic achievement.

SEL 635 Leadership and SEL in Context

Prerequisite: SEL 630

Leadership skills to promote SEL in educational settings. Evidence-based practices to create a shared vision and cultivate a positive school climate to empower students and school leaders will be examined. Learners will adopt SEL leadership skills to transform school and district culture and increase student achievement by adapting or developing policy and procedures.

SEL 640 SEL and Assessment

Prerequisite: SEL 635

Explore assessment practices that support social and emotional learning in educational settings. Practices include: Formative Assessment Strategies, Universal Design for Learning, Authentic Assessment, Personalized Learning, portfolio and performance-based assessment. Examine assessment of SEL programs and tools that measure the effect of SEL on individual behavior, overall school climate, and school-wide implementation.

SEL 680 SEL Capstone

Prerequisite: SEL 600, SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, and SEL 640

As the capstone course for the MA in SEL degree, learners will construct an action research project that includes the tenets of social and emotional learning. Project findings will provide evidence from scholarly literature and practitioner evidence collected throughout the program.

SEM – Sustainability Management

SEM 604 Life Cycle and Risk Assessment

Hands-on experience on how to conduct life cycle and risk assessments. Practical application of these methodologies into products and processes. Environmental management systems such as ISO 9000 / 14001 will be discussed.

SEM 605 Energy Management

Overview of sustainable energy management practices in order to increase energy efficiency, and decrease the release of energy-related pollutants

into the environment. Coverage materials related to not only energy from conventional sources but also renewable. Special focus on energy conservation will be discussed. Various techniques to lower energy use will be discussed.

SEM 606 Environmental Management

Comprehensive overview of applicable air pollution, water pollution, drinking water and toxics environmental laws and regulations in the U.S. In addition, various pollution sources, and their impact are presented. Specific strategies to develop and implement environmental management practices are presented.

SEM 607 Watershed Management

Overview of the watershed management and planning process. Relate interdisciplinary topics such as the use of public policies, regulations, and management tools to effectively manage water resources for a sustainable future. Specific case study examples will be used to illustrate the concepts.

SEM 608 Sustainable Buildings

Examination of environmental, economic and social benefits of green building. Specifically addresses the various methodologies that can be integrated into the built environment for energy savings while maintaining the highest indoor environmental quality. Specific strategies to secure LEED certification will be presented.

SEM 610A Project I

Prerequisite: SEM 604, SEM 605, SEM 606, SEM 607, SEM 608, SUS 601, SUS 602, SUS 603 and SUS 604

Focus on the application of sustainability methods learned through this program. The student teams select research topics and write a detailed project proposal. The student teams define the research problem and gather data from literature searches and/or the client organization, if applicable. Grading is by H, S, or U only; course is not eligible for an "IP" grade. SEM610A is a one month course taken immediately before SEM610B.

SEM 610B Project II

Prerequisite: SEM 610A

This continuation course focuses on methodology, data analysis, results, modeling/simulation, conclusions and recommendations related to the project selected. Student teams are required to present their research in both written and oral form to students and faculty and if applicable to client organization. Grading is by H, S, or U only; course is not eligible for an "IP" grade. SEM610B is a two month course taken immediately after SEM610A.

SEMX – Sustainability Management (Extended Education)

SEMX 6005X Energy Management

Prerequisite: 1. Maintain an overall B average in UCSD Extension's sustainability certificate. 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.

This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SEM 605, Energy Management, in the Master of Science Sustainability Management program at National University.

SOC - Sociology

SOC 100 Principles of Sociology

Prerequisite: ENG 100 and ENG 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

Prerequisite: ENG 100 and ENG 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 325 Popular Culture

Prerequisite: ENG 100 and ENG 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 328 Intercultural Thinking

Prerequisite: ENG 100 and ENG 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 & Illness

Prerequisite: ENG 100 and ENG 101 and SOC 100

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

Prerequisite: ENG 100 and ENG 101

A critical examination of the complex relationship between film and society and the processes by which film both influences and is influenced by society. Emphasizes the importance of locating the meaning of film texts within social and historical perspective and identifies how the film industry influences the presentation of different groups of people and issues in society. Explores the interrelationship between film and technology, the impact of narrative and the institution of Hollywood on the sociological imagination and the nature of representation, particularly as it applies to race, class and gender.

SOC 344 Marriage, Sex and the Family

Prerequisite: ENG 100 and ENG 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 350 Cultural Diversity

Prerequisite: ENG 100 and ENG 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.

SOC 352 Modern Chinese Culture

Prerequisite: ENG 100 and ENG 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

Prerequisite: ILR 260 and SOC 100

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; and it appraises the extent to which they continue to inform sociological research and thinking.

SOC 375 Contemporary Social Theory

Prerequisite: ENG 100 and ENG 101 and SOC 100

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: ENG 100 and ENG 101 and SOC 100

Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

SOC 443 Sociology of Deviance

Prerequisite: ENG 100 and ENG 101 and SOC 100

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

Prerequisite: ENG 100 and ENG 101

Uses 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 455 Organizational Sociology

Prerequisite: ENG 100 and ENG 101 and SOC 100

A course about organizations and their behavior. The study of social structure is central to sociology and the study of formal organizations is fundamental to the study of contemporary society. Much of our educational and working lives are spent within and passing between organizations. This course foregrounds the key issues in the sociology of organizations. The focus of the course is the major theoretical approaches and debates in organizational theory, an interdisciplinary field that is primarily grounded in sociology but that also has roots and practitioners in economics, political science, and management studies

SOC 490 Guided Study

(variable units)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 499 Sociology Senior Project

Prerequisite: ENG 240 or equivalent and SOC 100

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 and ENG 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

Prerequisite: ENG 100 and ENG 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

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.

SPD – Special Education

SPD 514 Lang/Lit- Case Study

Prerequisite: SPD 631

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessment and plan lessons that promote student access and achievement in mastering literacy standards.

SPD 550A Student Teaching for M/S: A

(2.25 quarter units)

Prerequisite: Completion of all M/S core course work.

First half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP)

SPD 550B Student Teaching for M/S: B

(2.25 quarter units)

Prerequisite: SPD 550A

Second half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP)

SPD 552A Student Teaching for M/M: A

(2.25 quarter units)

Prerequisite: Must complete All core coursework in M/M program.

First half (8 weeks) of supervised student teaching for M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP).

SPD 552B Student Teaching for M/M: B

(2.25 quarter units)

Prerequisite: SPD 552A

Second half (8 weeks) of student teaching experience toward the M/M authorization. Establishment of 300

of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP).

SPD 600S Foundation Preparation: SPED

Foundational preparation in special education pedagogy and law, typical/atypical human development, classroom/behavior management, SEL, literacy, inclusive HLP, UDL, technology, diversity, and teaching English learners to become CTC intern eligible. This is one of three courses to meet the required 120 hours of course contact time. The internship required courses are SPD 600S, ITL 604, and ITL 530.

SPD 616 Law, Collaboration & Transition

A comprehensive overview of the professional, legal, and ethical practices for educators. The focus is on special education law and issues, but also incorporates legal issues related to education in general. The candidate will also examine collaborative practices with all practitioners including community members and family members.

SPD 621 Adv. Behavioral Supports & SEL

Prerequisite: ITL 516

Research-based assessments and strategies within multi-tiered systems to address behavioral and social emotional needs of learners with disabilities. Will explore development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Will work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and social emotional learning skills.

SPD 624 Transition/Community Resources

An overview of transition across all age groups and disability categories. Includes dealing with families, involving students, developing transition curriculum, collaborating with stakeholders for transition planning, working with community agencies and developing strategies for success at all transition stages. Career education, preparation for employment and strategies for adult adjustment are emphasized.

SPD 626 Effective Clsrm & Beh Mgmt

Course content focuses on effective classroom and behavior management emphasizing practical working understanding of the principles of classroom behavior management, positive behavioral supports, functional behavior analysis, and positive behavior intervention plans. Basic principles of behavior management and reinforcement are delineated. Emphasis is placed on effective classroom management and functionally-derived positive behavioral strategies for use in educational settings.

SPD 631 Special Ed Law

Prerequisite: SPD 621

Examine legislated and litigated requirements for special education. Explore in-depth federal/case law that contribute to the placement, instruction, service delivery in addition to privacy issues in special education. Address federal and state courts' interpretation of statues and regulations of special education service delivery, IEPs/IFSP,504, transition plans, and related services for learners MMSN and ESN.

SPD 633 Assmnt, Differentiation M/M

Prerequisite: SPD 514

Emphasize the use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with MMSN. Examine appropriate selection of assessment tools and methods, administration, and analysis of data to determine present level of performance, write IEP goals, and plan instruction for students with MMSN.

SPD 635 Collab & Case Mgmnt M/M

Prerequisite: SPD 633

Examine the roles and responsibilities of the educational specialist in a multi disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

SPD 643 Assmnt Differentiation M/S

Prerequisite: SPD 514

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with M/S. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with M/S.

SPD 645 Collab & Case Mgmnt M/S

Prerequisite: SPD 643

Addressing the dual responsibility of special educators to teach students and perform case management duties, will examine a comprehensive process for the coordination of services and transitions support across grade levels for students with M/S. Details management across educational settings, legal compliance, problem solving while ensuring and educational benefit for students.

SPD 672 Intro to ECSE

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

This course surveys current knowledge of young children with disabilities within the context of development and learning, birth to five. It examines historical factors, legislation affecting service delivery, etiology, characteristics and needs of young children who are at-risk for or who have identified disabilities. From a cultural diversity perspective, the role of family-professional partnerships, educational strategies, and models of service delivery are explored. Field experience is required.

SPD 674 Collaborative Partners

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

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

professionals, and agencies when implementing services are explored. Field work is required.

SPD 676 ECSE Assessment & Intervention

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

This course is designed to provide knowledge of a wide range of ECSE assessment instruments, administration and the skills to analyze results across developmental domains. Candidates translate assessment information into functional goals and objectives (IFSP, IEP) to meet the individualized needs of young children with disabilities and their families, including synthesize of data from other professionals and adaptation of assessments. Assessment results are utilized to develop individualized teaching and learning strategies, adaptations/modifications, and inclusion strategies in a natural environment. Field Experience is required.

SPD 678 ECSE Field Experience

Prerequisite: SPD 672, SPD 674 and SPD 676

This course must be taken as the final course in the ECSE program, candidates complete observations and teach children with disabilities through in-depth experiences (80 hrs total) with children are culturally diverse in in-home and preschool settings in small and whole groups. Candidates arrange ECSE field experiences and participate in reflective supervision with a site supervisor. At least 10 hours must be at a site where you do not work and the ECSE Exit Exam is taken in this course.

SPD 691A M/S Internship: A

(2.25 quarter units)

Prerequisite: Receipt of Internship Credential

First half (4 months) of intern experiences as a teacher of record in first half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP)

SPD 691B M/S Internship: B

(2.25 quarter units)

Prerequisite: SPD 691A

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP)

SPD 692A Internship M/M

Prerequisite: SPD 608, SPD 614, and TED 621B and Candidates must be admitted to the University internship program.

The National University Special Education Internship for Mild/Moderate disabilities is designed as an alternative route for the preparation of Education Specialist candidates. Candidates selected for an internship serve as teachers of record in special education classrooms/programs, earn fulltime salaries and receive benefits. Interns receive support and supervision, from the university program and the school site, for a minimum of 4 months while completing required coursework for authorization to teach students with mild/moderate disabilities. Does not grant graduate units towards graduate degree.

SPD 693A M/M Internship: A

(2.25 quarter units)

Prerequisite: Receipt of Internship Credential

First half (4 months) of intern experiences as a teacher of record required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP)

SPD 693B M/M Internship: B

(2.25 quarter units)

Prerequisite: SPD 693A

Second half (4 months) of intern experiences as a teacher of record in second half of practicum experience required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP)

SPD 695 Understanding Edu. Research

This course is designed to provide the student with the basic knowledge and skills required to read, interpret and evaluate both quantitative and qualitative educational research in order to determine if research results have implications for program, curriculum or instructional decisions.

SPD 696 Capstone Project

Prerequisite: SPD 695

Apply knowledge, skills, and dispositions to complete a culminating project. Candidates will identify a topic of interest in their classroom, school, or district; conduct a review of the literature on the topic of their choice; and design a process to gather information on the topic. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

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

Prerequisite: 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

Prerequisite: 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 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. Special emphasis is given to cross-cultural communication in the workplace.

SUS – Sustainability Management Business

SUS 601 Introduction to Sustainability

An introduction to sustainability concepts. An interdisciplinary approach is used by combining environmental, economic and social dimensions of sustainable development by looking into relevant local, and global environmental issues. Various sustainable forces that may impact an organizational operation will be discussed.

SUS 602 Enterprise Excellence

Prerequisite: CSC 220 or permission from lead faculty.

Overview of statistical tools needed to measure business improvement related to sustainability. Step-by-step guide to develop and institute metrics for sustainability improvement will be provided. Enterprise excellence including process improvement analysis and management systems for business, industry, academic, government and military organizations will be covered.

SUS 603 Sustainable Innovation

Presentation of the concepts of sustainable innovation though culture, innovation network and leadership. Specifically, concepts such as innovation leadership are addressed. The focus is on innovation drivers and their implications in stimulating and managing innovation in the workplace. Relevant case studies will be used.

SUS 604 Sustainable Supply Chain

Examination of how supply chain can be used to improve the sustainable operations of an organization. Specific topics would include the development and implementation of supply chain and organizational policies to meet the global requirements.

SUSX – Sustainability Management Business (Extended Education)

SUSX 6001X Introduction to Sustainability

Prerequisite: 1. Maintain an overall B average in UCSD Extension's sustainability certificate, 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.

This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SUS 601, Introduction to Sustainability, in the Master of Science Sustainability Management program at National University.

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

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 transnational 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.

INDEX

D

E

F

Student ID#

Expected first class

Transcript due date

FASFA due date

User name and password

- **Student Portal**

- **Online Course**

Catalog version

Date of next appointment with advisor

Important contacts specific to student

My Notes:

My Notes:

My Notes:

My Notes:

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