

2019 GENERAL CATALOG



NATIONAL
UNIVERSITY

Veteran Founded. Nonprofit.



NATIONAL
UNIVERSITY

2018/2019

GENERAL CATALOG

Volume 82 | January 2019

National University Academic Headquarters

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





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 150,000 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
- **City University of Seattle:** Emphasizes master's, doctoral and international programs, while establishing choice through workforce partnerships
- **John F. Kennedy University:** Focuses on community and social justice, largely through differentiated graduate and doctoral programs in psychology and law
- **The Division of Pre-College Programs:** Fosters the success of the next generation of K-12 learners through the National University Academy and the National University Virtual High School

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 degrees through the doctoral level, and to exploring innovative, personalized approaches to learning that guide students to successful completion of their academic and career goals. The National University System further establishes deep partnerships with industry to educate and develop 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,

A handwritten signature in black ink that reads "Michael R. Cunningham". The signature is written in a cursive, flowing style.

Michael R. Cunningham, Ph.D.

NATIONAL UNIVERSITY





**DAVID W.
ANDREWS, Ph.D.**

President
National University

MESSAGE FROM THE PRESIDENT

Dear Student,

On behalf of the Board of Trustees, faculty, staff, alumni and your fellow students, it is my pleasure to welcome you to National University. We are 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.

Founded in 1971, National University was among the first institutions in the United States to recognize and focus on the educational needs of non-traditional learners. The University is distinctive because of its intensive four-week class format, regional campuses, 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 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 providing students state-of-the-art learning experiences. The University offers more than 100 programs that are available either completely or partially online, allowing students locally, nationally, and globally to pursue a broad range of degrees and credentials. Our 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 the support and resources to meet students' needs remains our top priority. We are proud to offer additional resources through partnerships, programs and scholarships to assist students in achieving their goals. The Student Concierge Service and Veteran Center are focused on your needs throughout the year and 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. National University Career Services offers students and alumni support with identifying and fulfilling career goals.

National University is proud of what it has accomplished in the past 47 years, and we look forward to sharing an even more distinguished future with you as we continue to seek new and better ways to address your needs as a student and lifelong learner.

I wish you the best of luck and much success.

Sincerely,

A handwritten signature in black ink that reads "David W. Andrews". The signature is written in a cursive, flowing style.

David W. Andrews, Ph.D.

For More Information

(800) NAT-UNIV (628-8648)

Current Students

(866) NU-ACCESS (682-2237)

Student Concierge Services

(866) NU-ACCESS ext 8900

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

October 29, 2018

Accredited By

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

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CLASS CALENDAR AT A GLANCE

SEPTEMBER 2018

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 2018

S	M	T	W	T	F	S
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28	29	30	31			

NOVEMBER 2018

S	M	T	W	T	F	S
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DECEMBER 2018

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JANUARY 2019

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FEBRUARY 2019

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MARCH 2019

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31						

APRIL 2019

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MAY 2019

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JUNE 2019

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JULY 2019

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21	22	23	24	25	26	27
28	29	30	31			

AUGUST 2019

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10	11	12	13	14	15	16
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24	25	26	27	28	29	30
31						

SEPTEMBER 2019

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 2019





S	M	T	W	T	F	S
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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		

NOVEMBER 2019

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

DECEMBER 2019

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			

-  Term Start Date
-  Last Week of Classes
-  National University Break - No Classes
-  National Holiday Observed - No Classes

CALENDAR AND CLASS SCHEDULES

2018 SUMMER

Summer Break: Sunday, July 1 – Saturday, July 7

Independence Day: Wednesday, July 4

Summer Quarter Begins: Monday, July 9

Labor Day: Monday, September 3

Summer Quarter Ends: Saturday, September 29

2018 FALL

Fall Quarter Begins: Monday, October 1

Veterans Day: Monday, November 12

Thanksgiving: Thursday, November 22

Fall Quarter Ends: Sunday, December 22

Christmas Eve: Monday, December 24

Christmas: Tuesday, December 25

2019 Winter

New Year's Day: Tuesday, January 1

Winter Quarter Begins: Monday, January 7

Martin Luther King's Birthday: Monday, January 21

President's Day: Monday, February 18

Winter Quarter Ends: Saturday, March 30

2019 Spring

Spring Break: Sunday, March 31 – Saturday, April 6

Spring Quarter Begins: Monday, April 8

Memorial Day: Monday, May 27

Spring Quarter Ends: Saturday, June 29

2019 Summer

Summer Break: Sunday, June 30 – Saturday, July 6

Independence Day: Thursday, July 4

Summer Quarter Begins: Monday, July 8

Labor Day: Monday, September 2

Summer Quarter Ends: Saturday, September 28

2019 Fall

Fall Quarter Begins: Monday, September 30

Veterans Day: Monday, November 11

Thanksgiving: Thursday, November 28

Christmas Eve: Tuesday, December 24

Christmas Day: Wednesday, December 25

2020 Winter

New Year's Day: Wednesday, January 1

Winter Quarter Begins: Monday, January 6

Martin Luther King's Birthday: Monday, January 20

President's Day: Monday, February 17

Winter Quarter Ends: Saturday, March 28

2020 Spring

Spring Break: Sunday, March 29 – Saturday, April 4

Spring Quarter Begins: Monday, April 6

Memorial Day: Monday, May 25

Spring Quarter Ends: Saturday, June 27

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 Day: Friday, 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.

ONSITE UNDERGRADUATE CLASS SCHEDULE

Monday and Wednesday

2018/SUMMER

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

2018/FALL

October 1, 3, 8, 10, 13 (8-12:30), 15, 17, 22, 24, 27 (8-12:30)
October 29, 31, November 3 (1-5:30), 5, 7, 10 (8-12:30), 19, 21, 24 (8-12:30)
November 26, 28, December 3, 5, 8 (8-12:30), 10, 12, 17, 19, 22 (8-12:30)

2019/WINTER

January 7, 9, 12 (8-12:30), 14, 16, 23, 26 (8-12:30), 28, 30, February 2 (8-12:30)
February 4, 6, 9 (8-12:30), 11, 13, 20, 23 (8-12:30), 25, 27, March 2 (8-12:30)
March 4, 6, 11, 13, 16 (8-12:30), 18, 20, 25, 27, 30 (8-12:30)

2019/SPRING

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

2019/SUMMER

July 8, 10, 15, 17, 20 (8-12:30), 22, 24, 29, 31, August 3 (8-12:30)
August 5, 7, 12, 14, 17 (8-12:30), 19, 21, 26, 28, 31 (8-12:30)
September 4, 9, 11, 14 (8-12:30), 16, 18, 21 (8-12:30), 23, 25, 28 (8-12:30)

2019/FALL

September 30, October 2, 7, 9, 12 (8-12:30), 14, 16, 21, 23, 26 (8-12:30)
October 28, 30, November 2 (8-12:30), 4, 6, 9 (8-12:30), 13, 18, 20, 23 (8-12:30)
November 25, 27, December 2, 4, 7 (1-5:30), 9, 11, 16, 18, 21 (8-12:30)

2020/WINTER

January 6, 8, 11 (8-12:30), 13, 15, 22, 25 (8-12:30), 27, 29, February 1 (8-12:30)
February 3, 5, 8 (8-12:30), 10, 12, 19, 22 (8-12:30), 24, 26, 29 (8-12:30)
March 2, 4, 9, 11, 14 (8-12:30), 16, 18, 23, 25, 28 (8-12:30)

2020/SPRING

April 6, 8, 13, 15, 18 (8-12:30), 20, 22, 27, 29, May 2 (8-12:30)
May 4, 6, 9 (8-12:30), 11, 13, 16 (8-12:30), 18, 20, 27, 30 (8-12:30)
June 1, 3, 8, 10, 13 (8-12:30), 15, 17, 22, 24, 27 (8-12:30)

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)

Tuesday and Thursday

2018/SUMMER

July 10, 12, 17, 19, 24, 29, 28 (8-12:30), 31, August 2, 4 (1-5:30)
August 7, 9, 14, 16, 21, 23, 25 (8-12:30), 28, 30, September 1 (1-5:30)
September 4, 6, 11, 13, 18, 20, 22 (1-5:30), 25, 27, 29 (1-5:30)

2018/FALL

October 2, 4, 9, 11, 16, 18, 20 (8-12:30), 23, 25, 27 (1-5:30)
October 30, November 1, 3 (8-12:30), 6, 8, 13, 15, 17 (8-12:30), 20, 24 (1-5:30)
November 27, 29, December 4, 6, 11, 13, 15 (8-12:30), 18, 20, 22 (1-5:30)

2019/WINTER

January 8, 10, 12 (1-5:30), 15, 17, 22, 24, 29, 31, February 2 (1-5:30)
February 5, 7, 12, 14, 19, 21, 23 (1-5:30), 26, 28, March 2 (1-5:30)
March 5, 7, 12, 14, 19, 21, 23 (8-12:30), 26, 28, 30 (1-5:30)

2019/SPRING

April 9, 11, 16, 18, 23, 25, 27 (8-12:30), 30, May 2, 4 (1-5:30)
May 7, 9, 11 (1-5:30), 14, 16, 21, 23, 28, 30, June 1 (1-5:30)
June 4, 6, 11, 13, 18, 20, 22 (8-12:30), 25, 27, 29 (1-5:30)

2019/SUMMER

July 9, 11, 16, 18, 23, 25, 27 (8-12:30) 30, August 1, 3 (1-5:30)
August 6, 8, 13, 15, 20, 22, 24 (8-12:30), 27, 29, 31 (1-5:30)
September 3, 5, 10, 12, 17, 19, 21 (1-5:30), 24, 26, 28 (1-5:30)

2019/FALL

October 1, 3, 8, 10, 15, 17, 19 (8-12:30), 22, 24, 26 (1-5:30)
October 29, 31, November 5, 7, 12, 14, 16 (8-12:30), 19, 21, 23 (1-5:30)
November 26, December 3, 5, 7 (8-12:30), 10, 12, 14 (8-12:30), 17, 19, 21 (1-5:30)

2020/WINTER

January 7, 9, 14, 16, 21, 23, 25 (1-5:30) 28, 30, February 1, 3 (1-5:30)
February 4, 6, 11, 13, 18, 20, 22 (1-5:30), 25, 27, 29 (1-5:30)
March 3, 5, 10, 12, 17, 19, 21 (8-12:30), 24, 26, 28 (1-5:30)

2020/SPRING

April 7, 9, 14, 16, 21, 23, 25 (8-12:30), 28, 30, May (1-5:30)
May 5, 7, 12, 14, 16 (1-5:30), 19, 21, 26, 28, 30 (1-5:30)
June 2, 4, 9, 11, 16, 18, 20 (8-12:30), 23, 25, 27 (1-5:30)

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 (1-5:30)

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)

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.

ONSITE GRADUATE CLASS SCHEDULE

Monday and Wednesday

2018/SUMMER

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

2018/FALL

October 1, 3, 8, 10, 15, 17, 22, 24, 27 (8:30-12:30)
October 29, 31, November 3 (1-5:30), 5, 7, 12, 14, 19, 21, 24 (8:30-12:30)
November 26, 28, December 3, 5, 10, 12, 17, 19, 22 (8:30-12:30)

2019/WINTER

January 7, 9, 14, 16, 23, 26 (8-12:30), 28, 30, February 2 (8:30-12:30)
February 4, 6, 9 (8-12:30), 11, 13, 20, 25, 27, March 2 (8:30-12:30)
March 4, 6, 11, 13, 18, 20, 25, 27, 30 (8:30-12:30)

2019/SPRING

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

2019/SUMMER

July 8, 10, 15, 17, 22, 24, 29, 31, August 3 (8:30-12:30)
August 5, 7, 12, 14, 19, 21, 26, 28, 31 (8:30-12:30)
September 4, 9, 11, 14 (8-12:30), 16, 18, 23, 25, 28 (8:30-12:30)

2019/FALL

September 30, October 2, 7, 9, 14, 16, 21, 23, 26 (8:30-12:30)
October 28, 30, November 2 (8:00-12:30), 4, 6, 13, 18, 20, 23 (8:30-12:30)
November 25, 27 December 2, 4, 9, 11, 16, 18, 21 (8:30-12:30)

2020/WINTER

January 6, 8, 11 (8-12:30), 13, 15, 22, 27, 29, February 1 (8:30-12:30)
February 3, 5, 8 (8-12:30), 10, 12, 19, 24, 26, 29 (8:30-12:30)
March 2, 4, 9, 11, 16, 18, 23, 25, 28 (8:30-12:30)

2020/SPRING

April 6, 8, 13, 15, 20, 22, 27, 29, May 2 (8:30-12:30)
May 4, 6, 9 (8-12:30), 11, 13, 18, 20, 27, 30 (8:30-12:30)
June 1, 3, 8, 10, 15, 17, 22, 24, 27 (8:30-12:30)

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)

2020/FALL

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)

Tuesday and Thursday

2018/SUMMER

July 10, 12, 17, 19, 24, 29, 31, August 2, 4 (1-5)
August 7, 9, 14, 16, 21, 23, 28, 30, September 1 (1-5)
September 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5)

2018/FALL

October 2, 4, 9, 11, 16, 18, 23, 25, 27 (1-5)
October 30, November 1, 3 (8-12:30), 6, 8, 13, 15, 20, 24 (1-5)
November 27, 29, December 4, 6, 11, 13, 18, 20, 22 (1-5)

2019/WINTER

January 8, 10, 15, 17, 22, 24, 29, 31, February 2 (1-5)
February 5, 7, 12, 14, 19, 21, 26, 28, March 2 (1-5)
March 5, 7, 12, 14, 19, 21, 26, 28, 30 (1-5)

2019/SPRING

April 9, 11, 16, 18, 23, 25, 30, May 2, 4 (1-5)
May 7, 9, 14, 16, 21, 23, 28, 30, June 1 (1-5)
June 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5)

2019/SUMMER

July 9, 11, 16, 18, 23, 25, 30, August 1, 3 (1-5)
August 6, 8, 13, 15, 20, 22, 27, 29, 31 (1-5)
September 3, 5, 10, 12, 17, 19, 24, 26, 28 (1-5)

2019/FALL

October 1, 3, 8, 10, 15, 17, 22, 24, 26 (1-5)
October 29, 31, November 5, 7, 12, 14, 19, 21, 23 (1-5)
November 26, December 3, 5, 10, 12, 14 (8-12:30), 17, 19, 21 (1-5)

2020/WINTER

January 7, 9, 14, 16, 21, 23, 28, 30, February 1 (1-5)
February 4, 6, 11, 13, 18, 20, 25, 27, 29 (1-5)
March 3, 5, 10, 12, 17, 19, 24, 26, 28 (1-5)

2020/SPRING

April 7, 9, 14, 16, 21, 23, 28, 30, May (1-5)
May 5, 7, 12, 14, 19, 21, 26, 28, 30 (1-5)
June 2, 4, 9, 11, 16, 18, 23, 25, 27 (1-5)

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)
September 1, 3, 8, 10, 15, 17, 22, 24, 26 (1-5)

2020/FALL

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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DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

UNDERGRADUATE DEGREES

Associate of Arts

with Majors in:

- General Education
- with a Concentration in:
 - » Business Administration

Associate of Science

with Majors in:

- Alcohol and Drug Abuse Counseling
- Business
- General Education
- Human Biology
- Paralegal Studies

Bachelor of Arts

with Majors in:

- Digital Journalism
- Digital Media Design
- Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- Early Childhood Education
- English
 - with a Concentration in:
 - » Creative Writing
- English with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- English with Single Subject Matter Preparation
- Film Arts
- General Studies
- Global Studies
- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- History
- Integrated Marketing Communication
- Integrative Psychology
- Interdisciplinary Studies
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
 - with a Concentration in:
 - » STEM (Science, Technology, Engineering, Mathematics)
- Management
 - with Concentrations in:
 - » Alternative Dispute Resolution
 - » Business Law
 - » Economic

- » Entrepreneurship
- » Human Resource Management
- » Marketing
- » Project Management
- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Political Science
- Pre-Law Studies
- Psychology
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Sociology
- Spanish
 - with Optional:
 - » Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Sport Psychology
- Strategic Communications

Bachelor of Business Administration

with Concentrations in:

- » Accountancy
- » Alternative Dispute Resolution
- » Business Law
- » Economics
- » Entrepreneurship
- » Finance
- » Human Resource Management
- » Marketing
- » Project Management

Bachelor of Public Administration

Bachelor of Science

with Majors in:

- Accountancy
 - with a Concentration in:
 - » Accounting Professional Skills
- Allied Health
 - with a Concentration in:
 - » Health Informatics
- Biology
- Clinical Lab Science
- Computer Science
- Construction Engineering Technology
- 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
- Mathematics
 - with a Concentration in:
 - » Single Subject Teaching
- Nursing (Generic Entry)
- Nursing (Second-Bachelor Degree)
- Nursing (Licensed Vocational Nurse/Licensed Practical Nurse to BSN)
- Nursing (RN Completion)
- Organizational Behavior
- Organizational Leadership
- Paralegal Studies
- Public Health
- Radiation Therapy

Foreign Credential Bridge Program

DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

GRADUATE DEGREES

Master of Accountancy

with a Specialization in:

- » Accounting Professional Skills

Master of Arts

with Fields of Study in:

- Counseling Psychology






with Options in:


- » Licensed Professional Clinical Counseling
- » Marriage and Family Therapy

- Digital Journalism 

- Education

with Specializations in:

- » Best Practices 
- » Education Technology 
- » e-Teaching and Learning 
- » Teacher Leadership 
- » Teaching Mathematics 
- » U.S. Education in a Global Context

- English 

with Specializations in:


- » Gothic Studies
- » Rhetoric

- Film Studies 

- Gerontology 

- History 

- Human Behavior 

- Human Resource Management 





with Specializations in:

- » Organizational Leadership 

- Performance Psychology 

- Special Education






with Specializations in:

- » Autism 
- » Early Childhood Special Education 
- » Language & Academic Development
- » Mild/Moderate 
- » Moderate/Severe 


- Strategic Communications 

Master of Business Administration

with Specializations in:

- » Financial Management 
- » Human Resource Management 
- » International Business 
- » Management Accounting 
- » 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 Specializations in:

- English Language Learner Education


Master of Fine Arts

with Fields of Study in:

- Creative Writing 
- Digital Cinema Production 
- 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:





- Health Promotion 
- Healthcare Administration 
- Mental Health 

Master of Science






















with Fields of Study in:

- Advanced Teaching Practices 

with Specializations in:

- » Advanced Assessment Literacy 
- » Advanced Digital Literacy
- » Advanced Instructional Literacy
- » National Board Certified Teaching Leadership
- » Reading and Literacy Added Authorization
- Applied Behavioral Analysis
- Applied School Leadership with Preliminary Administrative Services Credential Option 
- Business Analytics
- Clinical Regulatory Affairs
- Complementary and Integrative Healthcare
- Computer Science 
- Cyber Security 

with Specializations in:

- » Ethical Hacking and Pen Testing 
- » Information Assurance and Security Policy 
- Data Science
- Educational Administration with a Preliminary Administrative Services Credential Option (California) 
- Educational Counseling with PPSC School Counseling Credential 
- Educational and Instructional Technology 
- Electrical Engineering
- with Specializations in:
 - » Computer Engineering
 - » Wireless Communication
- Engineering Management 
- with Specializations in:
 - » Project Management 
 - » Systems Engineering 
 - » Technology Management 
- Health Informatics 
- Health and Life Science Analytics 
- Higher Education Administration 
- Homeland Security and Emergency Management 
- Juvenile Justice
- Management Information Systems 
- Marketing
- Nurse Anesthesia
- 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
- Special Education 
- with Specializations in:
 - » Language & Academic Development
 - » Mild/Moderate Disabilities 
 - » Moderate/Severe Disabilities 

DEGREE PROGRAMS OFFERED AT NATIONAL UNIVERSITY

NEVADA PROGRAMS


(Please see Nevada section of this catalog)

- Bachelor of Arts in Elementary Education with Nevada Elementary Licensure
- Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure
- Bachelor of Arts in English Education with Nevada Secondary Licensure
- Bachelor of Arts in Special Education with Nevada Licensure
- Master of Education with Nevada Elementary Licensure
- Master of Education with Nevada Secondary Licensure
- Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option
- Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room

UNDERGRADUATE CERTIFICATES




- Accountancy
- Alcohol and Drug Abuse Counseling
- Alternative Dispute Resolution
- Basic Human Resource Management
- Criminal Justice Administration
- Finance
- Human Resource Management
- LVN “30 Unit” Option
- Subject Matter Authorization in Introductory Mathematics for Single or Multiple Subject Teaching Credential

GRADUATE CERTIFICATES

- Accountancy
- Applied Behavior Analysis
- Autism
- Clinical Lab Science Didactic
- Early Childhood Special Education Add-On Authorization
- Forensic and Crime Scene Investigations
- Health Coaching
- Health Informatics
- Integrative Health
- Post-Graduate Family Nurse Practitioner
- Post-Graduate Mental Health Nurse Practitioner
- Project Management 
- Reading and Literacy Certificate (Added Authorization)


CALIFORNIA CREDENTIAL PROGRAMS


Approved by the Commission on Teacher Credentialing (CTC)


- Clear Administrative Services Credential Induction Program 
- Clear Education Specialist Teaching Credential 
- 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 Authorization Teaching Credential
- 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 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.

 Online program with residency in Los Angeles.

Not all courses or programs are available at every campus.

Consult an admissions advisor for online course availability.



NATIONAL
UNIVERSITY



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, School Deans and Department Chairs, and Enrollment Management.

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

Accreditation/Memberships

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

Campuses

Carlsbad
Costa Mesa
Fresno
Henderson, Nevada
La Mesa
Los Angeles
Ontario
Oxnard
Rancho Bernardo
Rancho Cordova
Redding
Riverside
San Jose
South Bay
Spectrum Business Park
Technology & Health Sciences
Center – Kearny Mesa
Woodland Hills

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
Twenty-nine Palms Marine Air Ground

Glendale, California
Long Beach, California
Quantico, Virginia
Roseville, California

The University is also:

- Accredited by the National Council on the Accreditation of Teacher Education (NCATE) for educator preparation programs
- Approved by the Commission on Teacher Credentialing (CTC)
- Accredited by the California Board of Registered Nursing (BRN)
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the 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 Cyber Security
- 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
- Approved by the California Association of Alcoholism and Drug Abuse Counselors (CCADAC) for the Associate of Science in Alcohol and Drug Abuse Counseling
- 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 Master of Science in Nurse Anesthesia
- Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the Bachelor of Science in Radiation Therapy
- Approved by the Nevada State Department of Education
- 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 American Language and Intercultural Studies program
- A participant in the Servicemembers Opportunity College network (SOC)
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego, 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. The business programs in the following degrees are accredited by the IACBE:

- **Master of Accountancy**
 - » *Specialization in Accounting Professional Skills*
- **Master of Arts**
 - Human Resource Management
 - » *Specialization in Organizational Leadership*
- **Master of Business Administration**
 - » *Specialization in Financial Management*
 - » *Specialization in Human Resource Management*
 - » *Specialization in International Business*
 - » *Specialization in Management Accounting*
 - » *Specialization in Marketing*
 - » *Specialization in Organizational Leadership*

» *Specialization in Supply Chain Management*

• **Master of Science**

- Organizational Leadership
 - » *Specialization in Community Development*

• **Bachelor of Arts**

- Integrated Marketing Communication
- Management
 - » *Concentration in Alternative Dispute Resolution*
 - » *Concentration in Business Law*
 - » *Concentration in Economics*
 - » *Concentration in Entrepreneurship*
 - » *Concentration in Human Resource Management*
 - » *Concentration in Marketing*
 - » *Concentration in Project Management*

• **Bachelor of Business Administration**

- » *Concentration in Accountancy*
- » *Concentration in Alternative Dispute Resolution*
- » *Concentration in Business Law*
- » *Concentration in Economics*
- » *Concentration in Entrepreneurship*
- » *Concentration in Finance*
- » *Concentration in Human Resource Management*
- » *Concentration in Marketing*
- » *Concentration in Project Management*

• **Bachelor of Science**

- Accountancy
 - » *Concentration in Accounting Professional Skills*
- Financial Management
- Organizational Leadership

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 program. Such certification merely indicates that certain criteria have been met as required under the rules and regulations implementing institutional and program certification as defined in Arkansas Code §6-61-301.

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 institution.

HIS 233 and HIS 234 courses are not recognized as humanities classes in Minnesota. Minnesota residents must be required to complete other humanities classes to satisfy the Minnesota Degree Standards.

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.

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.

State Licensing

In compliance with United States Department of Education State Authorization Regulation in Section 600.9 Program Integrity Rule, National University has made a "good faith effort" in pursuing state authorization from all states and territories within the U.S.

National University continues to research and monitor state authorization requirements in each state in which it enrolls students; the University pursues additional state exemptions, approvals, and authorizations as needed.

- Alabama** (*approved*)
- Alaska** (*exempt*)
- Arizona** (*exempt*)
- Arkansas** (*approved*)
- California** (*exempt*)
- Colorado** (*exempt*)
- Connecticut** (*exempt*)
- District of Columbia** (*exempt*)
- Florida** (*exempt*)
- Georgia** (*in-progress*)
- Hawaii** (*approved*)
- Idaho** (*exempt*)
- Illinois** (*exempt*)
- Kentucky** (*approved*)
- Louisiana** (*approved*)
- Maine** (*need to file*)
- Maryland** (*in progress*)
- Massachusetts** (*need to file*)
- Minnesota** (*need to file*)
- Mississippi** (*need to file*)
- Montana** (*exempt*)
- Nebraska** (*exempt*)
- Nevada** (*approved*)
- New Hampshire** (*need to file*)
- New Jersey** (*need to file*)
- New York** (*need to file*)
- North Carolina** (*in review*)
- North Dakota** (*need to file*)
- Ohio** (*need to file*)
- Oregon** (*approved only for the NU NBCT program*)
- Pennsylvania** (*need to file*)
- South Carolina** (*need to file*)
- South Dakota** (*exempt*)
- Tennessee** (*need to file*)
- Texas** (*approved*)
- Utah** (*need to file*)
- Vermont** (*need to file*)
- Virginia** (*in progress*)
- Washington** (*in review/pending approval*)
- West Virginia** (*need to file*)
- Wyoming** (*need to file*)

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 contacting their admissions advisor.

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.

For states with an approved status, please be aware that individual programs may not be approved or may be pending approval by a state licensing authority and cannot be offered to students residing in that state.

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 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.

FACULTY

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

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

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

Adjunct Faculty are teachers whose principal professional commitments are elsewhere in their fields, but who are contracted to teach a designated number of courses per year, advise students on course-related topics, and maintain currency in their professional and disciplinary fields. Adjunct faculty serve initially as adjunct and may be promoted over time to Core Adjunct and Certified 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.

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.

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.

International Student Orientation Fee	\$50
Transcript Fee	\$5
<i>(Per copy fee for each transcript—additional \$2 surcharge applicable to e-transcripts)</i>	
Returned Check Charge	\$20
Reinstatement Fee	\$100
<i>(Charged only to those students with unpaid delinquent financial obligations.)</i>	
Late Payment Fee	\$25
<i>(Charged when tuition payment has not been received by the first night of class.)</i>	
Credit by Examination Fee	\$100
<i>(Per examination, per course.)</i>	
Challenge Examinations Fee	\$50
<i>(Per examination charge, course waiver, no credit.)</i>	

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 Academic Program Director upon acceptance in the program.

Nursing Fees

NSG 403 Course Fee	\$2,450
SIMS Lab Fee	\$350
<i>(Per make-up session.)</i>	
Nursing Clinical Laboratory (NSG) Fee	\$675 per course
ORI 10 Nursing Course Fee	\$250
E-Portfolio	\$35 per year
E-Portfolio Renewal Fee	\$30 per year

MA in Digital Journalism Fees

iPad Mini Package	\$900
<i>(Including the device and related software.)</i>	

MFA Digital Cinema and Professional Screenwriting Fees

MDC 688 Course Fee	\$1,250
MDC 689 Course Fee	\$550
MDC 695 Course Fee	\$300
SCR 675 Course Fee	\$750
SCR 670P Course Fee	\$250
SCR 690 Course Fee	\$350
SCR 691 Course Fee	\$350

Master of Science in Nursing Fees

FNP and PMHNP Area of Specializations carry additional program fees.	
Program Fees	\$11,325
NA and NI Area of Specializations carry additional program fees	

Program Fees	\$475
<i>(in addition to tuition)</i>	

Post-Graduate Family Nurse Practitioner Certificate

Program Fees	\$10,125
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Post-Graduate Psychiatric Mental-Health Nurse Practitioner Certificate

Program Fees	\$10,125
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Nurse Anesthesia Fees

Application Fee.....	\$60
<i>(in addition to university application fee)</i>	

Unit Fee.....	\$329.70
<i>(in addition to tuition fee)</i>	

Master of Arts in Counseling Psychology MFT

Program Fees	\$350
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Technology Fees

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

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

Psychology Programs

PSY428 Technology Fee	\$61.00
PSY469 Technology Fee	\$61.00

RN to BSN Fees

NSG 442 Technology Fee	\$130.00
NSG 443 Technology Fee	\$130.00
NSG 444 Technology Fee	\$130.00

Bachelor of Science Information Technology Management

ITM 200 Technology Fee.....	\$20.00
ITM 205 Technology Fee.....	\$20.00
ITM 230 Technology Fee.....	\$20.00
ITM 320 Technology Fee.....	\$20.00
ITM 325 Technology Fee.....	\$20.00
ITM 340 Technology Fee.....	\$20.00
ITM 345 Technology Fee.....	\$20.00
ITM 420 Technology Fee.....	\$20.00
ITM 430 Technology Fee.....	\$20.00
ITM 434 Technology Fee.....	\$43.00
ITM 435 Technology Fee.....	\$43.00
ITM 438 Technology Fee.....	\$20.00
ITM 440 Technology Fee.....	\$20.00
ITM 450 Technology Fee.....	\$20.00
ITM 470 Technology Fee.....	\$20.00
ITM 475 Technology Fee.....	\$20.00
ITM 490a Technology Fee.....	\$20.00

ITM 490b Technology Fee.....	\$20.00
ITM 490c Technology Fee.....	\$20.00

Bachelor of Science Cybersecurity

CYB 200 Technology Fee.....	\$20.00
CYB 211 Technology Fee.....	\$56.00
CYB 212 Technology Fee.....	\$64.00
CYB 216 Technology Fee.....	\$60.00
CYB 331 Technology Fee.....	\$20.00
CYB 332 Technology Fee.....	\$20.00
CYB 333 Technology Fee.....	\$20.00
CYB 420 Technology Fee.....	\$20.00
CYB 450 Technology Fee.....	\$39.00
CYB 451 Technology Fee.....	\$59.00
CYB 452 Technology Fee.....	\$20.00
CYB 453 Technology Fee.....	\$39.00
CYB 471 Technology Fee.....	\$68.00
CYB 472 Technology Fee.....	\$20.00

Master of Science Cybersecurity

CYB 600 Technology Fee.....	\$56.00
CYB 601 Technology Fee.....	\$64.00
CYB 602 Technology Fee.....	\$39.00
CYB 604 Technology Fee.....	\$68.00
CYB 606 Technology Fee.....	\$59.00
CYB 608 Technology Fee.....	\$20.00
CYB 612 Technology Fee.....	\$20.00
CYB 613 Technology Fee.....	\$20.00
CYB 616 Technology Fee.....	\$20.00
CYB 632 Technology Fee.....	\$20.00
CYB 633 Technology Fee.....	\$56.00
CYB 634 Technology Fee.....	\$20.00

Master of Science Nursing

NSG623 Technology Fee	\$89.25
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Teacher Education Programs

Teaching Performance Assessment Fees	\$305
<i>(Total cost for initial submission of all 4 TPA Tasks. See Credentials section under Sanford College of Education for further information on TPA tasks and Task Stream.)</i>	

College of Letters and Sciences (COLS)

Lab Fee	\$90 per lab course
<i>Courses: BIO 100A, BIO 169A, BIO 201A, BIO 202A, BIO 203A, BIO 330, BIO 406A, BIO 407A, BIO 414A, BIO 416A, BIO 691, BIO 692, BIO 693, 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</i>	

School of Business and Management (SOBM)

Some accounting (ACC) courses utilize an eText, with the accompanying Interactive eStudy Guide.....	\$75 per course
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Tuition

Tuition rates in effect as of July 1, 2018.	
Undergraduate.....	\$370 per quarter unit
Graduate.....	\$430 per quarter unit

Doctorate

EDD Courses \$650 per quarter unit

ANE Courses \$760 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)*	\$1,935	\$1,290	\$967.50	\$645.00
600, 700	\$1,935	\$1,290	\$967.50	\$645.00
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.

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, at Naval Base Bremerton, Washington and at the online information center in Quantico, Virginia.

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 DSSST tests offered through the military voluntary education program. National University is a member of the Servicemembers Opportunity Colleges (SOC) network, and participates in the Department of Defense's Third Party Review.

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 admissions advisor for further information.

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.

E-mail Address

All students must provide a valid e-mail address where indicated on the application for admission forms. National University uses e-mail to communicate important announcements to its students regarding financial aid, student accounts, advising, grades, student records, and more. As the preferred method of communication, it

is important that students provide the University with an e-mail address they use frequently and notify the University if it changes. The University keeps student's e-mail addresses on file with other contact information.

Payments and Release of Records

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

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 and labs.

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 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 "Report of Student/Visitor Incident or Injury" 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 www.nu.edu/CampusSecurity. 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.

STUDENT SUPPORT SERVICES

- 24 Mathematics Tutoring**
- 24 National University Library System**
- 24 Online Information Centers**
- 24 Online Learning Requirements**
- 24 Student Academic Success Center**
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STUDENT SUPPORT SERVICES

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

STUDENT ACADEMIC SUCCESS CENTER

National University's Student Academic Success Center (SASC) provides a variety of services to support students' academic, professional and personal development. The mission of the Student Academic Success Center is to empower undergraduate 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:

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

SASC is a one-stop-shop providing 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 SASC via phone at 858.642.8290 or email sasc@nu.edu.

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.

Mathematics tutors are available to work with students online or onsite in San Diego, Los Angeles and Fresno. Visit our website (<http://www.nu.edu/OurPrograms/StudentServices/mathcenter.html>) for more information. 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/>.

ONLINE INFORMATION CENTERS

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

ONLINE LEARNING REQUIREMENTS

National University offers many programs and courses in an online format. Students may complete an online course orientation and also receive instruction on using the synchronous chat technology used to communicate with the faculty and other students in the class. In an online course, students will be able to view the syllabus and assignments, participate in threaded discussions, ask questions of the instructor, and view their exam and assignment grades. Course materials and digital learning modules will be presented. Faculty may use the online chat feature for lectures and question/answer sessions. Students are provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends.

Onsite classes may require students to access an online class supplement where students participate in coursework including (but not limited to) reviewing course materials and accessing assignments. Participation in an online class supplement does not satisfy required onsite contact hours. Contact hour requirements for hybrid courses are detailed in the National University Credit Hour Policy which can be found on the University website.

As of May 2014, the following are the minimum system requirements that are needed to successfully access your courses on the Blackboard Learn platform.

TECHNICAL REQUIREMENTS

Windows Users

- Windows 7 or 8 recommended (Vista supported, Windows 10 not supported)
- 2 GB RAM
- High-speed Internet connection (e.g.: DSL, cable, etc.)
- Note: Dial-up internet connection is supported
- Sound card and speakers
- Screen Resolution: 1280 x 1024 or better
- Headset with microphone using a USB connection
- Web Browser:
 - » Blackboard Learn supports Microsoft Internet Explorer 9 and above, Apple Safari 5, and the most recent releases of Mozilla Firefox and Google Chrome.
 - » If using Windows Vista, please use Microsoft Internet Explorer 9, Mozilla Firefox or Google Chrome.
 - » If using Windows 10, please try using Mozilla Firefox or Google Chrome

Mac OS Users

- Mac OS X 10.9 recommended (Mac OS X 10.7 and 10.8 supported)
- Intel Processor
- 2 GB RAM
- High-speed Internet connection (e.g.: DSL, cable, etc.)
- Note: Dial-up Internet connection is supported
- Sound card and speakers
- Screen Resolution: 1280 x 1024 or better
- Headset with microphone using a USB connection

- 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>.

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 and in-person in San Diego, Los Angeles, and Fresno. 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.

BOOKSTORE

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

TRANSFER OF CREDITS TO OTHER INSTITUTIONS

Each institution has policies that govern the acceptance of credit from other institutions. Accreditation by one of the regionally accrediting associations is the normal and primary criterion for making such determinations. National University is accredited by the WASC Senior College and University Commission (WSCUC).

Transfer credit is determined by the receiving institution. Generally, credits and degrees from National University have been accepted by transfer institutions. Students who are anticipating a transfer, or advanced studies, are encouraged to contact such institutions directly to determine how National University credits will relate to the requirements of those institutions.

INTERNET AND WIRELESS STUDENT ACCESS

All National University students can access the Internet from any of the computers found in the University's computer classrooms and open computer labs. National University has wireless Internet access at most campuses. At the applicable campuses, wireless access is available within most student areas, such as classrooms and lounges. The student should contact the 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.

SOAR STUDENT PORTAL

National University offers all students online real-time access to their academic, financial and personal records and other pertinent information. Through the SOAR 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.

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 hours were created to embrace the student lifecycle to proudly offer students timely, efficient and effective, service via phone, chat, and email 7 days a week, from 7 a.m. to Midnight PST (excluding major holidays). Phone: 866.628.8988 | E-mail: scs@nu.edu

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 taped texts, 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 onsite 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, the 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 taped texts, 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 fundamental 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 Coordinator 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 Coordinator. 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 health care 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 Coordinator 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).

Notification is sent to the instructor informing him/her that a student enrolled in his/her class may approach them with an official accommodation letter. The written notification to the instructor will not identify the student. If a student does not approach the faculty member, that student will be deemed to have elected not to request the use of accommodation(s).

Students requesting, and approved for, onsite 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 onsite tests, students are also required to complete an Onsite 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 Onsite 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 he/she is not receiving an accommodation that is specified in his/her 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 his/her own SAS file with reasonable notification. Any student wishing to review his/her own records should contact SAS at sas@nu.edu.
6. Contact Information
7. 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
16875 West Bernardo Drive, Suite 110
San Diego, CA 92127-1675
Phone: 858.521.3967
Email: sas@nu.edu
Web: www.nu.edu/sas

STUDENT RELATIONS COORDINATOR

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

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

In deciding whether to initiate contact with the SRC, it is best to view this step as a last resort to be taken only when other approaches have failed. For many problems, a normal procedure or route of appeal can be found in the General Catalog.

Academic advisors, student concierge services, department chairpersons, deans, and directors are all, by virtue of their office, experts at handling specific types of problems and should normally be consulted first. The SRC does not take sides, but considers the rights and interests of all parties to a dispute with the aim of achieving a fair outcome. The SRC does not make, change, or set aside policies or decisions, but advocates for fairness. The SRC will not identify students or reveal their confidences without permission except when required by law. Information provided by the student to the SRC may not be used in grievance or other formal proceedings.

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

Student Relations Coordinator
National University
11255 North Torrey Pines Road
La Jolla, CA 92037-1011
Phone: 858.642.8035
Email: osa@nu.edu

CAREER SERVICES

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

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

TESTING SERVICES

Testing services include ACCUPLACER testing, DSST, CLEP, and Credit by Exam/Challenge Exam. For more information about National University's testing services, call 858.541.7951 or 1-866-NU-ACCESS, ext. 7951 or via e-mail: testingservices@nu.edu.

STUDENT ENGAGEMENT & LEADERSHIP

Student Engagement & Leadership supports students by providing assistance with goal setting and attainment, network expansion, core skill development, and leadership practice and development. Programs and events focus on aiding students with current transitions in their lives. Learn to become your own personal success coach.

For more information, contact:

Associate Director
Student Engagement and Leadership
getinvolved@nu.edu
858.541.7964

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, and bimonthly 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 or at www.alumni.nu.edu. This community features an alumni directory, event listings, 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/librarymembership.

DEVELOPMENT

As a nonprofit institution, the University relies to a large extent on contributions and partnerships to provide nontraditional learners with an affordable, accessible, and relevant education. The Development Office is responsible for securing annual gifts, corporate and foundation relations, planned giving, and major donor relations. Charitable gifts help to fund scholarships and endowments that make a college degree affordable to underserved students. Partnerships with corporations and foundations launch new programs that are relevant and leading-edge.

The Development Office fosters interaction with the University among corporations and other organizations to serve mutually beneficial community needs.

For further information, visit www.nu.edu/Community/Development.html or contact the Office of Development at 858.642.8485 or e-mail development@nu.edu.

VETERAN CENTER

The National University Veteran Center helps military and veteran students excel in their military transition and academic journeys through building opportunities that foster community, engagement, and leadership.

Services offered through the National University Veteran Center include quarterly Welcome Aboard orientations, a dedicated Veteran Center Counselor, a veteran fellows program, veteran student work study opportunities, monthly student engagement activities, and access to a veteran lounge area available for study groups and other meetings. Further, the Veteran Center provides connections to University and community veteran groups and resources that will empower your educational experience.

Veteran Center Welcome Aboard Event

A primary function of the Veteran Center is to host a quarterly Welcome Aboard. This event introduces students to team members from each of National

University's student services departments providing an outstanding opportunity to learn about student success resources. Staff members from the National University Veteran Affairs Office, Writing and Math Centers, Student Accessibility Services, Testing Center, Financial Aid, Career Services and Admissions departments are available during this event to help answer specific questions. Faculty members are also available to answer academic questions related to students' specific degree program.

Contact the Veteran Center to secure a seat at the next Welcome Aboard event.

Transition Assistance

The National University Veteran Center provides support in areas outside academic advising helping facilitate the critical military to civilian transition process. Appointments are available at all our San Diego campus and military locations and online for students residing outside San Diego. Support includes assistance with transitional skills and connections to veteran community resources.

The National University Veteran Center is located at the San Diego Spectrum Campus, but available to students system-wide via phone and email.

National University Veteran Center

Spectrum Campus

Room 171
9388 Lightwave Avenue
San Diego, CA 92123-1426
Phone: 858.541.7780
Email: veterancenter@nu.edu

CALIFORNIA COMMUNITY COLLEGE TRANSFER STUDENT SUPPORT SERVICES

Articulation

National University is one of the top choices in California for community college students interested in transferring to a private school. New courses begin each month, so students can enroll at any time.

National University has articulated coursework from all California Community Colleges for a seamless transfer experience. The articulation agreements can be found at: <http://www.nu.edu/Admissions/Undergraduate/TransferInformation.cfm>.

Students can obtain transfer information from the Transfer Center at the community college or from National University's Community Education Specialists.

Community Education Specialist are available for Northern California, Southern California San Diego and Imperial Counties. Students may ask the Transfer Center for contact information or call 1-866-NU-ACCESS for additional information.

CALIFORNIA COMMUNITY COLLEGE 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 in the Financial Aid and Scholarship section of the catalog will automatically be considered for this scholarship following formal acceptance to the University.

INTERNATIONAL STUDENT SUPPORT SERVICES

International Student Services

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

Services offered include:

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

- Scholarship Resources
- Employment Workshops
- Student Success Workshops
- Student Ambassador Program
- Activities & Events

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

International Student Services | iss@nu.edu | 858.541.7706.

Mandatory Orientation for International Students

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

Students check in with 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.

International Student Orientation Fee

International students are required to pay an orientation fee of \$50 as part of the non-refundable pre-payment prior to arrival at the University. Orientation fees are non-refundable.

International students who enroll in a second degree program at the University will be required to pay an additional orientation fee, upon the start of that program.

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. If you have any questions regarding SEVIS rules and regulations, please contact the International Programs Office (ipo@nu.edu).

Mandatory Medical Insurance

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

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

Minimum Health Insurance Requirements

1. Benefit - \$250,000 (for each injury or sickness)
2. Deductible - \$50 (for each injury or sickness)

Assistance with purchasing an acceptable health insurance plan is available upon arrival at National University during orientation. We estimate that one full year of health insurance will cost approximately \$700 - \$1,000 USD (single coverage). Students will need to show proof of medical insurance at orientation. Students who do not show proof of medical insurance may not be able to enroll in classes.

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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 asked to provide parental information.

- I was born before January 1, 1995.
- 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 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 completed 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 Perkins Loan, 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 payment period ending in June of each year, the Office of Student Financial Aid review students' academic progress. All periods of enrollment are reviewed, including semesters 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 courses. Students must successfully complete their first payment period and be in current attendance before student loan funds will be released for the second 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 complete 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

Students who change majors or change programs are still held to the 150% maximum time frame rule but is 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

Current active students will have their academic progress reviewed at the end of the payment period that is closest to July 1. Beginning in April each year, students ending a payment period will be evaluated automatically for SAP. 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 while on financial aid suspension at their own expense 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 Office of Student Financial Aid's Standards of Academic Progress Appeals 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

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

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

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

NU Scholars Program

NU Scholars Program is a full-tuition scholarship and \$200 per month book stipend award embedded into a personalized curriculum composed of leadership, community service, intercultural experience, research, engagement and ePortfolios. Envisioned by National University President, David W. Andrews, 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 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 transferrable 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 SOAR account. Faculty and staff are welcome to nominate students. A link to the nomination form is found on our website: www.nu.edu/scholars in the Qualifications page.

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.

National University students must complete program curriculum to receive their full-tuition scholarship and stipend.

Phone: 858.541.7712
www.nu.edu/scholars
 Email: scholars@nu.edu

Presidential Tuition Scholarship

Presidential Tuition Scholarships of up to \$3,258 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 money" 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.

In order to determine financial need, an applicant must file a Free Application for Federal Student Aid (FAFSA), which can be done online at www.fafsa.ed.gov. 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, 4) and 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 \$4,947. 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.

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.

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 or reference books in National University's Library Catalog <https://library.nu.edu>.

Financial Aid Calendar

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

2018-2019	2019-2020	
October 1, 2017	October 1, 2018	<ul style="list-style-type: none"> • Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.
March 2, 2018	March 2, 2019	<ul style="list-style-type: none"> • 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 2018	April 2019	<ul style="list-style-type: none"> • National University begins processing student awards. Financial Aid Packets containing the IAFFA and other verification documents will be mailed to aid applicants.
June 2018	June 2019	<ul style="list-style-type: none"> • Announcements of Cal Grant A and B Awards.
July 2018	July 2019	<ul style="list-style-type: none"> • The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG).
October 2018	October 2019	<ul style="list-style-type: none"> • The funding period begins for the Cal Grant programs.
June 30, 2019	June 30, 2020	<ul style="list-style-type: none"> • 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 post-marked June 30th and received by the processor after midnight Central Time June 30 will not be accepted for processing.
June 30, 2018	June 30, 2019	<ul style="list-style-type: none"> • 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		<ul style="list-style-type: none"> • 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.

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 7:00 p.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.

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 1607, Reserve Educational Assistance Program (REAP)

For undergraduate and graduate students of the reserves personnel who were recalled for active duty. Eligibility is determined by the Department of Defense. The authority to provide educational assistance under Chapter 1607 shall terminate on the date that is four years after the date of the enactment (November 25, 2015) of the National Defense Authorization Act for the Fiscal Year 2016 (November 24, 2019).

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 34, Vietnam Era GI Bill

For veterans who served on active duty after January 31, 1955 and prior to January 1, 1977.

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, 2018 to July 31, 2019.

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 onsite) 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) pursuing.

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> or 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 that 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 Abroad option must be required for graduation.

VA will not pay:

- Costs related to travel (airfare, lodging and meals).
- Third-party charges (amenities 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 on the zip code of National University. 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

GRANT LOAN UNDERGRADUATE GRADUATE CRED - 1 CERT - 2 NEED-BASED	Financial Aid Programs 2018-2019		APPLICATION DEADLINE	DATE FUNDING BEGINS
			<p>FEDERAL PELL GRANT is a grant program to help students with tuition cost. This program assists students who are working towards a first bachelor's degree.</p> <p>Award Range: \$380 to \$6,095</p> <p>Applications: FAFSA</p>	June 30 2019
		<p>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.</p> <p>Award: \$1,200 maximum per year</p> <p>Applications: FAFSA</p>	Priority filing date: March 2 2018	July 2018
		<p>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 towards a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June.</p> <p>Award: \$3,028 per quarter</p> <p>Applications: FAFSA, GPA verification</p>	March 2 2018	October 2018
		<p>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.</p> <p>Tuition Award: \$3,028 per quarter</p> <p>Access: \$557 per quarter</p> <p>Applications: FAFSA, GPA verification</p>	March 2 2018	October 2018

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 (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.

Financial Aid Programs 2018-2019							APPLICATION DEADLINE	DATE FUNDING BEGINS	
GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED			
							<p>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</p> <p>Award Range: \$100 to \$4,000</p> <p>Applications: FAFSA</p>	June 30 2019	July 2018
							<p>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 7.60% for loans and fees up to 4.248%. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made.</p> <p>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.</p> <p>Fees: Origination and Federal Default fees vary per lender.</p> <p>Applications: Parent Verification Worksheet, FAFSA Loan Application</p>	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
							<p>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 7.60%, and fees up to 4.248% may be charged. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Contact your lender for information regarding payment deferment, if applicable.</p> <p>Loan Amount: For each academic year, the student may borrow up to the cost of attendance minus other aid.</p> <p>Fees: (same as the PLUS Loan Program)</p> <p>Applications: FAFSA Loan Application</p>	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
							<p>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 2018-2019 rate is 5.05%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student's last date of attendance.</p> <p>Loan Amount: For each academic year, a dependent student may borrow:</p> <ul style="list-style-type: none"> • 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 up to the amounts listed above. <p>Applications: FAFSA Loan Application</p>	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.

Financial Aid Programs 2018-2019							APPLICATION DEADLINE	DATE FUNDING BEGINS
GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED		
						<p>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 2018-2019 rate is 5.05% for undergraduate students and 6.60% 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.</p> <p>Loan Amount: Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level).</p> <p>Applications: FAFSA Loan Application</p> <p>Loan Amount: For each academic year, an independent student may borrow:</p> <ul style="list-style-type: none"> • 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 <p>Note: Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan.</p> <p>Aggregate Stafford Loan Limits</p> <p>Dependent Undergraduate: \$31,000</p> <p>Independent Undergraduate: \$57,500</p> <p>Graduate: \$138,500 (\$65,500 in subsidized Stafford and \$73,000 in unsubsidized Stafford)</p> <p>Note: The graduate debt limit includes any Stafford Loans received as an undergraduate.</p> <p>Fees:</p> <ul style="list-style-type: none"> • Loan Origination Fee: A loan origination fee of up to 1.062% of the loan principal is deducted proportionately from each loan disbursement effective October 1, 2018. • 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, 2018. 	Three months prior to the student's last course of the academic year.	Based on each student's individual course schedule.
						<p>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.</p> <p>Awards:</p> <ul style="list-style-type: none"> • Collegiate Honor up to \$2,000 • Presidential Tuition Scholarship up to \$3,258 • Military Tuition Scholarship up to \$2,500 <p>Application: Scholarship Application</p>	Open, but subject to available funds.	Funding will begin upon receipt of the signed scholarship acceptance letter by the Financial Aid Department.
						<p>NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP) is a low-interest (4.45%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need and credit history. Repayment begins six months after the student's last date of attendance. The maximum repayment term is 10 years. Funds are awarded to assist students with tuition cost, on a limited basis.</p> <p>Award Range: up to full tuition for 12 months</p>	Open, but subject to available funds.	July 2018

POLICIES AND PROCEDURES

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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 will be issued a letter grade of "F" or "U" as appropriate for the grading criteria of the class. Tardiness and early departures from classes accrue and have the potential to cumulatively affect absences.

Lack of participation and/or attendance for students taking onsite 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 onsite or online, are responsible for following the published policy on deadlines for drop and withdrawal.

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

Any dispute about attendance must be addressed by the student in writing and submitted to the 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 (PST) of the ninth (9th) day of the session by contacting their academic advisor or 1-866-NU-ACCESS (1.866.682.2237) or 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 onsite and online classes. Students who drop or withdraw from a course:

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

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

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

International Student Prepayment

International students admitted to National University with F-1 visas are required to pay their first three classes in advance prior to arrival and as part of the check-in process for the University. Tuition for these three classes is non-refundable.

Payment must be made via credit card or wire transfer. No bank drafts (checks) accepted. If payment is not received prior to the Orientation date listed on the student's I-20 an administrative hold will be placed on their record. All records and services are withheld from students who have any outstanding financial obligations to the University.

Students who reapply and enroll in a course within 90 days of their original start date will be able to utilize remaining pre-payment funds for their tuition costs.

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 contacting their academic advisor or 1.866.NU.ACCESS (1.866.682.2237) or scs@nu.edu. The student is responsible for ensuring that the drop or withdraw is reflected in their record appropriately by viewing their schedule on the student web portal.

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, employment emergency or 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 have been academically disqualified are not eligible for a LOA. Similarly, students who are on LOA and have been academically disqualified will be removed from their LOA status and notified of such action. Please contact the LOA coordinator for detailed information pertaining to academic disqualifications 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 Students

Financial aid students must contact their Student Finance Advisor as early as possible upon determining that 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 contacting their academic advisor or 1-866-NU-ACCESS (1.866.682.2237) or 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.

Grade Reporting

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

Student Records

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

Transcript Request (Issuance)

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.

The Office of the Registrar issues transcripts and other official documents only after students have settled all financial obligations to the University. All records and services are withheld from students who have any outstanding financial obligations to the University or who have defaulted on a federal Perkins, NU-Help, or NUTC loan. 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 towards 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 towards 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.

Students with proper identification can verify enrollment at the Office of the Registrar, 858.642.8260 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.

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.

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 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 class 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.

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, pay the appropriate non-refundable fee, and 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. Non-degree students are permitted to enroll in no more 27 quarter units. 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 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 PROGRAMS

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
- Bachelor of Science in Organizational Behavior to Master of Arts in Human Behavior

School of Business and Management (SOBM)

- Bachelor of Business Administration to Master of Business Administration
- Bachelor of Science in Accountancy to Master of Business Administration

School of Engineering and Computing (SOEC)

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

School of Professional Studies (SOPS)

- Bachelor of Public Administration to Master of Public Administration
- 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 Criminal Justice to Master of Science in Juvenile Justice
- 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 towards 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. Software 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 student's 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 line at 858.309.3580 for resolution.

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

Ethical Usage

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

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

Illegal Usage

- Computer resources may not be used for illegal purposes. Examples of illegal purposes include but are not limited to:
- Harassment of other users.
- Intentional destruction of or damage to equipment, software, or data belonging to the University or other users.

- Intentional disruption or unauthorized monitoring of electronic communications.
- Unauthorized copying of copyrighted material. The copying of copyrighted materials, such as third-party software, without the expressed written permission of the owner or the proper license, is prohibited.

Network Security Terms of Use Policies

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

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

Computer Software and E-mail Policies

The Copyright Law of the United States (Title 17, United States Code) governs the making of copies of copyrighted software. Copyright infringement could subject the violator to civil damages and criminal penalties, including a fine or imprisonment.

University policy further prohibits any use or copying not authorized by the purchase agreement or license under which the university acquired the software. A copy of such agreement is available for inspection at the Office of the Vice Chancellor, Information Technology. Students may not use the e-mail addresses of other students, faculty, or staff for purposes unrelated to the University. Violations may lead to disciplinary action.

Family Educational Rights and Privacy Act of 1974 (FERPA)

- National University maintains all student records in accordance with the provisions of FERPA as amended. FERPA affords students certain rights with respect to their education records. They are:
- The right to inspect and review the student's education records within 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 e-mail addresses of alumni will be placed in the Alumni Directory
- Any other personal information voluntarily provided by alumni to be distributed to other alumni

If students do not want the University to release directory information they must submit the FERPA Request for Non-Disclosure Form to the Office of the Registrar. This form is found on the University website. For more information, and for particular questions with respect to a student's rights under FERPA, students should contact the Office of the Registrar at 858.642.8260 or e-mail registrar@nu.edu.

ACADEMIC POLICIES AND PROCEDURES

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

Grade 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.
- Assignment of a grade based on factors other than student achievement, e.g., personal bias.
- Inconsistent or inequitably applied standards for evaluation of student academic performance.
- If the student believes that the grade received is based upon unlawful discrimination, or sexual harassment, as defined in these policies and procedures, the student should proceed with the process under Civil Rights Policies and Procedures.

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.

Disciplinary Appeals Committee

A standing committee, the Disciplinary Appeals Committee consists of three or more faculty members. The Disciplinary Appeals Committee considers the documentation and may decide either to change or uphold the allegation.

The Disciplinary Appeals Committee will render a final decision within 30 days of receiving the e-form information from the Conduct Officer. This decision is then forwarded to the Conduct Officer who notifies all parties by e-mail.

The decision of the Disciplinary Appeals Committee on these matters is final and cannot be appealed.

It is the instructor's responsibility to report any reasonable suspicion of academic dishonesty to the Conduct Officer so that such behavior may be monitored and repeat offenders identified. Notification may be made through one's department chair.

Accelerated Study

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

- Completed 13.5 quarter units at National University prior to the request
- Maintained a 3.5 grade point average for undergraduates or a 3.7 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 school dean of the student's program. Students are not approved to accelerate their studies every month or to take more than two classes in one month.

If students meet all of the above conditions, they should 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

For a course to be considered eligible, all of the following conditions must be met:

- The course must be approved for online teaching.
- Students may not begin their core requirements with an independent study.
- 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).

- Standard tuition charges apply to independent study classes.

Student Eligibility Requirements

An independent study is a class taught to one student in an online modality. Not all courses in the catalog are approved for independent study. If the course is not approved for online modality, the request may not be approved.

If a required class is canceled, and not available either onsite or online within three (3) months, students may request special consideration to waive the student eligibility requirements.

Circumstances that warrant independent study will be considered by the school/college and academic services. Convenience, or the desire to graduate early, are not considered valid reasons.

For a student to be considered eligible, all of the following conditions must be met:

- The student must be evaluated by the Office of the Registrar.
- The student must have completed 13.5 quarter units in residence, with a grade point average of 3.0 or higher.
- The student must have no grades of "Incomplete" at time of application.
- The student is allowed to complete a total of two independent studies per degree level, unless approved by the academic program director and school dean.
- The student must maintain a current account balance, i.e., the balance should not exceed the current month's tuition.
- The students may not have a financial hold on their account.
- International students must verify eligibility with the International Programs Office (IPO) prior to request.
- Students who meet all of the above conditions and believe that they have a justifiable reason for an independent study should submit their request six (6) to eight (8) weeks in advance of the anticipated start date.

Work in the independent study cannot 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.

Guided Study

Guided study is an individualized 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 Guide at www.nu.edu.

Interruption of Study Due to Excessive Incomplete Grades

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

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 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 in the National University catalog.

Application for Graduation

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

1. Satisfactory completion of student's program of study leading to a degree.
2. Settlement of all financial obligations with the University.

Additional graduation and commencement information can be found on the University website at www.nu.edu.

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 six times annually in alignment with university conferral dates. National University's degree conferral dates are the third Sunday in January, March, May, July, September and November. 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.

Annual commencement exercises are held in San Diego, California and Sacramento, California. Students may elect to attend the commencement ceremony in the location that is most convenient for them. The online Application for Degree allows the student to specify which commencement location he/she would like to attend. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate.

Consult the University's website for commencement dates.

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 an A-D or S grade, 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 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.

ENGLISH LANGUAGE PROFICIENCY FOR ONLINE INTERNATIONAL STUDENTS

Online 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.

ENGLISH LANGUAGE PROFICIENCY FOR ONSITE INTERNATIONAL STUDENTS

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

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.

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

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

* *Specific grades required.*

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

- Providing proof of an associate, bachelor or master's degree from a regionally accredited United States college or university. Students who have an Associate degree only MUST provide verification they have met the course equivalency for ENG100/101 with a grade of "C" or better to be eligible to waive the English Language Proficiency requirement.
- Providing proof of satisfactory completion of two full years (equivalent of 60 semester units or 90 quarter units) of transferable degree study in an English language school system at a recognized college or university located in a country where the dominant language is English.
- 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).
- Completing Test of English as a Foreign Language (TOEFL) 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	5.5	6
IITEP	5	5
PTEA	50	58
DAAD: All from Level A or all from Level B, all from Level C or a combination of Level A, B and C.		

- Completing International English Language Testing System (IELTS). Undergraduates must score 5.5 and graduates must score 6, with no band lower than a 5.
- Completing Pearson Test of English Academic (PTEA). Undergraduate students must score a minimum 50. Graduate students must score a minimum 58.
- Completing DAAD all from Level A or all Level B, or a combination of Level A and B only.

DAAD A/B/C	CEFR C2, C1, B2
DAAD A	CEFR C2
DAAD B	CEFR C1
DAAD C	CEFR B2

English Language Test Requirements

- Certificate of Proficiency in English (CPE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of 'C'.
- Certificate of Advanced English (CAE) by University of Cambridge English for Speakers of Other Languages (ESOL). The minimum requirement is a grade of 'C'.
- GCSE/IGCSE/GCE O' Level English, English Language, or English as a Second Language with minimum grade of 'B'.
- GCE A/AS/AICE Level English or English Language with minimum grade of 'C'
- International Baccalaureate English A1 or A2 Higher Level passed with minimum grade 4.
- London Tests of English, Level 5 (Proficient) by Ed Excel International. The minimum requirement is "Pass".
- London Tests of English, Level 4 (Advanced) by Ed Excel International. The minimum requirement is 'Merit'.
- Completing an English Language Program (ELP) through a language school approved by National University. Students can meet the English Language Proficiency requirements by satisfactorily completing the highest level of study at the following language training institutions:
 - » *English Language Systems (ELS) in locations throughout the United States and abroad (in California, ELS centers are in San Diego, Orange County, Santa Monica, San Francisco, and Oakland). Students must complete level 109 for undergraduate studies and level 112 for graduate studies.*
 - » *San Diego State University's American Language Institute (ALI) - level 106 or pre-MBA program.*
 - » *San Jose State University's Studies in American Language – advanced level.*
 - » *University of California at Davis's International Training and Education Center - advanced level.*
 - » *Fresno International English Institute*
 - » *Embassy English with completion of their Advanced Level.*
 - » *National University's English Language Program. Students must successfully complete EAP 1800X.*

For additional information regarding National University's English Language Program students should contact the English Language Program Office at 1.800.986.1036 or by e-mail at elp@nu.edu.

English Language Program

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

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 human subjects, as well as assure that research protocols are planned, and conducted in an ethical manner and consistent with standards established by the NU-IRB.

The Office of the Institutional Review Board will only accept electronic protocol submissions via IRBNet (www.irbnet.org). 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 “reporting party” 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 or Deputy(s).

Title IX Coordinator

The Title IX Coordinator and Deputy Coordinators oversee implementation of the University’s policies on harassment and nondiscrimination. The Title IX Coordinator and Deputy Coordinators act 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

Dr. Joseph Zavala
Interim Associate Dean, College of Letters and Sciences
National University
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(858) 642-8024
Email: jzavala@nu.edu

Deputy Title IX Coordinator

Heather Tyrrell
Equity Officer
National University
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(858) 642-8087
Email: htyrrell@nu.edu

Deputy Title IX Coordinator

Dr. John Cicero
Vice Provost of Academic and Faculty Affairs
National University
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(858) 642-8075
Email: jcicero@nu.edu

Deputy Title IX Coordinator

Pedro Rubio
Director of Student Affairs
National University
11255 N. Torrey Pines Rd.
La Jolla, CA 92037
(858) 642-8075
Email: prubio@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, via the Student Conduct page or the Office of Student Affairs page by pressing the “File an Incident Report” button; and/or by following this link: https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0
- 2) Report directly to the Title IX Coordinator or any Deputy Title IX Coordinator;
- 3) Report by emailing the Civil Rights Team at CivilRightsComplaints@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 or a Deputy 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 1st 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 reporting 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, or
- persistent or 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, administrator-student) 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 (as defined in section b above)

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 is 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;
- 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 or Deputy Coordinators 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 remedial, 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 remedial 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 Clery 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. Reporting parties 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/Civil Rights team. Employees must promptly report all details of the allegations they receive with 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. Remedial actions may result from such disclosures without formal University action.

If a reporting party does not wish for their name to be shared, does not wish for 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 pattern, predation, threat, weapons and/or violence, National University will likely be unable to honor a request for confidentiality. In cases where the reporting party 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 reporting party 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 reporting party, 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, NUS Compliance Officer, NUS Director 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 https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0. 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 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 (CSA's)- 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 Director 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, Deputy, 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 panel of Deputies, 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 panel of deputies:

- 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 panel of deputies 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 Equity Officer, 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:

- 2 Co-chairs: one representative from HR and one from Student Services, etc., who are ex officio members and who respectively Chair Appeal Panel hearings for allegations
- At least three (3) members of Academic Affairs
- At least five (5) members of Student Services
- At least one (1) representative from Security
- At least two (2) representatives from 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 Equity Officer. 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 or a Deputy by using the following University link https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0 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 link University link https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0, 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 panel of deputies 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 panel of Deputies to determine if the allegations have evidence of violence, threat, pattern, predation and/or weapon, in the event that the reporting party has asked for no action to be taken. In any case where violence, threat, pattern, predation, and/or weapon is not evidenced, the panel of Deputies 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 panel of Deputies 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
- 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 panel of Deputies. 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 reporting party 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 panel of deputies.

If, during the preliminary inquiry or at any point during the formal investigation the panel of Deputies determine 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 after consultation with the panel of Deputies.

Interim Remedies/Actions

The Title IX Coordinator or Deputies 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 ERP investigation and procedures, particularly when in the judgment of the panel of Deputies 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 panel of Deputies 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 and duration after consultation with the panel of Deputies. 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 panel of Deputies, 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 panel of Deputies 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 invoke 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 (e.g.: the panel of Deputies), initiate or assist with any necessary remedial actions;
- Determine the identity and contact information of the reporting party;
- 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 reporting party 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 ERP pool member or other advisor of their choosing present for all meetings attended by the advisee;
- Provide reporting party 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 reporting party 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;
- Recommend to the panel of Deputies a finding, based on a preponderance of the evidence (whether a policy violation is more likely than not);
- The panel of deputies will finalize and present the findings 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 after consultation with the panel of deputies.

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, 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 panel of Deputies 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 3rd 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 or panel of Deputies 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 from the ERP pool or 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 panel of Deputies 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 panel of Deputies 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), (3) or the character of the reporting party. 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 reporting party 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 via the following link https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=1 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 Equity Officer may utilize long-term remedies or actions 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 Equity Officer, 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 panel of deputies. 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 panel of deputies.

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 Reporting Party'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 offered but not required to report, as well;
- 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 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, 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;
- The right to be informed in writing of when a decision by 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.

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;
- 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.
- Possession, use, sale, distribution, or furnishing of alcohol on campus, unless at a specifically authorized University activity;
- It is unlawful to distribute, sell, or provide alcohol to a person under the age of 21;
- The possession of alcohol by anyone less than 21 years of age in a public place, or a place open to the public is illegal;
- The sale of any controlled substance which is in violation of local, state, or federal statutes; and.
- Any other conduct which involves a drug-related violation of local, state, or federal ordinances.

Violations of this policy will result in disciplinary action or referral for prosecution in accordance with local, state, and federal statutes, or both.

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 in 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 <http://www.nu.edu/OurPrograms/StudentServices/StudentConduct/CodeOfConduct.html> for the most updated versions of all policies and procedures.

SECTION 1: MISSION STATEMENT

The Office of Student Conduct 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 Office of Student Conduct promotes student learning with the guiding principles of integrity, community, social justice, respect, and responsibility.

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 student conduct program within the Office of Student Conduct is committed to educational and developmental processes that balances the interests of individual students, with the interests of the University community.

A community exists on the basis of shared values and principles. At National University, student members of the community are expected to uphold and abide by certain standards of conduct that 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.

Each member of the NU community bears responsibility for their conduct and to assume reasonable responsibility for the behavior of others. When members of the

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 Associate Director of Accessibility Services & Wellness, 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, panel of Deputies and other relevant parties. 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.

DRUG AND ALCOHOL POLICY

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

- Is committed to preventing illicit drug use and alcohol abuse or providing appropriate intervention and referrals;
- Expects that members of the University community who use alcohol or prescription drugs do so within the bounds of lawful behavior and good judgment; and
- Expects that members of the University community accept responsibility for their behavior and its effects on the University community by adhering to University regulations, applicable state laws, and legislation of the United States

National University policy prohibits the unlawful manufacturing, distribution, possession, or use of alcohol, illegal drugs, or controlled substances; inappropriate use of prescription drugs; and the unauthorized use of alcohol on university premises. Such prohibition specifically includes, without limitation:

- Possession use, sale, distribution, or furnishing of any controlled substance, including heroin, barbiturates, cocaine, LSD, methamphetamine, hallucinogens, and marijuana.

University community fail to exemplify these five values by engaging in violation of the rules below, campus conduct proceedings are used to assert and uphold the Student Code of Conduct.

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 is not in accordance with our policies. 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 that the student should no longer share in the privilege of participating in this community.

Students should be aware that the student conduct process is quite different from criminal and civil court proceedings. 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. Due process, as defined within these procedures, assures written notice, and an educational conference with an objective decision-maker. 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: JURISDICTION

National University students are provided a copy of the Student Code of Conduct annually in the form of a link on the National University website. Hard copies are available for request from the Office of Student Conduct. 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 individual applicants and 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 has a continuing educational interest in the university.

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. If sanctioned, 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 re-enrollment eligibility. In the event of serious misconduct committed while still enrolled but reported after the responding student has graduated, National University may invoke these procedures and should the former student be found responsible, the University may revoke that student's degree.

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 Director of Student Affairs 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; and/or
- 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. National University does not regularly search for this information, but may take action if and when such information is brought to the attention of National University officials. 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.

The Student Code of Conduct applies to guests of community members, 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 National University community.

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, witness statements, and to make determinations regarding alleged violations.

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.

Email is the OSC's primary means of communication with students. Students are responsible for keeping their contact information current and are responsible for all communications received to their email account as indicated in official University records. Failure to check your email is NOT an acceptable excuse for failing to respond to an official communication.

SECTION 3: 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 (additional grounds for interim suspension are outlined below). Interim suspensions are imposed until an Educational Conference (EC) can be held, typically within two (2) weeks. The EC may resolve the allegation, or may be held 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 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 in writing by the Reporter to allow the criminal investigation to proceed before the National University process.

Students accused of crimes may request to take a leave 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; and
- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence; and
- 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.

SECTION 4: THE RULES

A. 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 to the OSC all incidents that involve the following

actions. 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.

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:

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: https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0. The OSC is responsible for adjudication utilizing the rubric below, and tracking of all academic integrity violations that occur at the University.

Violation Levels:

The following violation levels are assigned to specific types of violations of the Student Code of Conduct; if a violation of academic integrity principles occurs, which is not specifically provided for below, then any sanctions will be based on the most similar type of violation that exists in the rubric. A violation will be considered as a single violation up until the point that a student receives notice of that 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 Office of Student Conduct (OSC).

A student receives the assigned number of sanction points for each violation for which they are found responsible. **Sanction points are cumulative over the length of the student's tenure at National University.**

Level Zero Violation – 0.0 sanction point

- 1.0 Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism). For plagiarism/copying in work done for a course, if the plagiarized/copied material constitutes less than 10% of the assignment (first offense only).
- 1.1 Unauthorized collaboration on homework assignments constituting less than 10% of the assignment (first offense only).

Level Zero Violation – 0.5 sanction point

- 2.0 Failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism). For plagiarism/copying in work done for a course, if the plagiarized/copied material constitutes greater than 10% of the assignment (first offense only).
- 2.1 Unauthorized collaboration on homework assignments constituting greater than 10% of the assignment (first offense only).
- 2.2 Second offences automatically escalate to a level One violation

Level One Violation – 1.0 sanction point for each violation

- 3.0 Copying from or viewing another student's work during an examination.
- 3.1 Using any materials or resources that are not authorized by the instructor for use during an examination.
- 3.2 Collaborating during an examination with any other person by giving or receiving information without specific permission of the instructor.
- 3.3 The use of any materials, textbook, notes, cellular phones, MP3 players, or other electronic devices during an examination without the expressed permission of the instructor.
- 3.4 Several people completing an assignment and turning in multiple copies, all represented either implicitly or explicitly as individual work.
- 3.3 Tampering with experimental data to obtain 'desired' results or creating results for experiments not done ("dry labbing").
- 3.4 Submitting, substantial portions of the same academic work for credit more than once without specific permission of the present instructor, work that has been previously offered by the same student for credit in the same, or another course.
- 3.5 Falsification of attendance and/or participation.
- 3.6 Submitting as one's own any theme, report, term paper, essay,

computer program, speech, painting, drawing, sculpture, or other written or creative work or project of any nature prepared totally or in large measure by another with failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism). Copying and/or presenting the words of others as one's own writing, including from internet sources. Copying works, even if you cite the sources, unless appropriate quotation is noted. Copying words and then changing them a little, even if you give the source. Expressing in your own words someone else's ideas as your own. When the work in question is submitted for a class assignment, and copying/plagiarizing constitutes less than 10% of the assignment, but is a second offense, or when that copying/plagiarizing constitutes 10% or more of the assignment.

- 3.7 Unauthorized collaboration on homework assignments constituting 10% or more of the assignment, or less than 10% of the assignment on a second offense.

Level Two Violation – 1.5 sanction point for each violation

- 4.0 Buying, selling, theft of, or otherwise obtaining or providing information about an examination not yet administered.
- 4.1 The solicitation or bribing of other students to obtain assignments.
- 4.2 Substituting for another person or permitting any other person to substitute for oneself to take an examination.
- 4.3 Submitting as one's own, any work prepared totally or in large measure by another, with failure to properly acknowledge authorities quoted, cited or consulted in the preparation of written work (plagiarism). Copying and/or presenting the words of others as one's own writing, including from internet sources. Copying works, even if you cite the sources, unless appropriate quotation is noted. Copying words and then changing them a little, even if you give the source. Expressing in your own words someone else's ideas as your own.
- 4.4 Knowingly furnishing or possessing false, falsified or forged materials, documents, accounts, records, identification, accusations, reports, filings, or financial instruments. Submitting altered or falsified data (in work completed for research or a class assignment).

Level Three Violation – 3.0 sanction points for each violation

- 5.0 Altering grades or official records.
- 5.1 Falsifying or signing another person's name on any academically-related University form or document.
- 5.2 Intentionally sabotaging, tampering with or destroying the work of others.
- 5.3 Submitting altered or falsified data (for work submitted for requirements outside of the classroom (e.g. honor's thesis; master's thesis; candidacy exam; qualifying exam).
- 5.4 Also applies to the third Level Two violation (would apply 3.0 sanction points instead of 2.0 sanction points).
6. **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.
7. **Collusion.** Action or inaction with another or others to violate the Student Code of Conduct; which includes but is not limited to:
 - 1.0. Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.
 - 1.1. 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.
 - 1.2. Students are responsible at all times for the actions of their guests that are on campus visiting a member of the campus community.

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.

8. **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).

9. **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.
10. **Stolen Property.** Knowingly taking or maintaining possession of stolen property.

Community: National University students build and enhance their community. Behavior that violates this value includes, but is not limited to:

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 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

11. **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:

- 1.0. Persistent Minimum level behaviors (3+ separate instances)
 - 1.1. Invading one's personal space or blocking an entry or exit way
 - 1.2. Moving around the classroom in a threatening manner and/or without authorization (e.g. During a lecture)
 - 1.3. Aggressive confrontation of another person
 - 1.4. Explicit or implicit threats
12. **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 through 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)

13. **Unauthorized Entry.** Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping or unauthorized use of alarmed doors for entry into or exit from a University building.
14. **Trademark.** Unauthorized use (including misuse) of University or organizational names and images.
15. **Damage and Destruction.** Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.
16. **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

17. **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 for money).
18. **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
19. **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 the building. Smoking materials must be properly disposed of in appropriately designated receptacles. (Please see National University Smoking Policy for more information).

20. **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.
21. **Ineligible Pledging or Association.** Pledging or associating with a student organization without having met eligibility requirements established by National University.
22. **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 <http://www.nu.edu/OurPrograms/StudentServices/accessibility.html> for more information).
23. **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 may be damaged by these activities, and individuals may be liable for damage to National University property caused by these activities.

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:

24. **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 or benefit from the University's educational program or activities. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

25. **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).

26. **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).

27. **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

28. **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

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:

29. **Harm to Persons.** Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

30. **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.

31. **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.

32. **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).

33. **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).

34. **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).

35. **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).

36. **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).

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:

37. **Alcohol.** Use, possession, or distribution of alcoholic beverages or paraphernalia except as expressly permitted by law and the University's Alcohol Policy (Please see National University Drug and Alcohol Policy for more information).

38. **Drugs.** Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia except as expressly permitted by law and the University's Drug Policy. (Please see National University Drug and Alcohol Policy for more information).

39. **Prescription Medications.** Abuse, misuse, sale, or distribution of prescription or over-the-counter medications. (Please see National University Drug and Alcohol Policy for more information).

40. **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.

41. **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.

42. **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 Office of Student Conduct within seventy-two (72) hours of release.
43. **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.
44. **Health and Safety.** Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).
45. **Violations of Law.** Evidence of violation of local, state or federal laws, when substantiated through the University's conduct process.

SECTION 5: 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 exactly 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.

NOTICE. Once notice is received from any source (victim, 3rd party, online, etc.), the University may proceed with a preliminary inquiry and/or may schedule an initial conference with the responding student to explain the conduct process to the responding student and gather information.

A. STEP 1: Initial Inquiry and/or Educational Conference

The University conducts a prompt initial inquiry into the nature of the incident or notice, the evidence available, and the parties involved. The initial inquiry may lead to:

1. 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)
2. A more comprehensive investigation, when it is clear more information must be gathered (see detailed procedures below)
3. A formal complaint of a violation and/or an educational conference with the responding student

When an initial conference 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 an "informal" or "administrative" resolution to an uncontested allegation (see immediately below)
- A decision to proceed with additional investigation and/or referral for a "formal" resolution

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. The party bringing the complaint may request that the Director of Student Affairs reopen the investigation and/or grant an administrative hearing. This decision shall be in the sole discretion of the Director of Student Affairs and will only be granted for extraordinary cause. If the University's finding is that the responding student is in violation, and the responding student accepts this finding within three (3) days, the University considers this an "uncontested allegation." The Conduct Officer (CO) conducting the initial conference will then determine the sanction(s) for the misconduct, which the responding student may accept or reject. If accepted, the process ends.

If student accepts the findings, but rejects the sanction, the CO will make a sanction(s)-only recommendation to the Director of Student Affairs (based on precedent, prior violations of a similar nature that may indicate pattern, etc.). The sanction(s) is then reviewed and finalized by the Director of Student Affairs and is subject to appeal (see Appeal Review Procedures below) by any party to the misconduct. Once the appeal is decided, the process ends.

If the CO conducting the Educational Conference (EC) determines that it is more likely than not that the responding student is in violation, and the responding student rejects that finding in whole or in part, then it is considered a contested allegation and the process moves to Step 2.

B. STEP 2: Formal Hearing by Educational Conference

In a contested allegation, additional investigation may then be commenced and/or a hearing by EC may be held when there is reasonable cause to believe that a rule(s) have been violated. A formal notice of charge will be issued, and a hearing by EC will be held with a CO. A finding will be determined and is final, except in cases that involve Title IX or other class-based discrimination allegations. In those cases, please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information.

C. 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 Director of Student Affairs (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.

Student Conduct Authority

A. Authority

The Director of Student Affairs is vested with the authority over student conduct by the President. The Director of Student Affairs oversees and manage the student conduct process. The Director of Student Affairs designates administrators such as CO's to efficiently and effectively supervise the student conduct process. The CO will assume responsibility for the investigation of an allegation of misconduct to determine if the complaint has merit.

B. Gatekeeping

No complaint will be forwarded for an EC unless there is "reasonable" cause to believe a policy has been violated. Reasonable cause is defined as some credible information to support each element of the offense, even if that information is merely a credible witness or a reporter's statement. A complaint wholly unsupported by any credible information will not be forwarded for an initial conference.

C. Conflict Resolution Options

The Director of Student Affairs has discretion to refer a complaint for mediation or other forms of appropriate conflict resolution. All parties must agree to conflict resolution and to be bound by the decision with no review/appeal. Any unsuccessful conflict resolution can be forwarded to a formal educational conference; however, at no time will complaints of physical sexual misconduct or violence be mediated as the sole institutional response (Please see the *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information). The Director of Student Affairs may also suggest that complaints that do not involve a violation of the Student Code of Conduct be referred for mediation or other appropriate conflict resolution.

D. Conduct Officers

Conduct Officers (CO) are staff members within the Office of Student Conduct. These administrators are tasked with the investigation and adjudication of alleged University policy violations. CO's are selected by the Director of Student Affairs and employed full-time by the University. Oversight for the annual training of CO's is the responsibility of the Director of Student Affairs.

E. Panel Pool and the Appeals Panel

Three-member Appeals Panels are drawn from the panel pool comprised of at least 6 faculty and 6 staff, with the only requirement being that there is no conflict of interest with the parties involved in the case. Appeals Panels review appeal requests submitted by the Director of Student Affairs. To serve in the panel pool, faculty and/or staff must:

1. Submit an application online via the National University website, by using the form found on the Office of Student Conduct webpage and by pushing the "Appeal Panel App" button
2. Be selected and subsequently trained for at least eight (8) hours annually by the Director of Student Affairs (or designee). Training occurs annually at the end of the Summer term.

The Director of Student Affairs will have final authority to approve all those serving on the panel. The non-voting advisor (for process related question only) to the panel is the Director of Student Affairs with responsibility for training the panel

and ensuring a fair process for both the party bringing the complaint and responding student. In the event of a resignation from the panel, the Director of Student Affairs will solicit a replacement from the group from which the representative came (e.g. if a faculty resigned than another faculty member will be selected). Decisions made, and sanctions imposed, by the panel or a CO, will be final and implemented, pending the normal appeal process. At the discretion of the Director of Student Affairs, implementation of sanctions may be suspended pending review.

Interpretation and Revision

The Director of Student Affairs will develop procedural rules for the administration of EC's and/or appeals panels 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 Director of Student Affairs may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The Director of Student Affairs 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 Director of Student Affairs, whose interpretation is final. The Student Code of Conduct will be updated annually under the direction of the Director of Student Affairs with a comprehensive revision process being conducted every 5 years.

SECTION 6: FORMAL CONDUCT PROCEDURES

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.

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.

EC's 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.

Amnesty:

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) For Those Who Offer Assistance

To encourage students to offer help and assistance to others, University pursues a policy of amnesty for minor violations when students offer help to others in need. At the discretion of the Director of Student Affairs, 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.

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.

Records regarding the provision of amnesty are maintained. Abuse of amnesty requests can result in a decision by the Director of Student Affairs not to extend amnesty to the same person repeatedly.

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 https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=0 with all of the pertinent details.

Notice may also be given to the Director of Student Affairs (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.

The Director of Student Affairs (or designee) will assume responsibility for the investigation of the alleged policy violation as described in the sub-section below.

Initial Conference (IC)

An IC may be held in-person, by video conferencing, or by telephone. During the IC, the administrator will explain the nature of the complaint and the conduct process. At this conference, the responding student may indicate either verbally or in writing, whether they admit to or deny the allegations or the complaint. The administrator may present the Respondent with a Case Resolution Form (CRF), allowing the responding student to indicate in writing whether they accept responsibility for the allegations. When an IC 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 an "administrative" resolution to an uncontested allegation (see immediately below)
- A decision is made to proceed with additional investigation and potentially an Educational Conference (EC).

Investigation

A Conduct Officer will serve as the investigator for allegations under this Code. The investigator will take the following steps:

1. Initiate any remedial actions if necessary
2. Determine the identity and contact information of the person bringing the allegation (i.e. the Reporter), whether that person is the initiator of the allegation, the alleged victim, or a University proxy or representative
3. Commence the investigation, identify an initial list of all policies that may have been violated, review the history of the involved parties, the context of the incident(s), any potential patterns and the nature of the allegation, make a determination as to which specific policy violation(s) should serve as the basis for the allegation
 - a) If the Reporter is reluctant to participate in the process, determine whether the allegation should still be pursued and whether sufficient independent evidence could support the process without the participation of the Reporter
 - b) Notify the Reporter of whether the University intends to pursue the process regardless of their involvement, their rights in the process and the option to become involved if they so choose;
 - c) If there is insufficient evidence through the investigation to support reasonable cause, the allegations will be closed with no further action
 - d) An investigation usually takes two (2) weeks. However, the timeframe can vary depending on circumstances
4. Meet with the party bringing the complaint to finalize their statement, which will be drawn up by the investigator as a result of this meeting
5. 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 student, who may be given notice of the interview prior to or at the time of the interview

6. Interview all relevant witnesses, summarize the information they are able to share and have each witness sign the summary to verify its accuracy
 7. Obtain all documentary evidence and information that is available
 8. Obtain all physical evidence that is available
 9. Complete the investigation promptly by analyzing all available evidence without unreasonable deviation from the intended timeline
 10. Make a finding, based on a preponderance of the evidence (whether a policy violation is “more likely than not”)
 11. Present the investigation report and findings to the responding student during an EC.
 12. If applicable, share the findings and update the party bringing the complaint on the status of the investigation and the outcome.
2. **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.
 3. **Community/University Service Requirements:** For a student or organization to complete a specific supervised community or University service.
 4. **Loss of Privileges:** The student will be denied specified privileges for a designated period of time.
 5. **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 Director of Student Affairs and/or Campus Security.
 6. **Behavioral Requirement:** This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.
 7. **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.
 8. **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.
 9. **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 Director of Student Affairs 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.
 10. **University Suspension:** Separation from the University for a specified minimum period of time, 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. The student is required to vacate the campus within 24 hours of notification of the action, though this deadline may be extended upon application to, and at the discretion of, the Director of Student Affairs. 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 Director of Student Affairs (or designee). This sanction may be enforced with a trespass action as necessary.
 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.
 12. **Other Sanctions:** Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the Director of Student Affairs or designee.

Findings

The following section describes how to proceed depending on whether the responding student is found responsible, or not responsible for a violation of University policy.

1) The Responding Student is Found “Not Responsible”

Where the Respondent is found not responsible for the alleged violation(s), the investigation will be closed. The Reporter, if any, may request that the Director of Student Affairs, review the investigation file to possibly re-open the investigation. The decision to re-open an investigation rests solely in the discretion of the Director of Student Affairs, in these cases, and is granted only on the basis of extraordinary cause.

2) The Responding Student is Found “Responsible”

Should the Respondent be found to have violated University policy, the administrator who reviewed the Investigation Report (IR), and conducted the EC will make a decision on appropriate sanction(s) for the violation(s). The sanctions are implemented by the Director of Student Affairs (or designee) and the process ends. In cases of class-based discrimination, harassment, or related retaliation, please see the National University Equal Opportunity, Harassment and Nondiscrimination Policy to see who will make a decision on appropriate sanction(s) for the violation(s).

Interim Action

Under the Student Code of Conduct, the Director of Student Affairs (in consultation with the Director of Security or the CARE Team) may impose restrictions and/or separate a student from the University community for no more than ten (10) business days pending the scheduling of an IC on alleged violation(s) of the Student Code of Conduct when a student represents a threat of serious harm to others, is facing allegations of serious criminal activity, to preserve the integrity of an investigation, to preserve University property and/or to prevent disruption of, or interference with, the normal operations of the University. Interim actions can include separation from the institution or restrictions on participation in the NU community for no more than ten (10) business days pending the scheduling of an EC on alleged violation(s) of the Student Code of Conduct. A student who receives an interim suspension may request a meeting with the Director of Student Affairs to demonstrate why an interim suspension is not merited. Regardless of the outcome of this meeting, the University may still proceed with the investigation and the scheduling of an EC.

During an interim suspension, a student may be denied access to University campus/facilities/events. As determined appropriate by the Director of Student Affairs, this restriction may include classes in-person or online and/or all other University activities or privileges for which the student might otherwise be eligible. At the discretion of the Director of Student Affairs and with the approval of, and in collaboration with, the Academic Program Director (APD), alternative coursework options may be pursued to ensure as minimal an impact as possible on the responding student.

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. **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.

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.

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

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 Director of Student Affairs, Conduct Officer (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 EC by filing a written request to the Appeals Coordinator, subject to the procedures outlined below. 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 timely informed of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

Grounds for Appeal Requests

Appeals requests are limited to the following grounds:

- 1) A procedural error occurred that significantly impacted the outcome of the EC (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 or the cumulative conduct record of the responding student.

Appeals must be filed by using the form found on the Office of Student Conduct webpage and by pushing the “File an Appeal” button or by following this link https://cm.maxient.com/reportingform.php?NationalUniv&layout_id=1 within five (5) business days of the notice of the outcome of the EC, barring exigent circumstances. Any exceptions are made at the discretion of the Appeals Coordinator.

The Appeals Coordinator will share the appeal by one party with the other party (parties) 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).

The Appeals Coordinator will conduct an initial review to determine if the appeal request meets the limited grounds and is timely. Consultation with the Director of Student Affairs may occur on any procedural or substantive questions that arise. The Appeals Coordinator will draft a response memorandum to the appeal request(s), based on whether the request(s) will be granted or denied, and the rationale.

If the appeal is not timely or substantively eligible, the original finding and sanction will stand and the decision is final. If the appeal has standing, the Appeals Coordinator will either refer the appeal to the Appeal Panel or remand it to the original decision-maker(s), typically within 3-5 business days. Efforts will be made to remand whenever possible, with clear instructions for reconsideration only in light of the granted appeal grounds. Where the original decision-maker may be unduly biased by a procedural or substantive error, a new panel will be constituted to reconsider the matter, which can in turn be appealed, once. Full re-hearings by the Appeals Panel are not permitted. Where new evidence is presented or the sanction is challenged, the Appeals Coordinator will determine if the matter should be returned to the original decision-maker(s) for reconsideration or if it should be reviewed by the Appeals Panel with instruction on the parameters regarding institutional consistency and any applicable legal guidelines. In review, the original finding and sanction are presumed to have been decided reasonably and appropriately, thus the burden is on the appealing party to show clear error. The Appeal Panel must limit its review to the only the challenges presented.

On reconsideration, the party assigned to hear the appeal may affirm or change the findings and/or sanctions of the original EC 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 ten (10) business days of submission and are final, as are any decisions remanded to the original decision maker, Appeals Panel or Title IX Coordinator as applicable.

The Appeal Panel

Three-member Appeal Panels are drawn from a trained panel pool, with the following requirements to serve.

- 1) they do not have any conflicts of interest
- 2) they were not involved in the investigation in any way
- 3) they have been properly trained annually for a minimum of eight (8) hours in appeals procedures

The Director of Student Affairs will have final authority to approve all those serving on the panel. The parties may challenge a panelist(s) on the basis of potential bias, and any panelist who cannot render an impartial decision must recuse themselves. The Director of Student Affairs will make the determination as to the validity of any challenge or need for recusal. In the event of a recusal from the panel, the Director of Student Affairs will solicit a replacement from the pool of panelists.

The Director of Student Affairs (or designee) serves as the non-voting advisor to the panel, with responsibility for training the panel annually, conducting preliminary investigations, and ensuring a fair process for both parties.

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 Director of Student Affairs, 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.

Other Guidelines for Appeals

- 1) All parties will be timely informed, within five (5) business days of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision;
- 2) Every opportunity to return the appeal to the original decision-maker for reconsideration (remand) should be pursued;

- 3) Appeals are not intended to be full re-investigations of the complaint. Appeals are confined to a review of the written documentation or record of the original EC, and pertinent documentation regarding the grounds for appeal; Witnesses may be called if necessary.
- 4) Appeals are not an opportunity to substitute opinions or judgment for that of the original decision-maker merely because they disagree with the finding and/or sanctions. Appeals decisions are to be deferential to the original decision-maker, making changes to the finding only where there is clear error and to the sanction only if there is a compelling justification to do so.

SECTION 8: DISCIPLINARY RECORDS

All conduct records are maintained by the University for seven (7) years from the time of their creation except those that result in separation (suspension or expulsion) and those that fall under Title IX, which are maintained indefinitely (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more information).

STUDENT COMPLAINT

State Contact Information

United States Department of Education State Authorization Regulation requires institutions to comply with applicable requirements in each state. National University works with higher education authorities in all states and other U.S. jurisdictions to ensure compliance with all state and federal requirements that govern the offering of online courses in those states, including complaint processes. In accordance with 34 CFR 600.9, institutions must provide current and prospective students with contact information for filing complaints.

Students who wish to file a complaint based upon discriminatory treatment should review Civil Rights Policies and Procedures found in the policies and procedures section of the General Catalog.

National University encourages you to resolve issues or complaints informally or formally through Student Services. However, if an issue cannot be resolved internally, you may file a complaint about National University with your state of residence or with the University's accrediting organization.

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 PO Box 302000
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

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 95798
Phone: 916.431.6959

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, Illinois 62701-1404
Phone: 217.782.2551

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: 785.296.3421

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

Consumer Protection Division
200 Saint Paul Place
Baltimore, MD 21201
Phone: 410.528.8662

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

3663 East Sunset Road, Suite 202
Las Vegas, NV 89120
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 Office of Degree Authorization

1500 Valley River Drive, Suite 100
Eugene, OR 97401
Phone: 503.378.3921

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

Shepard Building
80 Washington Street
Providence, RI 02903
Phone: 401.456.6000

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

1200 E. Anderson Lane
Austin, TX 78752
Phone: 512.427.6168

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

Hathaway Building
2nd Floor
2300 Capitol Avenue
Cheyenne, WY 82002-0050
Phone: 307.777.7673

WASC Senior College and University Commission (WSCUC)

985 Atlantic Avenue, Suite 100
Alameda, CA 94501
Phone: 510.748.9001
wascsr@wascsenior.org



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ACADEMIC INFORMATION FOR UNDERGRADUATE DEGREES

ADMISSION PROCEDURES

Admissions Advising

National University offers year-round admission. Applicants are interviewed by an admissions 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, 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), 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 admissions advisor.

All applicants must present preliminary evidence of prior education at the required interview with an admissions advisor. Unofficial transcripts are acceptable. Applicants with no prior military experience or who have not completed any postsecondary courses must complete the Foundations to Academic Success Course through the Division of Extended Learning prior to enrolling at National University.

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

Applicants who require a Certificate of Eligibility for Non-Immigrant (F-1) Student Status, should contact the International Admissions Office at 858.541.7747 or isa@nu.edu.

A non-refundable application fee of \$65 is required for all international students. Prospective international students must establish means of financial support, provide official transcripts of previous education in order to establish academic eligibility, and fulfill an English Language Proficiency requirement.

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

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 DD-295 or 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, pass/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 below 2.0 and who are ineligible for admission must apply for a policy exception. Students should work directly with an admissions advisor to submit all of the following required documentation:

- Transcripts from all institutions the student has attended. High school transcripts are required. Unofficial transcripts are acceptable.
- A copy of student's mathematics and english Accuplacer exam scores.
- A letter of intent explaining student's purpose and goals for attending the University and academic strategies student intends to employ to ensure academic success.

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

F-1 students are not eligible for probationary admission.

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 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 credit on a provisional basis to be validated by satisfactory coursework in residence. Under no circumstances will National University accept transfer credit for a course in which the student earned a "D+" or lower grade.

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 admissions 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) towards a bachelor's degree.

For information on testing sites contact the Testing Center at 858.541.7951 or testingervices@nu.edu.

Students who have taken a CLEP general examination prior to 2002 may use the credit towards general education requirements, as it applies, up to a maximum of 27 quarter units or 18 semester hours. National 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 course. 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.

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 & 1 Area A-G
Calculus	50	6	MTH 220
Chemistry	50	9	CHE 101 & 1 Area A-G
College Algebra	50	4.5	MTH 216A
College Composition	50	9	ENG 100, ENG 101 & ENG 240
College Composition Modular	50	4.5	ENG 100 & ENG 101
College Mathematics	50	9	1 Area B & MNS 205
English Literature	50	4.5	1 Area D: Humanities
Financial Accounting	50	4.5	ACC 201
French Lanugage - Level 1	50	9	2 Area D: Language
French Lanugage -Level 2	59	13.5	2 Area D: Language & 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 & 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 open elective
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 & SPN 101
Spanish Language - Level 2	63	13.5	SPN 100, SPN 101, SPN 200
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	9	ART 100 & 1 Area D Arts
Biology	3	12	BIO 100, BIO 100A, 1 Area A-G
Calculus AB	3	6	MTH 220
Calculus BC	3	12	MTH 220 & MTH 221
Chemistry	3	12	CHE 101, CHE 101A, 1 Area A-G
Chinese Language and Culture	3	12	2 Area D: Language
	4	18	3 Area D: Language & 1 Area A-G
	5	24	3 Area D: Language & 2 Area A-G
Computer Science A	3	6	1 Area D: Language
English Language/Composition	3	9	ENG 100, ENG 101 & ENG 240
English Literature/Composition	3	9	ENG 100, ENG 101 & LIT 100
European History	3	9	2 Area E
French Language	3	9	2 Area D: Language
	4	13.5	3 Area D: Language
	5	18	3 Area D: Language & 1 Area A-G
German Language	3	9	2 Area D: Language
	4	13.5	3 Area D: Language
	5	15	3 Area D: Language & 1 Area A-G
Italian Language and Culture	3	12	2 Area D: Humanities
	4	18	3 Area D: Humanities & 1 Area D: Language
	5	24	3 Area D: Humanities & 2 Area D: Language
Japanese Language and Culture	3	12	2 Area D: Humanities
	4	18	3 Area D: Humanities & 1 Area D: Language
	5	24	3 Area D: Humanities & 2 Area D: Language
Latin	3	12	2 Area D: Language
	4	18	3 Area D: Language & 1 Area A-G
	5	24	3 Area D: Language & 2 Area A-G
Macroeconomics	3	4.5	ECO 204
Mircoeconomics	3	4.5	ECO 203
Music Theory	3	4.5	MUS 100
	4	9	MUS 100 & 1 Area D: Arts
Physics 1	3	6	PHS 171 & 1 Area F Lab
Physics 2: Algebra-Based	3	6	PHS 172 & 1 Area F Lab
Physics C: Electricity and Magnetism	3	6	PHS 232
Physics C: Mechanics	3	6	PHS 231
Psychology	3	4.5	PSY 100
Spanish Language and Culture	3	9	2 Area D: Language
	4	13.5	3 Area D: Language
	5	18	3 Area D: Language & 1 Area A-G
Spanish Literature and Culture	3	13.5	3 Area D: Humanities
	4	18	3 Area D: Humanities & 1 Area A-G
Statistics	3	4.5	MTH 210
United States History	3	9	HIS 220A & HIS 220B
World History	3	9	HIS 233 & HIS 234

Military Education Credit

To be awarded credit for courses taken at military service schools on an equivalency basis, students must submit an “Application for the Evaluation of Educational Experiences during Military Service” (DD-295), 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).

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 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 exam 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.

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. 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 measures 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 exam is not available. Website: www.pls.sas.upenn.edu/testing.

Servicemembers Opportunity College (SOC) Agreement

Effective March 29, 2019, DoD will sunset Servicemembers Opportunity Colleges (SOC) Degree Networks System (DNS) and Career Technical Education (CTE) resource list.

National University is a member of Servicemembers Opportunity Colleges (SOC) Consortium and participates in the SOCAD, SOCNAV, SOCMAR, and SOCCOAST bachelor programs, as well as the SOCNAV and SOCMAR associate degree programs for active duty personnel and their adult dependents.

The SOC network programs provide active duty personnel with a means to earn an undergraduate degree from National University if they are transferred before completion of the required coursework.

National University issues a SOC Student Agreement to active-duty service members admitted, provided that National University is designated as student’s home college. A home college is defined as the institution where a student is making academic progress toward degree completion.

To receive a SOC Agreement, students must:

- Apply to National University online or by submitting application documents to an admissions advisor
- Send all official transcripts and other required documents, such as the DD295 or JST transcript to National University Office of the Registrar for evaluation
- Satisfactorily complete nine (9) quarter units in residence.
- Submit a SOC eform request on the SOAR student portal.

Participation in the SOC network begins when a Student Agreement is issued. This agreement guarantees that National University will accept transfer credit from SOC member colleges and will confer the undergraduate degree upon successful completion of all academic requirements. A SOC Student Agreement is valid for a period of five years. If the student requests to change their academic degree plan, a new SOC contract will be created according to the catalog in effect at the time of the request. To be eligible for an associate or bachelor’s degree from National University under the terms of the Student Agreement, students must complete at least 18 quarter units in residence at National University. Military students should contact militaryevaluations@nu.edu for further information.

National University extends the Student Agreement process to service members of the military branches noted above and their adult dependents.

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 858.642.8250 or 858.642.8270).

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.

INTERNATIONAL BACCALAUREATE HIGHER LEVEL	SCORE REQUIRED	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR (IB HL) EXAMS
Biology	4-7	9	BIO 161 & BIO 162
Business & Management	4-7	9	Open Elective Units
Chemistry	4-7	9	CHE 141 & CHE 142
Computer Science	4-7	9	Open Elective Units
Design Technology	4-7	9	Open Elective Units
Economics	4-7	9	ECO 203 & 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 & 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 & LIT 100
Mathematics or Further Mathematics	4-7	9	1 General Ed Area B & 1 General Ed Area A-G
Music	4-7	9	Open Elective Units
Physics	4-7	9	PHS 171 & PHS 172
Spanish A2	4-7	9	SPN 200 & SPN 201
Spanish B	4-7	9	SPN 200 & SPN 201
Theatre Arts	4-7	9	2 General Ed Area D: Arts
Visual Arts	4-7	9	Open Elective Units

National University students are responsible for notifying the Veterans Affairs Department of any change of status, class schedule changes, or unsatisfactory progress.

GRADES AND GRADING SYSTEM

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

Definition of Grades

A Outstanding Achievement

Significantly Exceeds Standards

B Commendable Achievement

Exceeds Standards

C Acceptable Achievement

Meets Standards

D Marginal Achievement

Below Standards

F Failing

I Incomplete

A grade of "I" may only be issued when a student has attended at least two-thirds of the 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 removed 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. Students can be required to remove an "Incomplete" in a shorter period of time at the discretion of the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months 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.

DSST EXAMINATION _s		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	

S Satisfactory

Signifies Acceptable Achievement. No grade points are assigned.

U Unsatisfactory

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

Plus/Minus Grading

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

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).

Grade Point Average (GPA) Requirements

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

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

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

Academic Probation

Students whose cumulative GPA falls below 2.0 for coursework taken at National University are placed on Academic Probation. Students on academic probation are allowed one quarter (see Calendar and Class Schedule for dates) to improve their cumulative GPA to 2.0. Students placed on Academic Probation who attempt units and fail to improve their cumulative GPA to the 2.0 by the end of the subsequent quarter, following placement on Academic Probation, will be placed on Academic Disqualification status. Students placed on Academic Probation who do not attempt units remain in Academic Probation status until units are attempted. Students are removed from Academic Probation status when they have improved their cumulative GPA to 2.0 or better. Academic probation is permanently notated on official transcripts.

Academic Disqualification

Students on Academic Probation who fail to raise their cumulative GPA to 2.0 will be academically disqualified from the University. To be considered for reinstatement, a student must complete 12 semester units (18 quarter units) of

transferable coursework at a regionally accredited institution with a GPA of no less than 2.3 and then petition for reinstatement. Academic disqualification is permanently notated on official transcripts.

Academic Dismissal

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

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. Active duty military students with an active SOC agreement may maintain catalog rights for up to five (5) years.

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.

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

GRADUATION REQUIREMENTS FOR UNDERGRADUATE DEGREES

Unit and GPA Requirements Total Number of Units

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

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. A minimum of 18 quarters units are required for students with an active SOC agreement.
- At least half of the courses/units required for the major or core requirements if the associate degree has a major or core requirements.
- 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). A minimum of 18 quarters

units are required for students with an active SOC Agreement.

- At least half of the upper-division units required for the major.
- At least two-thirds of the upper-division units required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

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

GPA Requirements

Students must meet the following GPA requirements for their degree.

- 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 transferring with full certifications are typically required to take one to three upper-division general education courses at National in order to fulfill the General Education unit requirements. 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. Students with an active SOC Agreement have a residency requirement of at least 18 quarter units.

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. Students with an active SOC Agreement have a residency requirement of at least 18 quarter units.

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 averages:

- Summa Cum Laude - 3.90
- Magna Cum Laude - 3.70
- Cum Laude - 3.50

Only those students who complete 45 quarter units or more in residence in their program are considered for honors awards.

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 Katamanthanein 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 School of Business and Management invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to the Society's "Aspirations" newsletter. Dark green and gold cords worn during commencement exercises designate Sigma Beta Delta graduates.

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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 admissions advisor, who discusses applicants' specific requirements for admission at the initial interview.

All prospective and registered students receive a unique nine-digit student number.

Faculty Advising

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

National University's College Board Institutional Code is 4557.

International Admissions

Applicants who require a Certificate of Eligibility for Non-Immigrant (F-1) Student Status, should contact the International Admissions Office 858.541.7747 or isa@nu.edu.

Prospective international students must establish means of financial support, provide official transcripts of previous education in order to establish academic eligibility, and fulfill an English Language Proficiency requirement.

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

Applicants whose higher education was completed in a foreign country must request a foreign pre-evaluation through an admissions advisor to determine eligibility for a graduate program. Applicants who are seeking any California credential must have their official documents evaluated by an approved agency and an official evaluation report must be received by the Office of the Registrar noting 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 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.

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 admission 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.

The English Accuplacer evaluation for graduate students is for advisory purposes only and does not delay the admissions process. The results of the English evaluation are printed immediately and a copy is provided to the student. Based on the student's score, the admissions advisor recommends appropriate English courses.

Any exceptions to the above admissions requirements must be considered 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 students 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 Admissions 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 admissions advisor. An official course description for each course must be attached to the e-form request. Course descriptions can usually be obtained directly from the issuing institution, copied from an institution's catalog, or found online through an institution's course catalog. The Office of the Registrar must receive official transcripts from the transferring institution before a course waiver request may be submitted. If a course description is not sufficient for determining transferability, students may be required to submit a course syllabus.

Students can transfer a maximum of 13.5 quarter units at the graduate-level provided that the units have not been used to satisfy the requirements of an awarded degree. Regardless of the number of units transferred to the graduate program, students must meet residency requirements of their particular program in order to be eligible for graduation. Waiver for course content only will not be approved if the waiver approval will require a student to take electives to fulfill program unit deficiency. 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.

Waiver for course content only will not be approved if the waiver approval will require a student to take electives to fulfill program unit deficiency. 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. Waiver for course content only will not be approved if the waiver approval will require a student to take electives to fulfill program unit deficiency. 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 the Sanford College of Education (SCOE) and School of Business and Management (SOBM) have the option to take a Challenge by Examination for one or more of the following classes—subject to the limitations noted in the respective degree programs: (SCOE) EDX 6000X, EDT 655, HED 2301X and (SOBM) ACC 501, ACC 601M, MGT 605, MKT 602, MGT 608, MNS 601, ECO 602, ECO 607, FIN 609A, ACC 604, FIN 501.

In order to test out of these courses, students must follow the same procedures as outlined in Academic Information for Undergraduate Degrees under the heading “Challenge by Examination.” The fee for each challenge exam is \$50. No credit is awarded. Additional coursework may need to be taken to make up the graduate-level units in the degree program. Contact an advisor or a local representative for more information.

Credit by Examination is not allowed at the graduate level.

GRADES AND GRADING SYSTEM

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

- A Outstanding Achievement**
- B Commendable Achievement**
- C Acceptable Achievement**
- D Marginal Achievement**
- F Failing**
- 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 removed 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. Students can be required to remove an “Incomplete” in a shorter period of time at the discretion of the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the “Incomplete” on record when four months 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. Instructors may elect not to use the plus/minus system provided that they clearly state this in the course outline.

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

Graduate students must maintain a cumulative grade point average (GPA) of 3.0 for all graduate work. The cumulative GPA is calculated by taking into account all graduate-level course work that has not been applied to a completed degree. Once a degree has been completed, a cumulative GPA is assigned for the course work in that degree, and the cumulative GPA calculator is reset for any future course work. If a graduate student has two or more degree and/or credential plans that are not yet completed, all the course work in those plans is used to calculate the cumulative GPA.

Students who receive a “D” or “F” grade in a required course must repeat the course. The “D” or “F” grade is calculated in the cumulative GPA until the course is satisfactorily repeated. The original grade(s) is excluded from the GPA calculation but remains as part of the student’s official academic record.

*** Note:** Academic probation, disqualification, dismissal, and/or reinstatement are permanently noted on student’s transcripts.

Academic Probation

Students whose cumulative GPA falls below a 3.0 for coursework completed at National University are placed on Academic Probation. Students are allowed one quarter to improve their cumulative grade point average to the required 3.0. The University strongly recommends that coursework in which a letter grade of “C” or below was earned be repeated while on Academic Probation. If the courses are not repeated, the student may fail to raise the cumulative GPA to the required 3.0 and will be subject to Academic Disqualification. No courses with a grading basis of Satisfactory/ Unsatisfactory should be taken while on Academic Probation as this may impact student’s ability to improve their cumulative GPA to the minimum required.

Removal From Probation

Students placed on Academic Probation will be removed from probation status once they have improved their grade point average to a cumulative GPA of 3.0 or higher.

Satisfactory grades received while on probation count toward fulfillment of degree requirements.

Disqualification

Students on Academic Probation who fail to raise their GPA to 3.0 or higher will be disqualified from their academic program. Disqualified students cannot attend National University for the subsequent quarter following the term in which the student was disqualified. After a three-month leave from the University, students can apply for reinstatement.

*** Note:** International students on an F-1 student visa must apply for reinstatement within 15 days of the date of disqualification due to immigration regulations regarding student visas.

Reinstatement

Students who have been academically disqualified and want to be considered for reinstatement must petition for reinstatement. The petition must explain the reason for the academic disqualification and the steps the student has taken to remedy the issues. Students must include supporting documentation. Students who are readmitted to the university, will be placed on a “Conditional Reinstatement” status. The decision rendered will indicate the conditions and time frame requirements of the reinstatement. Students who meet the conditions and achieve the required 3.0 cumulative GPA will be placed on Permanent Probation status.

Students who fail to meet the conditions will be dismissed from the University and are ineligible for re-admission.

Academic Dismissal

Post-baccalaureate students who were disqualified from, and reinstated to, their academic program on a status of Permanent Probation must maintain a cumulative GPA of 3.0 or better. A cumulative GPA that falls below a 3.0 will result in Academic Dismissal from the institution. The student is not eligible for reinstatement.

If the faculty determines that a student should be academically dismissed for reasons other than grades, they will refer the matter to the Office of Student Affairs, which will initiate a hearing process. The hearing process to be followed is identical with the one invoked for disciplinary actions.

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 a 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 a 3.85 or better will graduate “With Distinction.” Prerequisites completed at the undergraduate-level are not included in the calculation of the grade point average for graduate honors.

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.

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GENERAL EDUCATION

96 General Education Program Requirements



ASSOCIATE OF ARTS AND ASSOCIATE OF SCIENCE

The following General Education requirements apply to all Associate of Arts and Associate of Science degrees except:

The Associate of Arts in General Education (formerly the Associate of Arts), Associate of Science in Health Science and Pre-Nursing, and the Associate of Science in Nursing have specific General Education requirements. Please see these programs for more information.

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)
Prerequisite: Satisfactory performance on Accuplacer
- ENG 101 Effective College English II (3 quarter units)
Prerequisite: ENG 100

Category 2—Speech and Communication

(4.5 quarter units)

- COM 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 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

JRN 200	History of Journalism
LIT 100	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 345	Mythology <i>Prerequisite: LIT 100 and ENG 240</i>
MUS 100	Fundamentals of Music
MUS 300	Film Music <i>Prerequisite: ENG 100 and ENG 101</i> <i>Recommended Preparation: MUS 100</i>
MUS 327	World Music <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 100	Introduction to Philosophy <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 337	Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II <i>Prerequisite: SPN 100</i>
SPN 200	Intermediate Spanish I <i>Prerequisite: SPN 101</i>
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 <i>Prerequisite: ENG 101 and ENG 100</i>
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
EDA 200	Schools of the World
FYS 102	First-Yr Sem: Social Sciences <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220A +	United States History I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220B +	United States History II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 300	Roots of Western Civilization <i>Prerequisite: ENG 100 and ENG 101</i>
POL 100	Introduction to Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 201	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 100	Introduction to Psychology
SOC 100 +	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 260	Cultural Anthropology <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350 +	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>

+ Diversity Enriched Content

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units)

Note: One science lab is required.

Strongly Recommend: 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) <i>Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors</i>
BIO 161	General Biology 1
BIO 162	General Biology 2 <i>Prerequisite: BIO 161</i>
BIO 201	Human Anatomy & Physiol I <i>Recommended Prior completion of: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses.</i>
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>

BIO 202	Human Anatomy & Physiol II <i>Recommended Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses</i>
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203	Introductory Microbiology <i>Recommended Prior completion of: BIO 201, BIO 201A, BIO 202, BIO 202A, BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses</i>
BIO 203A	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
CHE 101	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
CHE 101A	Introductory Chemistry Lab (1.5 quarter units) <i>Prerequisite: CHE 101 or CHE 141 for science majors</i>
CHE 141	General Chemistry 1 <i>Prerequisite: MTH 215 or equivalent and CHE 101</i>
CHE 142	General Chemistry 2 <i>Prerequisite: CHE 141</i>
EES 103	Fundamentals of Geology
EES 103A	Fundamentals of Geology Lab (1.5 quarter units) <i>Prerequisite: EES 103</i>
PHS 104	Introductory Physics <i>Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PHS 104A	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104 or PHS 171 for science majors</i>
PHS 171	General Physics 1 <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>
PHS 172	General Physics 2 <i>Prerequisite: PHS 171</i>

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 <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
COH 318	Drug Use and Abuse <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
COH 319	Human Sexuality <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
ENG 201	Fiction Writing I <i>Prerequisite: ENG 101</i>
ENG 202	Poetry Writing I <i>Prerequisite: ENG 101</i>
ENG 203	Screenwriting I <i>Prerequisite: ENG 101</i>
ENG 375	Nature Writing <i>Prerequisite: ENG 100 and ENG 101</i>
FFL 100	Foundation to Academic Success
FYP 103	First-Yr Sem: Psychology <i>Prerequisite: ENG 100 and ENG 101</i>
GLS 150	Global Issues and Trends
MUS 200	Music Composition <i>Recommended Preparation: MUS 100 or MUS 326 or MUS 327</i>
NSG 280	Human Lifecycle Development <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PHL 238	Logical & Critical Thinking <i>Prerequisite: ENG 100 and ENG 101</i>

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 G.E. 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)
Prerequisite: Satisfactory performance on Accuplacer
- 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 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

HUMANITIES

ACEX 2101X	Philosophy of Coaching
HIS 233	World Civilizations I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 234	World Civilizations II <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 200	History of Journalism
LIT 100	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 345	Mythology <i>Prerequisite: LIT 100 and ENG 240</i>
PHL 100	Introduction to Philosophy <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 337	Ethics <i>Prerequisite: ENG 100 and ENG 101</i>

LANGUAGES

ASL 120	American Sign Language I
ASL 220	American Sign Language II <i>Prerequisite: ASL 120</i>
ASL 320	American Sign Language III <i>Prerequisite: ASL 220</i>
SPN 100	Beginning Spanish I
SPN 101	Beginning Spanish II <i>Prerequisite: SPN 100</i>
SPN 200	Intermediate Spanish I <i>Prerequisite: SPN 101</i>

Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:

CSC 242	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252	Programming in C++ <i>Prerequisite: CSC 242</i>
CSC 262	Programming in JAVA <i>Prerequisite: MTH 215</i>

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 <i>Prerequisite: ENG 101 and ENG 100</i>
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
EDA 200	Schools of the World
FYS 102	First-Yr Sem: Social Sciences <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220A	United States History I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220B	United States History II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 300	Roots of Western Civilization <i>Prerequisite: ENG 100 and ENG 101</i>
POL 100	Introduction to Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 201	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 260	Cultural Anthropology <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>

AREA F: PHYSICAL AND BIOLOGICAL SCIENCES

(Minimum 6 quarter units)

Note: One science lab is required.

Strongly Recommend: 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) <i>Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors</i>
BIO 161	General Biology 1
BIO 162	General Biology 2 <i>Prerequisite: BIO 161</i>
BIO 201	Human Anatomy & Physiol I <i>Recommended Prior completion of: BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses.</i>
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>
BIO 202	Human Anatomy & Physiol II <i>Recommended Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses</i>
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203	Introductory Microbiology <i>Recommended Prior completion of: BIO 201, BIO 201A, BIO 202, BIO 202A, BIO 100, BIO 100A, CHE 101, and CHE 101A or equivalent courses</i>
BIO 203A	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
CHE 101	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A, and MTH 216B</i>
CHE 101A	Introductory Chemistry Lab (1.5 quarter units) <i>Prerequisite: CHE 101 or CHE 141 for science majors</i>
CHE 141	General Chemistry 1 <i>Prerequisite: MTH 215 or equivalent and CHE 101</i>
CHE 142	General Chemistry 2 <i>Prerequisite: CHE 141</i>
EES 103	Fundamentals of Geology
EES 103A	Fundamentals of Geology Lab (1.5 quarter units) <i>Prerequisite: EES 103</i>
PHS 104	Introductory Physics <i>Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A, and MTH 216B</i>
PHS 104A	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104 or PHS 171 for science majors</i>
PHS 171	General Physics 1 <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>
PHS 172	General Physics 2 <i>Prerequisite: PHS 171</i>

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 <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
COH 318	Drug Use and Abuse <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
COH 319	Human Sexuality <i>Prerequisite: ENG 100</i> <i>Recommended Preparation: COH 100</i>
ENG 201	Fiction Writing I <i>Prerequisite: ENG 101</i>
ENG 202	Poetry Writing I <i>Prerequisite: ENG 101</i>
ENG 203	Screenwriting I <i>Prerequisite: ENG 101</i>
ENG 375	Nature Writing <i>Prerequisite: ENG 100 and ENG 101</i>
FFL 100	Foundation to Academic Success
FYP 103	First-Yr Sem: Psychology <i>Prerequisite: ENG 100 and ENG 101</i>
GLS 150	Global Issues and Trends
MUS 200	Music Composition <i>Recommended Preparation: MUS 100 or MUS 326 or MUS 327</i>
NSG 280	Human Lifecycle Development <i>Prerequisite: ENG 100, ENG 101, and PSY 100</i>
PHL 238	Logical & Critical Thinking

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 101 and ENG 100
- EES 301 Earth & Planetary Sciences
- EES 322 Oceanography
- EES 335 Environmental Science
- ENG 375 Nature Writing
Prerequisite: ENG 100 and ENG 101
- FYM 104 First-Yr Sem: Math & Sci
Prerequisite: ENG 100 and ENG 101
- HIS 300 Roots of Western Civilization
Prerequisite: ENG 100 and ENG 101
- JRN 350 Youth and the News
- 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 327 Arab 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 Content

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

P (858) 642-8450 • F (858) 642-8715 • E cols@nu.edu

Dean, Carol P. Richardson
Ed. D. Music Education, University of Illinois at Urbana-Champaign

- 102 Degrees Offered**
- 103 Degrees Offered by Department**
- 104 Faculty**
- 108 Undergraduate Degrees**
- 135 Minors**
- 137 Graduate Degrees**
- 147 Certificate Programs
(Undergraduate and Graduate)**



DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Associate of Arts

with a Major in:


- General Education 

with Concentration in:

- » Business Administration 


Associate of Science

with Majors in:


- Alcohol and Drug Abuse Counseling 
- Human Biology

Bachelor of Arts


with Majors in:


- English 

with Concentration in:

- » Creative Writing 

- English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)


- English with Single-Subject Matter Preparation 

- General Studies 

- Global Studies 

- History 

- Integrative Psychology


- Interdisciplinary Studies 


- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)

with Concentration in:


- » STEM (Science, Technology, Engineering, Mathematics)


- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- Political Science 

- Psychology 


- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)


- Sociology 

- Spanish 

with Optional:


- » Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- Sport Psychology 


- Strategic Communications 

Bachelor of Science

with Majors in:

- Biology
- Mathematics 

with a Concentration in:

- » Single-Subject Teaching 










- Organizational Behavior 

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
- Bachelor of Science in Organizational Behavior to Master of Arts in Human Behavior

Minors

- Creative Writing 
- English 
- Global Studies 
- History 
- Honors Fellows for Social Change 
- Mathematics 
- 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 

- Film Studies 

- Gerontology 

- History 


- Human Behavior 

- Performance Psychology 

- Strategic Communications 


Master of Fine Arts


with a Field of Study in:

- Creative Writing 

Master of Forensic Sciences

with Specializations in:

- » Criminalistics 

- » Investigation 


The following programs are also listed in the School of Education section:

Bachelor of Arts


with Majors in:


- English with an Inspired Teaching and Learning California Preliminary Single Subject Teaching Credential (California)
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)


Undergraduate Certificates

- Alcohol and Drug Abuse Counseling 

Graduate Certificates

- Forensic and Crime Scene Investigations 

 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.

DEPARTMENT OF ARTS AND HUMANITIES

Bachelor of Arts

with Majors in:

- English [📄](#)

with Concentration in:

- » Creative Writing [📄](#)

- English with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- English with Single-Subject Matter Preparation [📄](#)

- Spanish [📄](#)

with Optional:

- » Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

- Strategic Communications [📄](#)

Minors

- Creative Writing [📄](#)
- English [📄](#)

Master of Arts

- English [📄](#)

with Specializations in:

- » Gothic Studies [📄](#)
- » Rhetoric [📄](#)

- Film Studies [📄](#)

- Strategic Communications [📄](#)

Master of Fine Arts

with a Field of Study in:

- Creative Writing [📄](#)

DEPARTMENT OF MATHEMATICS AND NATURAL SCIENCES

Associate of Science

with a Major in:

- Human Biology

Bachelor of Arts

with a Major in:

- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Bachelor of Science

with Majors in:

- Biology
- Mathematics [📄](#)

with a Concentration in:

- » Single-Subject Teaching [📄](#)

Minors

- Mathematics [📄](#)

Master of Forensic Sciences [📄](#)

with Specializations in:

- » Criminalistics [📄](#)

- » Investigation [📄](#)

GRADUATE CERTIFICATES

- Forensic and Crime Scene Investigations [📄](#)

DEPARTMENT OF PSYCHOLOGY

Associate of Science

with a Major in:

- Alcohol and Drug Abuse Counseling [📄](#)

Bachelor of Arts

with Majors in:

- Integrative Psychology [📄](#)

- Psychology [📄](#)

- Sport Psychology [📄](#)

Bachelor of Science

with Majors in:

- Organizational Behavior [📄](#)

Minors

- Psychology [📄](#)

UNDERGRADUATE CERTIFICATES

- 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 [📄](#)

- Gerontology [📄](#)

- Human Behavior [📄](#)

- Performance Psychology [📄](#)

DEPARTMENT OF SOCIAL SCIENCES

Associate of Arts

with a Major in:

- General Education [📄](#)

with Concentration in:

- » Business Administration [📄](#)

Bachelor of Arts

with Majors in:

- General Studies [📄](#)

- Global Studies [📄](#)

- History [📄](#)

- Interdisciplinary Studies [📄](#)

- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)

with Concentration in:

- » STEM (Science, Technology, Engineering, Mathematics)

- 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 [📄](#)

Master of Arts

with a Field of Study in:

- History [📄](#)

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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 by 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

UNDERGRADUATE DEGREES

ASSOCIATE OF ARTS

MAJOR IN GENERAL EDUCATION

Academic Program Director: Tom Pollard; (510) 206-8927; tpollard@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

Academic Program Director: Gary Zucca; (209) 736-2949; gzucca@nu.edu

This concentration is designed for students enrolled in the Associate of Arts degree to provide a broad base of introductory business-related disciplines. Students completing this degree and concentration are prepared for entry-level positions in business and/or articulation into a bachelor's degree program in business.

Requirements for the Concentration

(8 courses; 36 quarter units)

MNS 205	Intro to Quantitative Methods <i>Prerequisite: Placement Evaluation</i>
ECO 203	Principles of Microeconomics
ECO 204	Principles of Macroeconomics
ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>
LAW 204	Legal Aspects of Business I
MGT 309C	Prin. of Mgmt & Organizations

ASSOCIATE OF SCIENCE

MAJOR IN ALCOHOL AND DRUG ABUSE COUNSELING

Academic Program Director: Donald Posson; (702) 531-7832; dposson@nu.edu

The Associate of Science 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, or people together with a planned framework of action.
- 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.
- Integrate knowledge of cultural diversity into chemically dependent clients' treatment plans.

Degree Requirements

To receive the degree, students must complete at least 90 quarter units, 31.5 of which must be taken in residence at National University, a minimum 34.5 units of general education, and complete a 255-hour practicum experience working with clients at an approved practicum site. Students are urged to meet English requirements as early as possible in their college career to avoid serious difficulties in other course work. 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.

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 the computer.

Recommended Preparation 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) <i>Prerequisite: ENG 100</i>
COM 103*	Public Speaking
MTH 204*	Mathematics for Science <i>Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement</i>
ILR 260*	Information Literacy <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Prerequisites for the Major

(2 courses; 9 quarter units)

PSY 100*	Introduction to Psychology
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(9 courses; 40.5 quarter units)

ADC 205	Intro to Substance Abuse <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 215	Physiology of Substance Abuse <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 225	Law and Ethics <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 235	Case Management <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 245	Individual Counseling I <i>Prerequisite: PSY 100, SOC 100 and ADC 205</i>
ADC 255	Individual Counseling II <i>Prerequisite: ADC 245</i>
ADC 265	Group & Family Counseling <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 275	Personal & Professional Growth <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 285	Practicum in Substance Abuse <i>Prerequisite: Satisfactorily complete 5 courses in the major, and Academic Program Director approval</i>

MAJOR IN GENERAL EDUCATION

Academic Program Director: Huda Makhluf; (858) 642-8488; hmakhluf@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

Academic Program Director: Ana Maria Barral; (714) 429-5148; abarra@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 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 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

Required for Nevada students only.

* May be used to meet a General Education requirement.

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

Recommended: Prior completion of: BIO 100, BIO 100A,

CHE 101 and CHE 101A or equivalent courses.

BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)

Prerequisite: BIO 201

BIO 202 Human Anatomy & Physiol II

Recommended: Prior completion of: BIO 201, and BIO 201A,

BIO 100, and BIO 100A, CHE 101 and CHE 101A

or equivalent courses

BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)

Prerequisite: BIO 202

BIO 203 Introductory Microbiology

Recommended: Prior completion of: BIO 201 and BIO 201A,

BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101

and CHE 101A or equivalent courses

BIO 203A Introductory Microbiology Lab (1.5 quarter units)

Prerequisite: BIO 203

BST 322 Intro to Biomedical Statistics

BACHELOR OF ARTS

MAJOR IN ENGLISH

Academic Program Director: 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. Students interested in creative writing may choose the Concentration in Creative Writing.

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 admissions 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. 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.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

Degree Requirements

To receive the Bachelor of Arts in English degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 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.

Additional Preparation for Major in English with Concentration in Creative Writing

(2 courses; 9 quarter units)

Choose **two (2)** of the following:

ENG 201 Fiction Writing I
Prerequisite: ENG 101

OR

ENG 202 Poetry Writing I
Prerequisite: ENG 101

OR

ENG 203 Screenwriting I
Prerequisite: ENG 101

Requirements for the Major

(9 courses; 40.5 quarter units)

Choose any **four (4)** of the following **five (5)** 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 (1)** of the following **three (3)** 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 without Creative Writing Concentration

(7 courses; 31.5 quarter units)

Any **two (2)** additional upper-division LIT courses

AND

One (1) of the following:

- ART 315 Film as Art
Prerequisite: ENG 100 and ENG 101
- COM 360 Representation in the Media
Prerequisite: ENG 100 and ENG 101
- COM 385 Interactive Storytelling
Prerequisite: 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 310 English Grammar
Prerequisite: ENG 101
- ENG 350 Fundamentals of Linguistics
Prerequisite: ENG 100 and ENG 101
- ENG 352 Origins of English
Prerequisite: ENG 100 and ENG 101
- ENG 375 Nature Writing
Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A

AND

Any **four (4)** additional upper-division courses in the College of Letters and Sciences.

OR

Concentration in Creative Writing

Academic Program Director: Colin Dickey; (310) 662-2131; cdickey@nu.edu

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 completed works of publishable quality in those genres.
- Read their own work critically and employ revision strategies to improve it to publishable standards.
- Critique the writing of others in a collegial setting and offer constructive suggestions for improving it to publishable quality.
- Produce a significant project of publishable quality in one genre.

Concentration Requirements

(8 courses; 36 quarter units)

Two (2) of the following:

- ENG 301 Fiction Writing II
Prerequisite: ENG 201
- ENG 302 Poetry Writing II
Prerequisite: ENG 202
- ENG 303 Screenwriting II
Prerequisite: ENG 203
- ENG 375 Nature Writing
Prerequisite: ENG 100, ENG 101 and ENG 240 or ENG 334A

AND

One (1) of the following:

- ENG 401 Fiction Workshop
Prerequisite: ENG 301
- ENG 402 Poetry Workshop
Prerequisite: ENG 302
- ENG 403 Screenwriting Workshop
Prerequisite: ENG 303

AND

One (1) of the following:

- LIT 401 Contemporary Fiction
Prerequisite: ENG 240 and LIT 100
- LIT 402 Contemporary Poetry
Prerequisite: ENG 240 and LIT 100

AND

Any **two (2)** additional upper-division LIT courses

AND

Any **two (2)** additional upper-division courses in the College of Letters and Sciences.

MAJOR IN ENGLISH WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE-SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: John Miller; (714) 429-5146; jmiller@nu.edu

The Bachelor of Arts in English with Inspired Teaching and Learning and a Preliminary Single-Subject Credential (California) 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. This program 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. 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 Credential Information section of the catalog.

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.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

Degree Requirements

To receive a Bachelor of Arts in English with 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. 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

(25 courses; 108 quarter units)

English Requirements

(11 courses; 49.5 quarter units)

Any **four (4)** of the following **five (5)** survey courses:

LIT 311	British Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 322	American Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 360	History of Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>

Any **one (1)** of the following **three (3)** courses:

LIT 410	African American Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 420	U.S. Latino Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 460	Gender and Literature <i>Prerequisite: ENG 240 and LIT 100</i>

AND ALL OF THE FOLLOWING:

ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 498	English Capstone Course <i>Prerequisite: Satisfactory completion of 8 upper-division LIT courses</i>

AND

Any **one (1)** additional upper-division Literature (LIT) course from available offerings.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559)256-4945; jbathina@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 (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. <i>Prerequisite: ITL 400 and Students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN ENGLISH WITH SINGLE SUBJECT MATTER PREPARATION

Academic Program Director: John Miller; (714) 429-5146; jmiller@nu.edu

The major in English with Single Subject Matter Preparation is designed to prepare students for careers teaching middle or secondary school English or language arts. The program is approved by the California Commission on Teacher Credentialing. Students who complete this program, will not be required to take the California Subject Examination for Teachers (CSET) in English to receive their teaching credential. To fulfill the Single Subject Matter Preparation standards mandated by the state of California, the program requires additional study in certain areas beyond what is required by the regular major in English.

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.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of works of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Analyze popular media texts and their effects on consumers.
- Identify issues and challenges confronting middle and secondary school English teachers in the public schools.
- 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 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. 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 <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 100*	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>
THR 200*	Theater Arts
ENG 201*	Fiction Writing I <i>Prerequisite: ENG 101</i>

OR

ENG 202* Poetry Writing I
Prerequisite: ENG 101

OR

ENG 203* Screenwriting I
Prerequisite: ENG 101

* May be used to meet a General Education requirement.

Requirements for the Major

(14 courses; 63 quarter units)

Note: ENG300 should be taken as early in the student's program as possible; it requires a 31.5 hour observation in the public schools.

COM 360	Representation in the Media <i>Prerequisite: ENG 100 and ENG 101</i>
ENG 300	English Practicum & Portfolio
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 311	British Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 322	Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 345	Mythology <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Contemporary Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>

Any **one (1)** of the following **three (3)** 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

AND

Choose any **one (1)** additional upper-division Literature (LIT) course from available offerings.

Upper-Division Elective

(1 course; 4.5 quarter units)

Students can use any upper-division course in the College of Letters and Sciences to fulfill the upper-division Elective Requirement.

MAJOR IN GENERAL STUDIES

Academic Program Director: Carl Boggs; (310) 826-0671; cboggs@nu.edu

The Bachelor of Arts in General Studies (BAGS) is designed to meet the needs of a growing number of students who have completed considerable study in diverse subject areas, both academic and applied. This program allows students to organize their varied explorations into a coherent degree program. The BAGS is unique among academic curricula, for it liberates students from the burden of repeating coursework in order to fulfill traditional degree requirements. The degree allows students to explore a wide variety of disciplines. It integrates both applied study (e.g., business, 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 nontraditional learners to continue moving forward without retracing a considerable portion of their study.

Program Learning Outcomes

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

- Demonstrate 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 upper-division 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)

nu.edu

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

Academic Program Director: Raphi Rechitsky; (858) 642-8775; rrechitsky@nu.edu

Offered only online, the Bachelor of Arts in Global Studies degree program provides a flexible integration of skills and competencies that prepares students for a variety of 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 talent. 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 540 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
HIS 234*	World Civilizations II
	<i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(10 courses; 45 quarter units)

HIS 320	Culture of Global Capitalism	<i>Prerequisite: ENG 100 and ENG 101</i>
SCI 300	Geography	
PHL 320	World Religions	<i>Prerequisite: ENG 100 and ENG 101</i>
POL 340	Comparative Politics	<i>Prerequisite: ENG 100 and ENG 101</i>
LIT 463	20th Century World Literature	<i>Prerequisite: LIT 100 and ENG 240</i>
GLS 410	Gender and Global Society	<i>Prerequisite: ENG 240</i>
GLS 420	Ecological Revolutions	<i>Prerequisite: ENG 240</i>
GLS 430	The Global Economy	<i>Prerequisite: ENG 240</i>
COM 385	Interactive Storytelling	<i>Prerequisite: ENG 101</i>
GLS 499	Seminar and Portfolio Project	

Upper-Division Electives

(6 courses; 27 quarter units)

ART 329	World Art	<i>Prerequisite: ENG 100 and ENG 101</i>
GLS 310	Global Communications	<i>Prerequisite: ENG 240</i>
GLS 330	Film in a Global Context	<i>Prerequisite: ENG 240</i>
GLS 440	Study Abroad	<i>Prerequisite: HIS 320</i>
IBU 540	International Experience	
HIS 325	Modern World Migration	<i>Prerequisite: ENG 100 and ENG 101</i>
HIS 434	Modern World, 1500 to Present	<i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
MUS 327	World Music	<i>Prerequisite: ENG 100 and ENG 101</i>
PHL 375	Environmental Ethics	<i>Prerequisite: ENG 100 and ENG 101</i>
SOC 328	Intercultural Thinking	<i>Prerequisite: ENG 100 and ENG 101</i>
POL 320	Politics of Social Movements	<i>Prerequisite: ENG 100 and ENG 101</i>
POL 350	International Relations	<i>Prerequisite: ENG 100 and ENG 101</i>
EES 335	Environmental Science	
MKT 430	Intro to Global Marketing	<i>Prerequisite: MKT 302A</i>

MAJOR IN HISTORY

Academic Program Director: Duncan Campbell; (858) 642-8148; 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:

- Demonstrate knowledge of World History.
- Demonstrate knowledge of U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their argument and use of supporting evidence, including how the argument may be influenced by the incompleteness of evidence or by biases that are part of surviving evidence.

- Discuss current concerns, new theories, new evidence and issues that shape the history of historical interpretation.
- Conduct historical research and support with appropriate primary and secondary source materials.

Degree Requirements

To receive a Bachelor of Arts with a Major in History, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, 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 Academic Program Director.

Preparation for the Major

(5 courses; 22.5 quarter units)

ENG 240*	Advanced Composition <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220A*	United States History I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220B*	United States History II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 233*	World Civilizations I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 234*	World Civilizations II <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet General Education requirements

Required for the Major

(10 courses; 45 quarter units)

HIS 431	The Ancient World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 432	The Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 433	The Post-Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
HIS 400	Historical Theories & Methods <i>Prerequisite: ENG 240</i>
HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 499	Capstone Research Project <i>Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major</i>

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 <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 410	California History <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 320	World Religions <i>Prerequisite: ENG 100 and ENG 101</i>
POL 540	American Political System
SCI 300	Geography

Recommended

GLS 410	Gender and Global Society <i>Prerequisite: ENG 240</i>
GLS 420	Ecological Revolutions <i>Prerequisite: ENG 240</i>
GLS 430	The Global Economy <i>Prerequisite: ENG 240</i>
HIS 300	Roots of Western Civilization <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 325	Modern World Migration <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 339	The Middle East, 600-1600 C.E. <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 341	History Through Theater <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 342	History of Modern Middle East <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 345	Latin American Studies <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 346	Chinese History and Culture I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 348	Asian Studies <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 349	African Studies <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 355	Chinese History and Culture II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 370	History of the American S/W <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 490	Guided Study (variable units)
MUS 326	American Music <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 325	Popular Culture <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 328	Intercultural Thinking <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 336	American Film and Society <i>Prerequisite: ENG 100 and ENG 101</i>
GLS 310	Global Communications <i>Prerequisite: ENG 240</i>
GLS 330	Film in a Global Context <i>Prerequisite: ENG 240</i>
GLS 440	Study Abroad <i>Prerequisite: HIS 320</i>

MAJOR IN INTEGRATIVE PSYCHOLOGY

Academic Program Director: Brenda Shook; (916) 855-4108; bshook@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 towards 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 life 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 socio-cultural 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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
COM 324	Critical Thinking and Ethics <i>Prerequisite: ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(10 courses; 45 quarter units)

PSY 426	History & Philosophy of Psych <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 466	Personal Growth & Development <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 467	Multicultural Mental Health <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 468	Spirituality and Global Health <i>Prerequisite: ENG 100 with a minimum grade of C and ENG 101 with a minimum grade of C</i>
PSY 470	Qualitative Analysis <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 471	Intimate Relationships <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 472	Social Construction <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 473	Somatic Psychology <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 474	Ecopsychology <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 484	Senior Project <i>Prerequisite: ENG 100, ENG 101 and completion of all core courses prior to enrollment in PSY 484 is required.</i>

Electives Area 1

(4 courses; 18 quarter units)

Students must select **four (4)** courses from **Area 1**.

PSY 441	Global Psychology <i>Prerequisite: PSY 100</i>
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PSY 455	Psychology of Bereavement <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 458	Health Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 475	Psychology of Consciousness <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 476	Symbolic Expression <i>Prerequisite: ENG 100 and ENG 101</i>
PSY 477	Play

Electives Area 2

(1 course; 4.5 quarter units)

Students must select **one (1)** course from **Area 2**.

ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
MUS 327	World Music <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 320	World Religions <i>Prerequisite: ENG 100 and ENG 101</i>

Electives Area 3

(1 course; 4.5 quarter units)

Students must select **one (1)** course from **Area 3**.

COM 305	Intercultural Communication <i>Prerequisite: ENG 101</i>
COM 385	Interactive Storytelling <i>Prerequisite: ENG 101</i>
GLS 310	Global Communications <i>Prerequisite: ENG 240</i>
GLS 410	Gender and Global Society <i>Prerequisite: ENG 240</i>

MAJOR IN INTERDISCIPLINARY STUDIES

Academic Program Director: 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 <i>Prerequisite: ENG 101</i>
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- OR**
- ENG 375 Nature Writing
Prerequisite: ENG 100 and ENG 101, 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

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: LIT 100 and ENG 240
- LIT 322 American Literature II
Prerequisite: LIT 100 and ENG 240
- LIT 338 Shakespeare
Prerequisite: LIT 100 and ENG 240
- LIT 345 Mythology
Prerequisite: LIT 100 and ENG 240
- LIT 446 Studies in Poetry
Prerequisite: LIT 100 and ENG 240
- LIT 450 Studies in the Novel
Prerequisite: LIT 100 and ENG 240
- LIT 460 Gender and Literature
Prerequisite: LIT 100 and ENG 240

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 430 Culture, Technology & Society
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

- 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, BIO163 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

OR

- 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 215 or MTH 216B 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 <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 500	Cultural Pluralism in the USA <i>Prerequisite: ENG 100 and ENG 101</i>

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 Academic Program Director for more information (including fees).

MAJOR IN INTERDISCIPLINARY STUDIES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Joshua Olsberg; (559) 256-4908; jolsberg@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 Learning Outcomes

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world view.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.

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 <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 410	California History <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 209A*	Fundamentals of Mathematics I <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>

* 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 <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A or Accuplacer test placement evaluation</i>
ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
BIS 401	Interdisciplinary Practice: In
BIS 499	Interdisciplinary Studies Proj <i>Prerequisite: BIS 301 and four additional courses from the major</i>

Upper-Division Requirements

(5 courses; 22.5 quarter units)

COM 380	Democracy in the Info. Age <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 320	Culture of Global Capitalism <i>Prerequisite: ENG 100 and ENG 101</i>
SCI 300	Geography
BIS 405	Genetic Anthropology <i>Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215</i>
MTH 410	Technology in Math Education <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559)256-4945; jrbathina@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 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. <i>Prerequisite: ITL 400 and students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 510</i>
ITL 514	Language-Literacy: Assessment <i>Prerequisite: ITL 512</i>
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 514</i>
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

Concentration in STEM (Science, Technology, Engineering, Mathematics)

A Concentration in STEM provides students with the depth and breadth of knowledge in science, technology, engineering and mathematics that prepares them to be successful in a digital classroom. Students will define, create and model team building and problem-based learning in an interdisciplinary environment that demonstrates an understanding of the integration of knowledge within and across the disciplines.

Program Learning Outcomes

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

- Demonstrate how to integrate Science, Technology, Engineering, and Mathematics (STEM) to meet the needs of all learners.
- Create and model interdisciplinary learning environments that reflect team building and problem-based learning using technology.

Requirements for the Concentration

(5 courses, 22.5 quarter units)

SCI 400	History of Science <i>Prerequisite: One 4.5 quarter unit science course from the natural sciences.</i>
TED 306	21st Century Teaching Methods
MTH 410	Technology in Math Education <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301</i>
BIS 405	Genetic Anthropology <i>Prerequisite: BIS 301, Recommended: Prior completion of: MTH 215</i>
TED 351	Teaching STEM Methods <i>Prerequisite: TED 305 or TED 306 or TED 320</i>

Note: Students will need a Taskstream account for portfolio work. Please refer to your Academic Program Director for more information (including fees).

MAJOR IN MATHEMATICS WITH AN INSPIRED TEACHING AND LEARNING SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

The Bachelor of Art in Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a mathematics 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 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 Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations.
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover a range of phenomena across appropriate disciplines.
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics.
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication.
- Develop fundamental knowledge in geometry.
- Model real-world problems with a variety of algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.

Degree Requirements

To receive a Bachelor of Arts in Mathematics with an Inspired Teaching and Learning 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 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

(6 courses; 27 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 MTH 12A and MTH 12B

AND

MTH 216B* College Algebra II (3 quarter units)
Prerequisite: MTH 216A

MTH 220* Calculus I
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

OR

CSC 208* Calculus for Comp. Science I
Prerequisite: MTH 215

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

* May be used to meet a General Education requirement.

Requirements for the Major

(23 courses; 99 quarter units)

Mathematics Requirements

(9 courses; 40.5 quarter units)

MTH 311 Topics from Geometry
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

MTH 325 Discrete Mathematics
Prerequisite: MTH 215 or MTH 216A and MTH 216B

OR

CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252 and CSC 310

MTH 411 Number Theory
Prerequisite: MTH 216B or MTH 215 or MTH 301

MTH 435 Linear Algebra
Prerequisite: MTH 220 and MTH 325

MTH 416 Algebraic Structures
Prerequisite: MTH 435 and MTH 325

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

MTH 412 History of Mathematics
Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B

MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559)256-4945; jbathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

Students must complete 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. <i>Prerequisite: ITL 400 and students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN POLITICAL SCIENCE

Academic Program Director: Shak Hanish; (858) 642-8494; shanish@nu.edu

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

to equip students with specialized research and analytical skills as well as familiarity with more generalized problem-solving skills sufficient to allow them to make valuable contributions to any vocation or enterprise they pursue and to 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 <i>Prerequisite: ENG 100 and ENG 101</i>
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* 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 <i>Prerequisite: ENG 100 and ENG 101</i>
POL 330	Political Theory <i>Prerequisite: ENG 100 and ENG 101</i>
POL 340	Comparative Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 350	Relations <i>Prerequisite: ENG 100 and ENG 101</i>
POL 360	Public Policy <i>Prerequisite: ENG 100 and ENG 101</i>
POL 400	European Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 410	Middle Eastern Politics <i>Prerequisite: ENG 100 and ENG 101</i>
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 <i>Prerequisite: ENG 100 and ENG 101</i>
GLS 410	Gender and Global Society <i>Prerequisite: ENG 240</i>
GLS 430	The Global Economy <i>Prerequisite: ENG 240</i>
HIS 320	Culture of Global Capitalism <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>
HUM 501	Global Civic Culture <i>Prerequisite: ENG 100 and ENG 101</i>
PAD 403	Government Relations
PHL 320	World Religions <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 375	Environmental Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 490	Guided Study (variable units)
POL 539	Dynamics of World Politics
SOC 385	Methods of Social Inquiry <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 540	Power and Social Change <i>Prerequisite: ENG 100 and ENG 101</i>

MAJOR IN PSYCHOLOGY

Academic Program Director: Nicole Polen-Petit; (916) 855-4303;
npolen-petit@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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
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 <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 427	Biological Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 428	Developmental Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 429	Intro to Personality Theory <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 430	Intro to Psychopathology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 432	Social Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 433	Cognitive Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 441	Global Psychology <i>Prerequisite: PSY 100</i>
HUB 441	Research Design and Analysis <i>Prerequisite: ENG 100, ENG 101, MTH 210 and PSY 100</i>
CHD 440	Drugs, Values and Society
PSY 480	Senior Project <i>Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.</i>

OR

PSY 491	Guided Study for Honors Students (variable units) <i>Prerequisite: Satisfactory completion of core courses with a GPA of 3.75 or higher</i>
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Upper-Division Electives

(5 courses; 22.5 quarter units)

Students not pursuing a minor must choose five upper-division electives from following:

BIO 420	Animal Behavior <i>Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A</i>
CJA 400	Gangs in America
BIS 301	Intro to Interdisc. Studies
CJA 431	Criminology
CJA 448	Violence and Society
HUB 400	Group Structure & Dynamics <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 401	Conflict Resolution <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 410	Psychology for Managers <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 420	Human Communication <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 440	Organizational Development <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 500	Cross-Cultural Dynamics <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 302	Foundation of Sport Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 340A	Counseling Techniques I <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 431	Psychological Testing <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 445	Applied Sport Psychology <i>Prerequisite: PSY 100 and PSY 302</i>
PSY 446	Positive Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>

PSY 454	Psychology of Religion <i>Prerequisite: PSY 100 with a minimum grade of C and ENG 100 with a minimum grade of C</i>
PSY 455	Psychology of Bereavement <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 457	Forensic Psychology <i>Prerequisite: ENG 100 and PSY 100</i>
PSY 458	Health Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 469	Human Sexuality
SOC 344	Marriage, Sex and the Family <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 443	Sociology of Deviance <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 100 and ENG 101</i>

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.

MAJOR IN SOCIAL SCIENCE WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Duncan Campbell; (858) 642-8148; dcampbell2@nu.edu

The Bachelor of Art in Social Science with an Inspired Teaching and Learning 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 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.
- Delineate the central demographic, economic, and political developments in the history of California from the eve of Spanish settlement to the present.

Degree Requirements

To receive a Bachelor of Arts with a Major in Social Science with an 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 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 <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220B*	United States History II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 233*	World Civilizations I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 234*	World Civilizations II <i>Prerequisite: ENG 100 and ENG 101</i>
POL 100*	Introduction to Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 201*	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>
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 <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 432	The Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 433	The Post-Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
HIS 400	Historical Theories & Methods <i>Prerequisite: ENG 240</i>
HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 410	California History <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 499	Capstone Research Project <i>Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

Students must complete 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
Prerequisite: ITL 550A, Corequisite: ITL 551B

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

MAJOR IN SOCIOLOGY

Academic Program Director: Thomas Green; (858) 642-8424; tgreen@nu.edu

Academic Program Director: Lorna Zukas; (858) 642-8437; llueker@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 <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 210*	Probability and Statistics <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>

* 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 <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 443	Sociology of Deviance <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 385	Methods of Social Inquiry <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 455	Organizational Sociology <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 365	Classical Social Theory <i>Prerequisite: SOC 100 and ILR 260</i>
SOC 500	Cultural Pluralism in the USA <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 375	Contemporary Social Theory <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 540	Power and Social Change <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 499**	Sociology Senior Project <i>Prerequisite: SOC 100 and ENG 240 or equivalent</i>

** 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 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 <i>Prerequisite: ENG 240</i>
GLS 330	Film in a Global Context <i>Prerequisite: ENG 240</i>
GLS 410	Gender and Global Society <i>Prerequisite: ENG 240</i>
GLS 420	Ecological Revolutions <i>Prerequisite: ENG 240</i>
GLS 430	The Global Economy <i>Prerequisite: ENG 240</i>
GLS 440	Study Abroad <i>Prerequisite: HIS 320</i>
HUM 501	Global Civic Culture <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 412	History of Mathematics <i>Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B</i>

PHL 320	World Religions <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 375	Environmental Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 320	Politics of Social Movements <i>Prerequisite: ENG 100 and ENG 101</i>
POL 360	Public Policy <i>Prerequisite: ENG 100 and ENG 101</i>
SCI 300	Geography
SOC 325	Popular Culture <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 328	Intercultural Thinking <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 331	Sociology of Health & Illness <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 336	American Film and Society <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 430	Culture, Technology & Society <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 449	Sociology of Law <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 460	The Individual and Society <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 490	Guided Study (variable units)

MAJOR IN SPANISH WITH OPTIONAL INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Rachel VanWieren; (310) 662-2145; rvanwieren@nu.edu

The Bachelor of Arts with a Major in Spanish consists of intensive proficiency-oriented coursework in Spanish language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography and politics of religion. The program prepares students for a variety of career paths in government, military, business and education. Each student has the option of choosing to complete seven courses of upper-division electives or pursuing an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California).

***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 Learning Outcomes

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

- Develop oral, written and reading proficiency in Spanish.
- Read and interpret representative texts and cultural productions in Spanish.
- Develop analytical and critical skills that build from textual, cultural and linguistic analysis to the exploration of society.
- Translate and interpret to and from Spanish.
- Differentiate the major aspects of Latin American and Hispanic culture and civilization from pre-Columbian times to the present.
- Demonstrate familiarity with the history and culture of the Spanish speaking world.
- A comprehensive familiarity with the history and culture of the region.

Degree Requirements

To receive the Bachelor of Arts Degree with a Major in Spanish, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of general education requirements. The following courses are degree requirements. In the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major

(5 courses; 22.5 quarter units)

SPN 100*	Beginning Spanish I
SPN 101*	Beginning Spanish II <i>Prerequisite: SPN 100</i>
SPN 200*	Intermediate Spanish I <i>Prerequisite: SPN 101</i>
SPN 201	Intermediate Spanish II <i>Prerequisite: SPN 200</i>
LIT 100*	Introduction to Literature <i>Prerequisite: ENG 100, and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for Major

(9 courses; 40.5 quarter units)

SPN 300	Advanced Spanish I <i>Prerequisite: SPN 201</i>
SPN 301	Advanced Spanish II <i>Prerequisite: SPN 300</i>
SPN 310	Literary Readings in Spanish <i>Prerequisite: LIT 100 and SPN 301</i>
SPN 330	Intro Lat. Am. Cultures <i>Prerequisite: SPN 301</i>
SPN 350	Film and Culture <i>Prerequisite: SPN 301</i>
SPN 420	Literature and Culture I <i>Prerequisite: SPN 310 and SPN 330</i>
SPN 430	Literature and Culture II <i>Prerequisite: SPN 420</i>
SPN 450	Identity and Multiculturalism <i>Prerequisite: SPN 310 and SPN 330</i>
SPN 499	Spanish Capstone <i>Prerequisite: SPN 430</i>

Upper-Division Electives

(7 courses; 31.5 quarter units)

The following are strongly recommended:

HIS 345	Latin American Studies <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
LIT 360	History of Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Contemporary Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 420	U.S. Latino Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 460	Gender and Literature <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 480	Literature of the Americas <i>Prerequisite: ENG 240 and LIT 100</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559)256-4945; jybathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential CORE Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

Students must complete 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. <i>Prerequisite: ITL 400 and Students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN SPORT PSYCHOLOGY

Academic Program Director: 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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
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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 <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 448	History of Sport & Sport Psych <i>Prerequisite: PSY 100 and PSY 302</i>
PSY 300	Social Psychology of Sport <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
HUB 441	Research Design and Analysis <i>Prerequisite: ENG 100, ENG 101, MTH 210 and PSY 100</i>
PSY 303	Motor Learning <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 440	Sport Psychology for Coaches <i>Prerequisite: PSY 100 and PSY 302</i>
PSY 443	Culture and Sport Psychology <i>Prerequisite: PSY 100 and PSY 302</i>
BIO 385	Biomechanics of Sport <i>Prerequisite: BIO 100 and BIO 100A</i>
BIO 386	Exercise Physiology <i>Prerequisite: BIO 100 and BIO 100A</i>
PSY 340A	Counseling Techniques I <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 445	Applied Sport Psychology <i>Prerequisite: PSY 100 and PSY 302</i>
PSY 442	Case Studies Sport Psychology <i>Prerequisite: Successful completion of 10 courses in the BA Sport Psychology program.</i>
PSY 485	Sport Psychology Sr. Project <i>Prerequisite: Satisfactory completion of all major requirements</i>

Upper-Division Electives

(3 courses; 13.5 quarter units)

Choose **three (3)** 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 <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 428	Developmental Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 429	Intro to Personality Theory <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 430	Intro to Psychopathology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 432	Social Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 433	Cognitive Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 446	Positive Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>

MAJOR IN STRATEGIC COMMUNICATIONS

Academic Program Director: 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.

Prerequisites

(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 units)

Core Requirements

(14 courses; 63 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 334 Persuasion
Prerequisite: ENG 101
- COM 402 Communication Technologies
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

Academic Program Director: 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 in 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 a BS in 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 College of Letters and Sciences commitment 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

This transition program allows students who are enrolled in the BS Biology program 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, with a 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, and 203A is equivalent to the course sequence BIO 161, 162, 163, 169A for fulfillment of 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 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
Prerequisite: CHE 142, Corequisite: CHE 149A
- BIO 161* General Biology 1
- BIO 162* General Biology 2
Prerequisite: BIO 161
- BIO 163 General Biology 3
Prerequisite: BIO 161, Corequisite: BIO 169A, 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, Corequisite: PHS 179A
- 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
- BIO 169A General Biology Lab (1.5 quarter units)
Prerequisite: BIO 161 and BIO 162, Corequisite: BIO 163
- 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
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A, Corequisite: BIO 406A
- BIO 406A Cellular Biology Lab (1.5 quarter units)
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A, Corequisite: BIO 406
- BIO 407 Molecular Biology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A, Corequisite: BIO 407A, BIO 305
- BIO 407A Molecular Biology Lab (1.5 quarter units)
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143, CHE 149A and BIO 305, Corequisite: BIO 407
- BIO 414 Invertebrate Zoology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A, Corequisite: BIO 414A
- BIO 414A Invertebrate Zoology Lab (1.5 quarter units)
Corequisite: BIO 414
- BIO 416 Vertebrate Zoology
Prerequisite: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A, Corequisite: BIO 416A
- 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 courses 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
Prerequisite: BIO 406 and BIO 407
- 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
Prerequisite: BIO 161 with a minimum grade of C-, BIO 162 with a minimum grade of C-, BIO 163 with a minimum grade of C-, Corequisite: BIO 470A
- 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, Corequisite: CHE 350A
- CHE 350A Organic Chemistry I Lab (1.5 quarter units)
Corequisite: CHE 350
- CHE 351 Organic Chemistry II
Prerequisite: CHE 350, Corequisite: CHE 351A
- CHE 351A Chemistry II Lab (1.5 quarter units)
Corequisite: CHE 351
- CHE 360 Biochemistry I
Prerequisite: CHE 350, 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)

Approved transition program students may select up to two (2) 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

MAJOR IN MATHEMATICS

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

The Bachelor of Science in Mathematics provides a strong foundation in mathematics and its applications. Designed to help address our nation's increasing need for mathematical scientists, technicians and especially teachers, the program emphasizes reflective and conceptual understanding and technique.

First, it provides the fundamental mathematical knowledge to formulate and solve problems. Computer science courses are encouraged, since the use of computers has been instrumental in the expansion of these opportunities. Students who want a basic mathematics degree can culminate their program with the project courses. Second, the program trains mathematics teachers who want to provide quality mathematical instruction to students in primary or secondary schools. The single subject teaching concentration was created for this purpose.

The Department of Mathematics and Natural Sciences is committed to the complete academic development of its students. Consequently, where practical, all mathematics and science courses are writing-intensive and incorporate a diversity component. Students are advised that all mathematics courses encourage critical thinking by their very nature. Moreover, all mathematics courses require that the student purchase and use a scientific calculator for the operations of the subject matter. Some courses require a more advanced graphing calculator and computer software.

Single Subject Mathematics Preparation Program

The Single Subject Mathematics Preparation Program is approved by the Commission on Teacher Credentialing. Students who complete the program will not be required to take the California Subject Examination for Teachers (CSET) in mathematics in order to receive their teaching credential. The program emphasizes a strong foundation in mathematical content together with activities designed to help future teachers assume leadership roles in an increasingly complex educational world.

Interested students should complete the following application process:

- Send a letter to the Department Chair requesting admission to the program and copies of transcripts to the Lead Mathematics Faculty for evaluation.
- Upon enrollment, submit two essays for the Mathematics Portfolio (Instructions for the development and completion of a Mathematics Portfolio are sent upon receipt of the request letter. The portfolio is completed for review by the Department Chair or Lead Faculty two months before the last class.)
- In addition to the major program requirements, students must complete two classes MTH 304 and MTH 410.

The study of mathematics must encompass the discipline in its broadest sense. The future mathematician should develop in an academic environment that stresses scholarship, diversity, and growth through a rigorous and focused curriculum of advanced mathematics that incorporates: problem solving, mathematics as communication, reasoning, and mathematical connections. The Bachelor of Science in Mathematics program is dedicated to providing such sound preparation and training to a diverse population of nontraditional learners whose goal is to work professionally in mathematics or teach Mathematics in California public schools.

Program Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations.
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines.

- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics.
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication.
- Develop fundamental knowledge in geometry.
- Model real-world problems with a variety of algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.

Degree Requirements

To receive a Bachelor of Science in mathematics degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 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)

MTH 210*	Probability and Statistics <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
MTH 220*	Calculus I <i>Prerequisite: Accuplacer test placement or MTH 216B or MTH 215</i>
MTH 221	Calculus II <i>Prerequisite: MTH 220</i>
MTH 222	Calculus III <i>Prerequisite: MTH 221</i>
MTH 223	Calculus IV <i>Prerequisite: MTH 222</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(17 courses; 76.5 quarter units)

MTH 311	Topics from Geometry <i>Prerequisite: Accuplacer test placement or MTH 216B or MTH 215</i>
MTH 325	Discrete Mathematics <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>
MTH 435	Linear Algebra <i>Prerequisite: MTH 220 and MTH 325</i>
MTH 433	Differential Equations <i>Prerequisite: MTH 223 and MTH 435 or CSC 209 and CSC 310</i>
MTH 411	Number Theory <i>Prerequisite: MTH 216B or MTH 215 or MTH 301</i>
MTH 416	Algebraic Structures <i>Prerequisite: MTH 435 and MTH 325</i>
MTH 417	Foundations of Geometry <i>Prerequisite: MTH 216A and MTH 216B or MTH 215 and MTH 311</i>
MTH 418	Statistical Analysis <i>Prerequisite: MTH 210 and MTH 220</i>
MTH 432	Advanced Calculus <i>Prerequisite: MTH 223</i>
MTH 412	History of Mathematics <i>Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B</i>
MTH 440	Numerical Analysis <i>Prerequisite: MTH 220</i>
MTH 441	Abstract Algebra <i>Prerequisite: MTH 416</i>
MTH 442	Functions of Complex Variables <i>Prerequisite: MTH 223</i>
MTH 438	Applied Mathematical Modeling <i>Prerequisite: MTH 433, MTH 416 and MTH 432</i>

- MTH 460 Problem Solving Strategies
Prerequisite: MTH 416 and MTH 417
- MTH 461 Methods of Teaching Math
Prerequisite: MTH 311 and MTH 412 and MTH 210 and MTH 460
- MTH 450A Mathematics Project Course I
Prerequisite: Completion of Mathematics Core for BS and interview with Department Chair.

Additional Requirement for Single Subject Preparation Students Only

(2 courses; 9 quarter units)

- MTH 304 Math Practicum and Portfolio
Prerequisite: MTH 215 or MTH 216A and MTH 216B or placement evaluation
- MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

BACHELOR OF SCIENCE IN ORGANIZATIONAL BEHAVIOR

Academic Program Director: Maureen O'Hara; (858) 642-8464; mohara@nu.edu

The BSOB prepares students for successful engagement within 21st Century companies and civil society organizations. Students master relevant theory, concepts, and skills which prepare them for specific roles (e.g. manager, trainer), interventions (e.g. conflict resolution, diversity training), and organizational-level activities (e.g. program development, change, and evaluation) critical to many contemporary careers. In a fast moving and interconnected global context, the program's emphasis on the application of psychological principles in organizational development and change is also critical in helping people lead meaningful and productive lives and in enhancing their contribution to the organization's mission and to the larger community.

Students are systematically trained and mentored in role-related competencies including assessment and research, performance enhancement, culture and diversity integration, leadership and mentoring, employee wellness, creativity and innovation, organizational design, professional ethics, critical thinking and analysis, communication and presentation skills, and adapting in a global community.

Competencies include collection, analysis and display of data, effective communication, diagnosing and implementing change processes, working in diverse workplaces, personal wellness and stress management, conflict resolution, crisis management, effective remote and in-person team facilitation, use of group collaboration technology, creativity and dynamics of innovation, human resource training and development, decision making, leadership, coaching, and ethics.

These competencies prepare students for occupations such as performance trainers, coaches, facilitators, assessors, diversity trainers, change managers, management analysts, mediators, peace workers, team leaders, wellness and employees assistance, technology implementation designers, and creativity consultants, in settings such as health care, public safety, military tech start-ups, local government, non-profit NGOs, refugee aid community outreach. The BSOB provides a sound basis for continued study at the master's and doctoral levels.

Program Learning Outcomes

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

- Communicate effectively using appropriate technology, professional reports and research papers in APA style.
- Apply ethics, responsibility, and legal obligations to personal and professional decision making.
- Analyze group dynamics in process and apply group practice to cooperative/collaborative team tasks.
- Apply the principles of human resource development, wellness, performance coaching and training to employee wellbeing, and organizational effectiveness.
- Employ entry-level skills and techniques in diagnosing, planning, implementing, and managing organizational change and technological innovation.
- Demonstrate mastery in interpersonal communication and conflict resolution skills in diverse settings with diverse populations using oral and written forms.
- Recognize multiple cultural perspectives and assess their implications for work place success.

- Apply basic methods of collection and interpretation of behavioral and organizational data and use appropriate methods for analysis and display.
- Compare and contrast major psychological concepts of leadership, power, innovation and social transformation.
- Develop a personal approach to work-life balance in today's workplaces.

Degree Requirements

To receive a Bachelor of Science in Organizational Behavior, students must complete at least 180 quarter units as articulated below, 76.5 of which must be completed at the upper-division level, 45 of which must be completed in residence at National University and complete a minimum 70.5 units of general education requirements. In the absence of transfer credit, additional general electives may be needed to fulfill the total unit requirement for the degree. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

Bachelor of Sciences in Organizational Behavior/Master of Human Behavior Transition Program

Students who are currently enrolled in the BSOB degree program and have at least a GPA of 3.0 and are within six courses of graduation, may request the BSOB/MAHUB transition program through their advisor and once approved may then take two of the following three MAHUB classes as electives during the BSOB program: HUB 601A, HUB 646, and HUB 601D. To be eligible, students must apply for and begin the MAHUB program within six months of completing the BSOB program. Students may choose up to two graduate-level MAHUB courses for which all prerequisites are met (if any required). The number of courses required to earn a MAHUB is reduced from 12 to as few as 10 courses. Graduate-level coursework taken as part of the transition program cannot be transferred as graduate-level credit to this or any other university. Students must complete the graduate level coursework taken as part of the BSOB degree with a grade of "B" or better. Students must complete the MAHUB program within four years with no break exceeding 12 months.

Core requirements for the Major

(10 courses; 45 quarter units)

- HUB 410 Psychology for Managers
Prerequisite: ENG 100, ENG 101 and PSY 100
- HUB 402 Wellness in the Workplace
Prerequisite: ENG 100, ENG 101 and PSY 100
- HUB 500 Cross-Cultural Dynamics
Prerequisite: ENG 100, ENG 101 and PSY 100
- HUB 400 Group Structure & Dynamics
Prerequisite: ENG 100, ENG 101 and PSY 100
- HRM 409B Survey in HRM & OD

OR

- PSY 432 Social Psychology
Prerequisite: ENG 100, ENG 101 and PSY 100
- MGT 400 Ethics in Law, Business & Mgmt
- HUB 440 Organizational Development
Prerequisite: ENG 100, ENG 101 and PSY 100
- HUB 401 Conflict Resolution
Prerequisite: ENG 100, ENG 101 and PSY 100

OR

- HUB 420 Human Communication
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 480 Senior Project
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 can select from the following courses to meet elective requirements: Any upper-division course with prefix: HUB, PSY, SOC, LED, COM or MGT.

- CJA 400 Gangs in America
CJA 446 CJ Management and Leadership

- HCA 400 Foundations of HC Leadership
Recommended preparation: Completion of all coursework in preparation for the major
- HCA 401 Intro to HA HR Management
Recommended preparation: Completion of all coursework in preparation for the major

FOREIGN CREDENTIAL BRIDGE PROGRAM (FOR STUDENTS WITH FOREIGN CREDENTIALS)

Academic Program Director: 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 Admissions Advisor or through the International Programs Office (for those with student visas).

Degree Requirements

This bridge program requires a residency minimum of 48 quarter units of study. Students must fulfill the requirements in the areas listed below. These requirements may be met by coursework taken in the bachelor's degree or at another regionally accredited institution. If they are so fulfilled, the content of the area will be waived, but the student will still need to meet the overall unit requirement of the program through open elective credit.

AREA A: ENGLISH COMMUNICATION

(15 quarter units required)

CATEGORY 1: Writing

(3 courses; 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

(1 course; 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

(3 courses; 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

(3 courses; 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

(2 courses; 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
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses
BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)
Prerequisite: BIO 201
BIO 202 Human Anatomy & Physiol II
Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses
BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)
Prerequisite: BIO 202
BIO 203 Introductory Microbiology
Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses
BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisite: BIO 203

MINORS

MINOR IN CREATIVE WRITING

Academic Program Director: 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

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 (2) 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 (1) of the following:

LIT 401 Contemporary Fiction
Prerequisite: ENG 240 and LIT 100

LIT 402 Contemporary Poetry
Prerequisite: ENG 240 and LIT 100

One (1) of the following:

ENG 401 Fiction Workshop
Prerequisite: ENG 301

ENG 402 Poetry Workshop
Prerequisite: ENG 302

Two (2) 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 courses

OR

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Upper division JRN courses

OR

Upper division LIT courses

MINOR IN ENGLISH

Academic Program Director: 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 (3)** 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

Academic Program Director: 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 inter-connections 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 (6)** 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 <i>Prerequisite: ENG 100 and ENG 101</i>
PHL 320	World Religions <i>Prerequisite: ENG 100 and ENG 101</i>
SCI 300	Geography
MUS 327	World Music <i>Prerequisite: ENG 100 and ENG 101</i>
POL 320	Politics of Social Movements <i>Prerequisite: ENG 100 and ENG 101</i>
POL 350	International Relations <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>
GLS 440	Study Abroad <i>Prerequisite: HIS 320</i>
or	
IBU 540	International Experience

MINOR IN HISTORY

Academic Program Director: Duncan Campbell; (858) 642-8918; dcampbell2@nu.edu

Requirements for the Minor

(6 courses; 27 quarter units)

Please choose any **six (6)** of the following:

HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 431	The Ancient World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 432	The Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 433	The Post-Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>

MINOR IN HONORS FELLOWS FOR SOCIAL CHANGE

Director of the Honors Fellows for Social Change: 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 account 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 Fellows 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) <i>Prerequisite: Acceptance into the Honors Fellows for Social Change.</i>
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Requirements for Minor

(6 courses; 27 quarter units)

HON 301	Creativity in Life and Society <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 100</i>
HON 302	Science & the Scheme of Things <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 100</i>
HON 303	Individual and Social Change <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 100</i>
HON 304	Experiential Learning Seminar <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 100</i>
HON 500	Honors Thesis <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 301, HON 302, HON 303</i>
HON 501	Senior Honors Symposium <i>Prerequisite: Acceptance into the Honors Fellows for Social Change, HON 500</i>

MINOR IN MATHEMATICS

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

Requirements for the Minor

(6 courses; 27 quarter units)

Students must select **six (6)** upper-division (300-400 level) courses in mathematics beyond MTH 221. Students can complete this minor to fulfill requirements for a Bachelor of Arts in Interdisciplinary Studies.

MINOR IN POLITICAL SCIENCE

Academic Program Director: Shak Hanish; (858) 642-8494; shanish@nu.edu

Preparation for the Minor

POL 100*	Introduction to Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 201*	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Minor

(6 courses; 27.0 quarter units)

Choose **six (6)** courses from the following:

POL 320	Politics of Social Movements <i>Prerequisite: ENG 100 and ENG 101</i>
POL 330	Political Theory <i>Prerequisite: ENG 100 and ENG 101</i>

POL 340	Comparative Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 350	International Relations <i>Prerequisite: ENG 100 and ENG 101</i>
POL 360	Public Policy <i>Prerequisite: ENG 100 and ENG 101</i>
POL 400	European Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 410	Middle Eastern Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 539	Dynamics of World Politics
SOC 385	Methods of Social Inquiry <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 540	Power and Social Change <i>Prerequisite: ENG 100 and ENG 101</i>

	<i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 500	Cultural Pluralism in the USA <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 540	Power and Social Change <i>Prerequisite: ENG 100 and ENG 101</i>

MINOR IN PSYCHOLOGY

Academic Program Director: Nicole Polen-Petit; (916) 855-4303; npolen-petit@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 (6)** from the following courses:

PSY 426	History & Philosophy of Psych <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 427	Biological Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 428	Developmental Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 430	Intro to Psychopathology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 432	Social Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 441	Global Psychology <i>Prerequisite: PSY 100</i>
PSY 455	Psychology of Bereavement <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>
PSY 457	Forensic Psychology <i>Prerequisite: ENG 100 and PSY 100</i>
PSY 458	Health Psychology <i>Prerequisite: ENG 100, ENG 101 and PSY 100</i>

MINOR IN SOCIOLOGY

Academic Program Director: Thomas Green; (858) 642-8424; tgreen@nu.edu

Academic Program Director: Lorna Zukas; (858) 642-8437; llueker@nu.edu

Requirements for the Minor

(6 courses; 27 quarter units)

To minor in Sociology students must successfully complete **six (6)** of the following courses with a grade of "C" or better.

SOC 325	Popular Culture <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 328	Intercultural Thinking <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 344	Marriage, Sex and the Family <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 443	Sociology of Deviance <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 365	Classical Social Theory <i>Prerequisite: SOC 100 and ILR 260</i>
SOC 375	Contemporary Social Theory <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 385	Methods of Social Inquiry <i>Prerequisite: ENG 100, ENG 101 and SOC 100</i>
SOC 455	Organizational Sociology

GRADUATE DEGREES

MASTER OF ARTS IN COUNSELING PSYCHOLOGY

Academic Program Director: Brian Tilley; (760) 268-1550; btilley@nu.edu

The Master of Arts in Counseling Psychology degree provides the academic pathway for students who are committed to the practice of professional counseling. The program includes two core course sequences, Core Sequence I and III, that all MA Counseling Psychology students must take and one core sequence, Core Sequence II, which offers an option for MFT-focused coursework or PCC-focused coursework. Each student must choose one of the following options for Core Sequence II:

The MA Counseling Psychology - MFT Sequence Option 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 version of the degree 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 wish to also take the PCC option must take the three PCC-focused courses and complete the additional practicum hours required for the PCC license in order to meet the educational requirements for both licenses.

The MA Counseling Psychology - PCC Sequence Option emphasizes 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 (PCC) by the Board of Behavioral Sciences in the state of California. Students may take courses from the MFT Sequence Option if they want to qualify for both licenses or want to qualify to work with couples, families, and/or children as a PCC. Students who wish to also take the MFT option must take the three MFT-track courses in order to meet the educational requirements for both licenses.

The degree with either sequence 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 – 5213
- Internet Based – 579

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 \$350 fee 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, including the California Law and Ethics Exam which must be taken in the first year post degree conferral while practicing as an Associate MFT.

Program Requirements

- 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) or 280 hours (PCC) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum class. Students who want to complete both MFT and PCC practicum requirements will need to meet the 280 hours requirement.
- 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. 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 (CAMFT) and/or the American Association of Marriage and Family Therapists (AAMFT). Students in the PCC track should consider joining the American Counseling Association (ACA) 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.

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 (PCC Sequence), 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 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 regionally accredited 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 admission 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 Academic Program Director.

- PSY 501A Foundations in Counseling I
- PSY 501B Foundations in Counseling II

Core Requirements

Sequence I

(6 courses; 27 quarter units)

Students will take classes from this sequence, then take 3 area of specialization courses, 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

Core Requirements Sequence II

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

MFT Option

(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 Sequence III

(11 Courses; 49.5 quarter units)

- PSY 627 Legal & Ethical Issues

PSY 611B	Counseling Paradigms II
PSY 680A	Counseling Practicum I <i>Prerequisite: PSY 611B with a minimum grade of S</i>
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 <i>Prerequisite: PSY 680A</i>
PSY 678	Clinical Biopsychology
PSY 638	Wellbeing & Wellness

MASTER OF ARTS IN ENGLISH

Academic Program Director: Franz Potter; (909) 806-3334; fpotter@nu.edu

The Master of Arts in English program provides a comprehensive program of graduate study in English, including core courses in literature and a rich array of electives covering the large area of academic study under the umbrella term English. The program is ideal for teachers who desire a content M.A. beyond the credential. It is also excellent preparation for doctoral studies in English, teaching in the two-year college, or other careers requiring a high degree of literacy.

The program's core requirements include five seminars--theory, research, and three core literature courses: a literary period course, a major author course, and a theme course. Students have the opportunity to select their course content from a variety of available topics. For example, for the major author seminar, we offer courses in Chaucer, Shakespeare, Austen, Dickens, Whitman, T.S. Eliot, Steinbeck, Hemingway, 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 film studies, creative writing, and rhetoric 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 a specific specialization in either Rhetoric or Gothic Studies should refer to the catalog description of those specializations.

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

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

Program Learning Outcomes

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

- Research and apply relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific works of literature.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of literature.
- Engage in informed critical discussion, both oral and written, of the works and criticism of a specific literary period or movement.
- Participate in rigorous critiques of the scholarly works of others.
- Revise and expand a scholarly paper to submit for publication in a scholarly or literary journal.

Degree Requirements

To receive the Master of Arts in English, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally 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 General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Core Requirements

(6 courses; 27 quarter units)

ENG 600	Seminar in Literary Theory
ENG 689	Intro to Grad English Studies
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 663	Capstone Project in Rhet Crit <i>Prerequisite: ENG 656, ENG 657, ENG 655, ENG 668 or ENG 680A: Pictures that Speak</i>
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A total of **five (5)** core courses and **four (4)** electives, as described in the Degree Requirements for the Program, must be completed before enrolling in the Capstone course.

Specialization 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	Film History: The Silents
ENG 667	Film History: American Film
ENG 668	Film Genre Studies
ENG 669	World Film
ENG 670	Comparative Literary Studies
ENG 690A	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	Great Directors: American
ENG 686	Great Directors: International

Specialization in Gothic Studies

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.

Program Electives

(4 courses; 18 quarter units)

ENG 620A Literary Period or Movement I: Dark Romanticism

OR

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 or Gothic Literature

OR

ENG 680B Seminar in a Theme II: Gothic Prisons or Romantic Spaces or Female Gothic

OR

ENG 690A Major Author Seminar I: Ann Radcliffe

OR

ENG 690B Major Author Seminar II: E. A. Poe

Specialization in Rhetoric

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.
- Analyze the processes of canon formation.
- Interrogate and synthesize key theories and practices within Composition Studies.
- Analyze how language and image are used to produce various effects and meanings across a variety of media forms.
- Produce a work of rhetorical criticism suitable for publication in a scholarly journal.

Specialization Requirements

(4 courses; 18 quarter units)

Students must select **four (4)** of the five 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: Pictures that Speak Topic

MASTER OF ARTS IN FILM STUDIES

Academic Program Director: Ramie Tateishi; (858) 642-8398; rtateishi@nu.edu

The Master of Arts in Film Studies curriculum covers the central aspects of film studies, including theory, history, film genre, national film histories, and individual directors. The degree provides the student with the critical vocabulary, tools, and research abilities required to produce professional scholarship in the discipline on topics of current and historical academic interest.

The program provides students with advanced theoretical, historical, and aesthetic appreciation of cinema. Film Studies, as an independent academic discipline, is among the fastest growing areas in higher education. Film Studies departments are increasingly seeking teachers with advanced education in this discipline. The program prepares the student for doctoral studies in the art of film, for teaching at the community-college level, and for other careers requiring advanced literacy and critical thinking.

Program Learning Outcomes

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

- Analyze, synthesize, and evaluate film theory, aesthetics, history, and individual American and international directors.
- Research and write in the areas of film theory, aesthetics, history, and individual American and international directors.
- Critique specific films using technical film vocabulary, critical approaches, and film research tools.
- Evaluate the relevance and validity of different theoretical approaches to film studies.
- Engage in informed critical discussion, both oral and written, of theoretical issues pertaining to the study of film.
- Engage in informed critical discussion, both oral and written, of the works and criticism of a specific film or literary period or movement.
- Revise and expand a paper to submit for publication in a scholarly or film journal.

Degree Requirements

To receive the Master of Arts in Film Studies, 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 regionally accredited institution, as it applies to this degree and provided units were not used in earning another advanced degree. Students should refer to the section in the General Catalog on graduate admission requirements for specific information regarding application and evaluation.

Note: The program includes a number of variable-content courses under the same course number. Variable-content course topics will be found on SOAR and will also appear on student transcripts. The variable-content courses are ENG 668, ENG 669, ENG 685, and ENG 686. These courses may be taken more than once, with different content, to fulfill degree requirements.

Core Requirements

(8 Courses; 36 quarter units)

ENG 665 Film Theory
ENG 666 Film History: The Silents
ENG 667 Film History: American Film
ENG 668 Film Genre Studies
ENG 669 World Film
ENG 685 Great Directors: American
ENG 686 Great Directors: International
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.

Program Electives

(2 courses; 9 quarter units)

Courses may be taken as electives in the M.A. in Film Studies Program with the approval of the Academic Program Director.

MASTER OF ARTS IN GERONTOLOGY

Academic Program Director: Allyson Washburn; (415) 440-0693; awashburn@nu.edu

The Master of Arts in Gerontology fosters development of the conceptual and clinical foundations necessary to design and provide strengths-based services to our aging population and to develop methods of inquiry and innovative practices to address the evolving needs of the growing numbers of aging persons in their communities. The intended enrollees in the Master of Arts in Gerontology program are mid-career professionals who want to increase their proficiency in this area of specialization or who want to re-specialize, having worked in allied fields.

Coursework in the Master of Arts in Gerontology program can be tailored for (1) those currently providing or those who plan to provide direct services to older adults, (2) those whose practice and/or scholarly work will focus on older adults or on issues relating to aging, and (3) those whose work for public and/or private organizations will address the needs and concerns of older adults. Graduates with a Master of Arts in Gerontology will be prepared to work in a variety of settings including:

- Community, human service, and religious organizations
- Health care and long-term care institutions
- Federal, state, and local government agencies
- Retirement communities
- Academic and other educational and research settings
- Professional organizations
- Business and industry

Learning experiences in the Master of Arts in Gerontology program are based in an advocacy/participatory system of inquiry and case-based pedagogy suitable for adult mid-career professionals. Online tools are used to help build and sustain learning communities through collaborative inquiry.

Program Learning Outcomes

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

- Design and implement strengths-based strategies to address the challenges and opportunities facing societies and families as members age.
- Develop strategies for working with older adults that take into consideration age-related physical, cognitive, and emotional changes.
- Solve problems facing older individuals or organizations serving them using knowledge of assessment and evidence-based practice, as well as an understanding of relevant legal and ethical issues.
- Examine their own presumptions and biases about older adults and develop a deep appreciation for the paradoxes inherent in the aging process.
- Use contemporary modes of information technology and communications media in case management, program assessment, and advocacy.
- Advocate for public policies that improve the health and well-being of older adults and their families.
- Conduct applied research that addresses challenges or opportunities for older adults and their communities.

Degree Requirements

To earn the Master of Arts in Gerontology, students must complete at least 54 quarter units of graduate work, including an integrative project for 9 quarter 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. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(7 courses; 31.5 quarter units)

AGE 601 Foundations of Gerontology I

nu.edu

AGE 602 Foundations of Gerontology II

Please choose **three (3)** of the following:

AGE 610 Wellness/Engagement in Aging

Prerequisite: AGE 602

AGE 611 Psychology of Older Adults

Prerequisite: AGE 602

AGE 612 Public Policy and Aging

Prerequisite: AGE 601

AGE 613 Counseling Older Adults

Prerequisite: AGE 602

AGE 614 Cross-cultural Practice

Prerequisite: AGE 601

AGE 615 Managing Aging Services

Prerequisite: AGE 601

Project Requirements

AGE 620 Integrative Project A

Prerequisite: AGE 601 with a minimum grade of B- and AGE 602 with a minimum grade of B-.

AGE 630 Integrative Project B

Prerequisite: AGE 601 with a minimum grade of B-, AGE 602 with a minimum grade of B- and AGE 620 with a minimum grade of B-.

Elective Requirements

(5 courses; 22.5 quarter units)

AGE 616 Physical Change and Aging

HUB 601D Creative Leadership

HUB 601B Communication for Managers

BER 600 Intro to Bereavement Studies

BER 604 Dying Patient and the Family

Prerequisite: BER 600

HCA 626 Healthcare Information Systems

Prerequisite: HCA 620

HCA 628 HA Human Resources Management

Prerequisite: HCA 622

MASTER OF ARTS IN HISTORY

Academic Program Director: Duncan Campbell; (858) 642-8419; dcampbell2@nu.edu

***** THIS PROGRAM IS CURRENTLY NOT ACCEPTING ENROLLMENTS *****

The Master of Arts in History offers a broad yet focused program of graduate training in historical research and writing. The program is well-suited for teachers who would like a discipline-based master's degree beyond the credential. It is also excellent preparation for a career with the State Department, teaching history at the community college, doctoral studies in History, or any career in the public or private sectors requiring advanced research, analytical and writing skills.

The graduate curriculum offers balanced coverage of the major theoretical, regional, comparative, thematic, topical, global, and epochal approaches to the research and writing of history. Students choose one of two tracks through the program which result in a significant master's project.

A research track equips students with the advanced research, analytical, and writing skills needed to produce historical scholarship of professional quality and to participate in the transformative and trenchant discussions of professional historians. At the conclusion of their course of study, students will write a traditional master's thesis. This will be the result of extensive historical research. Students interested in producing original scholarship and perhaps attending a PhD program should follow the thesis track.

Students who are currently history teachers or who aim to teach at the secondary or community college level and have little interest in doctoral studies or advanced research can choose a teaching option, which exposes students to contemporary, cutting-edge debates in American, European, and world history. At the conclusion of their course of study, students present a master's portfolio centering on recent and classic scholarship in specific fields of study related to the students' teaching interests.

Specific Program Admission Requirements: To be admitted to Master of Arts in History program, students must have a Bachelor of Arts in History or a closely-

related field in the social sciences or humanities. Students with a minor in history may be admitted after approval by the Academic Program Director.

Additional Program and Thesis Information

All students are encouraged to select a Research or Portfolio Advisor early in their program from the program faculty based on areas of interest and planned thesis or portfolio, but they must choose an advisor approved by the Academic Program Director no later than the start of their fifth course. The student's Academic Program Director and faculty members teaching HIS 695 will give final approval to the student's research prospectus.

Once their research or portfolio proposal has been approved, students initiate monthly contact with their advisor, document their progress, and provide drafts of each chapter for review. Students should consult regularly with their advisor regarding course selection and the progress they are making on their research or portfolio proposal. The Academic Program Director and faculty member teaching HIS 699 will give final acceptance to the master's thesis or portfolio as satisfying part of the requirements for the Master of Arts in History degree. Students are awarded an IP grade at the conclusion of HIS 699 and, if needed, have up to nine months after the end of HIS 699 to submit a completed thesis, multimedia project, or portfolio.

The expected (normative) time to completion of all requirements for the MA History program is **two (2)** years.

***Please Note:** HIS 699 should be taken at the end of the program.

To be considered for graduation a MA History candidate must submit the completed master's Thesis or Master's Portfolio to the course instructor and the Academic Program Director within one year of the start of HIS 699. The course instructor and the Academic Program Director are responsible for evaluating the thesis or portfolio and determining whether the candidate has met the requirements for the MA in History as specified in the thesis or portfolio guidelines.

Program Learning Outcomes

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

- Analyze the relationship between fact, method, theory, and interpretation of historical accounts.
- Evaluate and interpret historical texts, in a multifaceted and nuanced manner.
- Analyze the various ethical and professional issues that emanate from historical scholarship.
- Develop a scholarship-based understanding of key historiographic theories and philosophies to a variety of historical subjects.
- Pose questions and conduct historical research that engages disciplinary perspectives, uses relevant resources, and contributes to scholarly understanding.
- Create sophisticated and professionally-informed written works or websites in a prose and visual style that is clear and effective.

Degree Requirements

(10 courses; 45 quarter units)

To receive the Master of Arts in History, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another regionally accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Coursework transferred from other universities must first have the approval of the Academic Program Director. 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)

HIS 600 Seminar in History and Theory

AND

Choose **two (2)** of the following courses:

HIS 618A Seminar in Modern Europe I

Prerequisite: HIS 600

HIS 618B Seminar in Modern Europe II

HIS 620A Seminar in US History I

Prerequisite: HIS 600

HIS 620B Seminar in US History II

Prerequisite: HIS 600

AND

Choose **one (1)** of the following courses:

HIS 630 Seminar in World History

Prerequisite: HIS 600

HIS 658 Seminar in Modern China

Prerequisite: HIS 600

HIS 668 Seminar in Modern Middle East

Prerequisite: HIS 600

HIS 678 Seminar in Modern Africa

Prerequisite: HIS 600

HIS 688 Seminar in Latin America

Thesis/Portfolio core requirements

HIS 695 Directed Research Methods

Prerequisite: HIS 600, HIS 618A or HIS 618B, HIS 620A or HIS 620B and HIS 630

HIS 699 Thesis

Prerequisite: HIS 695 and Select four courses from the following: HIS 618A or HIS 618B, HIS 620A or HIS 620B, HIS 640, HIS 645A, HIS 645B, HIS 649A, HIS 649B, HIS 658, HIS 668, HIS 678, HIS 688

Program Electives

(4 courses; 18 quarter units)

HIS 618A Seminar in Modern Europe I

Prerequisite: HIS 600

OR

HIS 618B Seminar in Modern Europe II

Prerequisite: HIS 600

HIS 620A Seminar in US History I

Prerequisite: HIS 600

OR

HIS 620B Seminar in US History II

Prerequisite: HIS 600

HIS 640 Seminar in Comparative History

Prerequisite: HIS 600

HIS 645A Special Topics in History I

Prerequisite: HIS 600

HIS 645B Special Topics in History II

Prerequisite: HIS 600

HIS 649A Seminar in a Period/Movement I

Prerequisite: HIS 600

HIS 649B Seminar in a Period/Movement II

Prerequisite: HIS 600

HIS 658 Seminar in Modern China

Prerequisite: HIS 600

HIS 668 Seminar in Modern Middle East

Prerequisite: HIS 600

HIS 678 Seminar in Modern Africa

Prerequisite: HIS 600

HIS 688 Seminar in Latin America

HIS 692 Methods and Sources

Prerequisite: HIS 600

HIS 697 Guided Thesis/Project Research

Prerequisite: HIS 600, HIS 692 and HIS 695

HIS 696 History and Applied Media

Prerequisite: HIS 600 and HIS 695

HIS 698 Media/Technology Project

Prerequisite: HIS 695 and HIS 696; Select four courses from the following: HIS 618A or HIS 618B, HIS 620A or HIS 620B, HIS 630, HIS 640, HIS 645A, HIS 645B, HIS 649A, HIS 649B, HIS 658, HIS 668, HIS 678, HIS 688

MASTER OF ARTS IN HUMAN BEHAVIOR

Academic Program Director: 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 multi-cultural 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 regionally 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 graduate admission requirements for specific information regarding application and evaluation.

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

Core Requirements

(10 courses; 45 quarter units)

HUB 648	Personal Growth & Comm.
HUB 646	Personal and Pro. Ethics
HUB 641	Stages of Adult Development
HUB 639	Issues in Sexuality
HUB 601A	Organizational Behavior
HUB 642	Theories of Behavior Change
HUB 601D	Creative Leadership
HUB 650	Behavioral Research
HUB 670	Research Applications
	<i>Prerequisite: HUB 650</i>
HUB 680	Integrative Project
	<i>Prerequisite: HUB 650 and HUB 670</i>

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

Academic Program Director: Doug Barba; (760) 268-1588; 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 contributes to students' academic requirements for certification by the Association for Applied Sport Psychology (AASP), which is the premier sport, exercise and health psychology organization in North America offering sport psychology certification to its members.

By participating in practical and tailored hands-on 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.

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 regionally 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 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
	<i>Prerequisite: PSY 602 and PSY 603</i>
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
	<i>Prerequisite: Successful completion of all core requirements</i>

MASTER OF ARTS IN STRATEGIC COMMUNICATIONS

Academic Program Director: Federica Fornaciari; (858) 642-8486; 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 Academic Program Director. Refer to the section in the 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 <i>Prerequisite: COM 610 and COM 615</i>
COM 640	Persuasion
COM 650	Legal and Ethical Issues
COM 660	Capstone Project

MASTER OF FINE ARTS IN CREATIVE WRITING

Academic Program Director: Frank Montesonti; (301) 662-2159; fmontesonti@nu.edu

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 modern 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 final project in the student's chosen specialty that demonstrates a critical application of knowledge in the field which should make an independent contribution to existing work in that area. 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 20-30 pages of fiction or literary nonfiction (usually two to three short stories or essays), 10-20 pages of poetry, a completed screenplay, or a substantial sample of work in several forms. Based on the portfolio, applicants may be advised to complete one or more of the following undergraduate courses prior to enrolling in the advanced writing workshops:

- ENG 401 Fiction Workshop
- ENG 402 Poetry Workshop
- ENG 403 Screenwriting Workshop

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 under the bachelor's degree with a major in English in the catalog.

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 600 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 (3)** 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 600 Pedagogy of Creative Writing

MCW 600 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 (2)** 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

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 Film History: The Silents
ENG 667 Film History: American Film
ENG 668 Film Genre Studies
ENG 669 World Film
ENG 670 Comparative Literary Studies
ENG 680A Seminar in a Theme I
ENG 680B Seminar in a Theme II
ENG 685 Great Directors: American
ENG 686 Great Directors: International
ENG 689 Intro to Grad English Studies
ENG 690A Major Author Seminar I
ENG 690B Major Author Seminar II

The remaining **two (2)** electives may be from the above list or if the students want 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 636 Genre Fiction Workshop
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 Academic Program Director.

MASTER OF FORENSIC SCIENCES

Academic Program Director: 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, components 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 to 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 regionally 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 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 Program 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
	<i>Prerequisite: FSC 630</i>
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
	<i>Prerequisite: Satisfactory completion of 8 FSC core courses.</i>

* 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.

Students are required to complete all the other courses before the enrollment in the FSC662 or obtain the approval of the academic director of the program.

Program Electives (2 courses; 9 quarter units)

Students can take courses with the pre-approval of the Academic Program Director 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 Academic Program Director. 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
	<i>Prerequisite: FSC 634</i>

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

CERTIFICATE PROGRAMS

UNDERGRADUATE CERTIFICATE IN ALCOHOL AND DRUG ABUSE COUNSELING

Academic Program Director: Donald Posson; (702) 531-7832; 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.ccap.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, 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 the computer.

Prerequisites for the Certificate

(1 course, 4.5 quarter units)

SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
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Core Requirements

(10 courses, 45 quarter units)

PSY 100	Introduction to Psychology
ADC 205	Intro to Substance Abuse <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 215	Physiology of Substance Abuse <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 225	Law and Ethics <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 235	Case Management <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 245	Individual Counseling I <i>Prerequisite: PSY 100, SOC 100 and ADC 205</i>
ADC 255	Individual Counseling II <i>Prerequisite: ADC 245</i>
ADC 265	Group & Family Counseling <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 275	Personal & Professional Growth <i>Prerequisite: PSY 100 and SOC 100</i>
ADC 285	Practicum in Substance Abuse <i>Prerequisite: Satisfactorily complete 5 courses in the major, and obtain Academic Program Director approval</i>

SUBJECT MATTER AUTHORIZATION IN INTRODUCTORY MATHEMATICS FOR SINGLE OR MULTIPLE SUBJECT TEACHING CREDENTIAL

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

Holders of a Single or Multiple Subject Teaching Credential issued by the California Commission on Teacher Credentialing (CTC) may add a Subject Matter Authorization in Introductory Mathematics. Introductory subjects authorize the holder to teach the subject matter content typically included in curriculum guidelines and textbooks approved for study in grades 9 and below. A teacher with an introductory authorization can teach a class in which the curriculum is for grades 9 and below (but the students in the class may be in grades 10-12).

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:

- Employ reasoning skills and effective strategies for solving problems.
- Use language and mathematical symbols to communicate mathematical ideas.
- Employ algebra and number theory ideas.

Program Requirements

An applicant will qualify for an Introductory Mathematics subject matter authorization upon the completion of 48 quarter units of non-remedial collegiate coursework as specified. The introductory subject matter authorization (included within the forty-eight quarter units) requires a minimum of four quarter units (or three semester units) in each of the specific content areas listed under the subject below:

Introductory Mathematics requirements include:

- Algebra
- Advanced Algebra
- Geometry
- Probability or Statistics
- Development of the Real Number System or Introduction to Mathematics

The following are required:

- Course work must be college-level mathematics or higher.
- Algebra courses must be for credit, applicable towards a degree and, if completed at the community college level, transferable to a four-year institution to be acceptable. Note: elementary algebra courses may not be used to meet these requirements. If the course in question is titled elementary algebra or similar then the student will need to submit a course description/syllabus to verify the acceptability.
- As both algebra and advanced algebra are required, there are several

options available to meet both areas. The requirement is algebra content at two different levels:

- a. An individual completes a college algebra course; the “advanced” course may be another level of algebra such as linear algebra. An individual may not use another college algebra course, an elementary algebra course, or the same level algebra course completed at another college or university.
 - b. An individual completes a college or other level algebra course (other than elementary algebra); the “advanced” course may be a “higher” level math course such as trigonometry or calculus.
4. Courses in calculus will clear the specific course requirements (one for each content area being cleared) in algebra, advanced algebra, geometry, and development of the real number system, but the applicant must still have the required 48 quarter units.
 5. If the applicant has only one or two courses in calculus and no course work in algebra, geometry, or real number systems, the applicant will need to either submit course descriptions so that it can be confirmed whether or not those areas were covered by the calculus course(s) or complete additional course work in the required content areas.
 6. Personal enrichment-type mathematics courses are not acceptable.
 7. One mathematics-based computer course is acceptable as additional units toward the required 48 quarter units.

The following courses are strongly recommended to satisfy the requirements for the Introductory Mathematics Authorization. The listed sequences are general and are subject to change depending on the applicant’s transcript and choice. All applicants must submit his/her transcript (s) via an Admissions or Credential Advisor for faculty evaluation before starting any course work. The transcript will then be analyzed by the Mathematics Lead Faculty and an appropriate sequence will be identified and communicated to the applicant in writing and placed in the student’s educational record.

Introductory Mathematics Requirement Areas

Algebra and Advanced Algebra

(3 courses; 7.5-12 quarter units)

Sequence 1

MTH 204 Mathematics for Science
Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement

AND

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 MTH 12A and MTH 12B

AND

MTH 216B College Algebra II (3 quarter units)
Prerequisite: MTH 216A

OR

Sequence 2

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 MTH 12A and MTH 12B

AND

MTH 216B College Algebra II (3 quarter units)
Prerequisite: MTH 216A

MTH 220 Calculus I
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

Geometry

(1 course; 4.5 quarter units)

MTH 301 Fundamentals of Mathematics II
Prerequisite: MTH 209A or Accuplacer test placement evaluation

OR

MTH 311 Topics from Geometry
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

Probability and Statistics

(1 course; 4.5 quarter units)

MTH 210 Probability and Statistics
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B

Development of the real number system or introduction to mathematics

(1 course; 4.5 quarter units)

MTH 209A Fundamentals of Mathematics I
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B

OR

MTH 411 Number Theory
Prerequisite: MTH 216B or MTH 215 or MTH 301

Elective Course requirements

(5-6 courses; 22.5-27 quarter units)

The following are recommended elective courses that could be selected as needed to reach a total of 48 quarter units.

MTH 220 Calculus I
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

MTH 317 Mathematical Modeling
Prerequisite: MTH 215 or MTH 216A and MTH 216B and MTH 210

MTH 325 Discrete Mathematics
Prerequisite: MTH 215 or MTH 216A and MTH 216B

MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

MTH 412 History of Mathematics
Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B

MTH 418 Statistical Analysis
Prerequisite: MTH 210 and MTH 220

MTH 435 Linear Algebra
Prerequisite: MTH 220 and MTH 325

MTH 417 Foundations of Geometry
Prerequisite: MTH 216A and MTH 216B or MTH 215 and MTH 311

GRADUATE CERTIFICATE IN FORENSIC AND CRIME SCENE INVESTIGATIONS

Academic Program Director: 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, components of death investigation and techniques used for analysis of diseases and trauma, and identification of unknown dead bodies.

- Differentiate the characteristic features of the various types of violent death with the circumstances under which those deaths occur and to meaningfully interact with the forensic pathologist and medico-legal death investigators.
- Demonstrate and describe the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Identify, collect, transport, preserve, and explain the evidentiary value of physical evidence including chain of custody.
- Explain & use the investigative techniques utilized in the processing, and interpretation of evidence of computer and multimedia (video, image, audio) forensics, and the application of the field in both the criminal and civil arenas.
- Analyze the constitutional tensions between the interests of society, on the one hand, and the rights of individuals, on the other, in connection with various criminal procedures and contexts.
- Demonstrate understanding of friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.

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
	<i>Prerequisite: FSC 630</i>
FSC 647	Crime Scene Investigation
FSC 620	Advanced Criminalistics
FSC 621	Digital Evidence
FSC 622	Law and Criminal Procedure
FSC 623	Fingerprint Analysis



SCHOOL OF BUSINESS AND MANAGEMENT

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Dean, Alfred Ntoko
Ph.D., Economics, State University of New York, Binghamton

- 152 Degree Programs Offered**
- 153 Degree Programs by Department**
- 154 Faculty**
- 156 Undergraduate Degrees**
- 165 Minors**
- 167 Graduate Degrees**
- 174 Undergraduate Certificates**
- 175 Graduate Certificate**



DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Associate of Science

With a Major in:

- Business [📄](#)

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 [📄](#)

Bachelor of Business Administration [📄](#)

with Concentrations in:

- » Accountancy [📄](#)
- » Alternative Dispute Resolution [📄](#)
- » Business Law [📄](#)
- » Economics [📄](#)
- » Entrepreneurship [📄](#)
- » Finance [📄](#)
- » Human Resource Management [📄](#)
- » Marketing [📄](#)
- » Project Management [📄](#)

Bachelor of Science

with Majors in:

- Accountancy [📄](#)

with Concentrations in:

- » Accounting Professional Skills
- Financial Management [📄](#)
- Organizational Leadership [📄](#)

Minors

- Accountancy [📄](#)
- Business Administration [📄](#)
- Business Studies [📄](#)
- Economics [📄](#)

Transition Programs

- Bachelor of Business Administration to Master of Business Administration
- Bachelor of Science in Accountancy to Master of Business Administration

GRADUATE DEGREES

Master of Accountancy [📄](#)

with Area of Specialization in:

- » Accounting Professional Skills

Master of Arts

with Fields of Study in:

- Human Resource Management [📄](#)

with Areas of Specialization in:

- » Organizational Leadership [📄](#)

Master of Business Administration [📄](#)

with Areas of Specializations in:

- » Financial Management [📄](#)
- » Human Resources Management [📄](#)
- » International Business [📄](#)
- » Management Accounting [📄](#)
- » Marketing [📄](#)
- » Organizational Leadership [📄](#)
- » Supply Chain Management [📄](#)

Master of Science

with Fields of Study in:

- Business Analytics [📄](#)
- Marketing [📄](#)
- Organizational Leadership [📄](#)

with Areas of Specialization in:

- » Community Development [📄](#)

CERTIFICATES

Undergraduate Certificates

- Accountancy [📄](#)
- Basic Human Resource Management [📄](#)
- Finance [📄](#)
- Human Resource Management [📄](#)

Graduate Certificates

- Accountancy [📄](#)

The following programs are also listed in the School of Engineering and Computing

Master of Science

with Fields of Study in:


- » Management Information Systems [📄](#)

DEGREE PROGRAMS BY DEPARTMENT

DEPARTMENT OF ACCOUNTING

Bachelor of Science

with Majors in:

- Accountancy 

with a Concentration in


- » Accounting Professional Skills 

Master of Accountancy

with Area of Specialization in:


- » Accounting Professional Skills 

Minors


- Accountancy 

CERTIFICATES

Undergraduate Certificates

- Accountancy 


Graduate Certificates

- Accountancy 

DEPARTMENT OF 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 
- » Marketing 
- » Project Management 

Bachelor of Science

with Majors in:

- Financial Management 

Minors

- Business Administration 
- Business Studies 
- Economics 

Undergraduate Certificates

- Finance

Master of Business Administration

with Areas of Specializations in:

- » Financial Management 
- » Human Resources Management 
- » International Business 
- » Management Accounting 
- » Marketing 
- » Organizational Leadership 
- » Supply Chain Management 

DEPARTMENT OF LEADERSHIP AND HUMAN RESOURCE MANAGEMENT


Bachelor of Science

with Majors in:


- Organizational Leadership 

Master of Arts

with Fields of Study in:



- Human Resource Management 

with Areas of Specialization in:

- » Organizational Leadership 

Master of Science



with Fields of Study in:

- Business Analytics 
- Organizational Leadership 

with Areas of Specialization in:

- » Community Development 

UNDERGRADUATE CERTIFICATES

- Basic Human Resource Management 
- Human Resource Management 








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 Fields of Study in:

- Marketing 

 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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SCHOOL OF BUSINESS AND MANAGEMENT

UNDERGRADUATE DEGREES

ASSOCIATE OF SCIENCE

MAJOR IN BUSINESS

Academic Program Director: Farnaz Sharifrazi; (858) 642-8468; fsharifrazi@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)

MNS 205 must be taken if students do not have transfer credits for MNS 205 or MTH 210 or MTH 215 or MTH 220.

ILR 260* Information Literacy
Prerequisite: ENG 100 and ENG 101

AND

MNS 205* Intro to Quantitative Methods

* May be used to meet a General Education requirement.

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 309C Prin. of Mgmt. & Organizations

BACHELOR OF ARTS

MAJOR IN INTEGRATED MARKETING COMMUNICATION

Academic Program Director: 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 <i>Prerequisite: ENG 101</i>
COM 334	Persuasion <i>Prerequisite: ENG 101</i>
COM 354	Professional Presentations <i>Prerequisite: ENG 101</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
MKT 446	Introduction to Services Mkt. <i>Prerequisite: MKT 302A</i>
COM 441	Communication Strategies <i>Prerequisite: COM 334</i>
COM 442	Communication Campaigns <i>Prerequisite: COM 441</i>
COM 443	Interactive & Mobile Campaigns <i>Prerequisite: COM 442</i>
MKT 480	Marketing Project <i>Prerequisite: Completion of 31.5 quarter units of upper-division core requirements and MKT 302A</i>

MAJOR IN MANAGEMENT

Academic Program Director: 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.

Program Learning Outcomes

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

- Describe the basic functions of management and their practical implications on the operations of the organization.
- Analyze and evaluate management, leadership, and motivation theories.
- Identify organizational behavior, communications, and change theories and their practical implications.
- Explain the effect of international business environmental factors (legal, economic, and cultural) on the conduct of global business.
- Explain the principles and theories of ethical decision-making and their practical implications in the everyday conduct of business.

Degree Requirements

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as 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. 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.

Core Requirements

(10 courses; 45 quarter units)

BIM 400	Info. Mgmt. in Organizations
MGT 309C	Prin. of Mgmt. & Organizations
MGT 400	Ethics in Law, Business & Mgmt.
MKT 302A	Marketing Fundamentals
IBU 430	Survey of Global Business <i>Prerequisite: ECO 203 and ECO 204</i>
MGT 451	Production & Ops Management I
ODV 420	Intro to Organizational Behavior
LED 400	Introduction to Leadership
HRM 409B	Survey in HRM & OD
MGT 442	Strategic Business Management <i>Prerequisite: To enroll in MGT 442, students must first complete all "Preparation for Major" courses and at least six of the courses listed as "Requirements for Majors."</i>

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

Academic Program Director: 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 (4)** 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

Academic Program Director: 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
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Requirements for the Concentration

(6 courses; 27 quarter units)

Choose **six (6)** courses from the following:

LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>
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

Academic Program Director: 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 private sector, and in international organizations including the United Nations and the Peace Corps.

For guidance and recommendations concerning the concentration in Economics, please contact the above-named faculty.

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.

The economics concentration is unique, both in the University and in the School of Business and Management (SOBM). No other concentration or program of study similar to this concentration exists in the SOBM 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 (2)** of the following courses:

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

Academic Program Director: Gary Zucca; (209) 475-1441; gzucca@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 BA in Management program, will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Academic Program Director 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

Academic Program Director: 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 (2) Upper-Division Elective courses in the following prefix areas: HRM, LED and ODV.

Concentration in Marketing

Academic Program Director: Mary Beth McCabe; (858) 642-8412; 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 BA/Management 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. <i>Prerequisite: MKT 302A</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

Plus any **two (2)** of the following courses

MKT 440A	Sales Techniques & Methodology <i>Prerequisite: MKT 302A</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
MKT 442A	Intro to Public Relations
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
MKT 446	Introduction to Services Mkt. <i>Prerequisite: MKT 302A</i>
MKT 447	Marketing for Entrepreneurs <i>Prerequisite: MKT 302A</i>

Concentration in Project Management

Academic Program Director: 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 this 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

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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
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Concentration Core Requirements

(6 courses; 27 quarter units)

MGT 422	Team Bldg, Interpers. Dynamics
PMB 400	Project Management Essentials <i>Prerequisite: MGT 451</i>
PMB 410	Project Planning and Control <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 420	Program Management <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 430	Project Accting Fundamentals <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 440	Contract Management <i>Prerequisite: MGT 451 and PMB 400</i>

BACHELOR OF BUSINESS ADMINISTRATION

Academic Program Director: 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 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, MGT 605, ECO 607, IBU 606, MGT 608 and MNS 601.

The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned.

Program Learning Outcomes

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

- 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 bachelors 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 MTH210 or MTH215 or MTH 220.

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. <i>Prerequisite: ACC 201</i>
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 309C	Prin. of Mgmt. & Organizations
MGT 400	Ethics in Law, Business & Mgmt.
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>
MNS 407	Management Science <i>Prerequisite: MNS 205</i>
MKT 302A	Marketing Fundamentals
IBU 430	Survey of Global Business <i>Prerequisite: ECO 203 and ECO 204</i>
MGT 451	Production & Ops Management I
BUS 480	Capstone: Integrated Bus. Policy <i>Prerequisite: Completion of at least 9 BBA preparation and upper-division core courses</i>

Upper-Division Electives

(7 courses; 31.5 quarter units)

Students may choose to take **one (1)** 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. <i>Prerequisite: FIN 310</i>
FIN 440	Financial Institutions <i>Prerequisite: FIN 310</i>
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 <i>Prerequisite: LAW 204</i>
MGT 422	Team Bldg, Interpers. Dynamics
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

Concentration in Accountancy

Academic Program Director: 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 Academic Program Director 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 <i>Prerequisite: ACC 201</i>
ACC 410B	Intermediate Accounting II <i>Prerequisite: ACC 410A</i>
ACC 410C	Intermediate Accounting III <i>Prerequisite: ACC 410B</i>
ACC 432A	Taxation-Individual <i>Prerequisite: ACC 201</i>
ACC 433	Managerial Accounting <i>Prerequisite: ACC 202</i>
ACC 434	Government and Nonprofit Acct. <i>Prerequisite: ACC 201</i>

Concentration in Alternative Dispute Resolution

Academic Program Director: 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 (4)** 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

Academic Program Director: 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
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Requirements for the Concentration

(6 courses; 27 quarter units)

Choose **six (6)** courses from the following:

LAW 305	Legal Aspects of Business II
	<i>Prerequisite: LAW 204</i>
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

Academic Program Director: 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 BBA degree with concentration in Economics may find a wide array of employment opportunities in local, state and federal government, in private sector, and in international organizations including the United Nations and the Peace Corps.

For guidance and recommendations concerning the concentration in Economics, please contact the above-named faculty.

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.

The economics concentration is unique, both in the University and in the School of Business and Management (SOBM). No other concentration or program of study similar to this concentration exists in the SOBM 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
	<i>Prerequisite: ECO 203 and ECO 204</i>
ECO 302	Intermediate Macroeconomics
	<i>Prerequisite: ECO 204</i>
ECO 303	Data Analysis
	<i>Prerequisite: ECO 203 and ECO 204</i>

Electives

(2 courses; 9 quarter units)

Please select **two (2)** courses from the following list

ECO 304	Economic Growth
	<i>Prerequisite: ECO 203 and ECO 204</i>
ECO 410	Seminar on Capitalism
	<i>Prerequisite: ECO 203 and ECO 204</i>
ECO 415	Labor Economics
	<i>Prerequisite: ECO 203 and ECO 204</i>
ECO 420	International Economics
	<i>Prerequisite: ECO 203 and ECO 204</i>
ECO 447	Money and Banking
	<i>Prerequisite: ECO 203 and ECO 204</i>

Concentration in Entrepreneurship

Academic Program Director: Gary Zucca; (209) 475-1441; gzucca@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 Academic Program Director 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 Finance

Academic Program Director: Gurdeep Chawla; (408) 236-1138; gchawla@nu.edu

Career opportunities in finance are in three interrelated areas: financial institutions, including banks, insurance companies, credit unions and similar organizations; investments, including the sale of securities or security analysis; and financial management in all types of commercial and not-for-profit organizations. This concentration prepares students for future managerial responsibilities in these areas with an emphasis on the financial management of organizations.

Students must successfully complete the following courses for a Concentration in Finance. Students must complete at least four of the courses in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

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 <i>Prerequisite: FIN 310</i>
FIN 442	Investments <i>Prerequisite: FIN 310 and FIN 440</i>
FIN 443	Working Capital Management <i>Prerequisite: FIN 310</i>
FIN 444	Risk Management & Insurance <i>Prerequisite: FIN 310</i>
FIN 446	International Financial Mgmt. <i>Prerequisite: FIN 310</i>
FIN 447	Financial Planning <i>Prerequisite: FIN 310 and FIN 442</i>

Concentration in Human Resource Management

Academic Program Director: 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 BBA 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 (2) upper-division elective courses in the following prefix areas: HRM, LED and ODV.

Concentration in Marketing

Academic Program Director: Mary Beth McCabe; (858) 642-8412; 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. <i>Prerequisite: MKT 302A</i>
MKT 430	Intro to Global Marketing <i>Prerequisite: MKT 302A</i>
MKT 434	Intro to Market Research <i>Prerequisite: MKT 302A</i>
MKT 443	Introduction to Advertising <i>Prerequisite: MKT 302A</i>

Plus any **two (2)** of the following courses:

MKT 440A	Sales Techniques & Methodology <i>Prerequisite: MKT 302A</i>
MKT 441	Channel and Value Networks <i>Prerequisite: MKT 302A</i>
MKT 442A	Intro to Public Relations
MKT 445	e-Marketing <i>Prerequisite: MKT 302A</i>
MKT 446	Introduction to Services Mkt. <i>Prerequisite: MKT 302A</i>
MKT 447	Marketing for Entrepreneurs <i>Prerequisite: MKT 302A</i>

Concentration in Project Management

Academic Program Director: 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 <i>Prerequisite: MGT 451</i>
PMB 410	Project Planning and Control <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 420	Program Management <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 430	Project Accting Fundamentals <i>Prerequisite: MGT 451 and PMB 400</i>
PMB 440	Contract Management <i>Prerequisite: MGT 451 and PMB 400</i>

BACHELOR OF SCIENCE

MAJOR IN ACCOUNTANCY

Academic Program Director: 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 (BSACC/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 BSACC/MBA transition program. Students in the BSACC/MBA transition program may take up to three MBA classes as electives during the BSACC. 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 605. Students must complete graduate-level coursework taken as part of the BSACC degree with a grade of B or better. This coursework, which counts as electives in the BSACC, 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 BSACC course. The number of courses required to earn a MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years, with no break exceeding 12 months.

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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 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 of 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
ACC 201** Financial Accounting Funds.
ACC 202** Managerial Accounting Funds.
Prerequisite: ACC 201

* May be used to meet a General Education requirement.

** Eligible for credit-by-exam waiver: Contact Academic Program Director

Prerequisite for all Accounting Courses

Students must have completed ACC 201 or its equivalent with a minimum grade of "C" within two years of taking any of the following accounting courses, unless a grade of 75 or better is received on an appropriate challenge exam.

Core Business Requirements

(4 courses; 18 quarter units)

BIM 400 Info. Mgmt. in Organizations
MGT 309C 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.

Core Accounting Requirements

(11 courses; 49.5 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 201

ACC 432B Taxation-Business

Prerequisite: ACC 432A

ACC 433 Managerial Accounting

Prerequisite: ACC 202

ACC 434 Government and Nonprofit Acct.

Prerequisite: ACC 201

ACC 435A Auditing I

Prerequisite: ACC 431

ACC 435B Auditing II

Prerequisite: ACC 435A

ACC 436 Applied Tech for Accountants

*Prerequisite: ACC 201***Required Electives**

(2 courses; 9 quarter units)

ACC 515 Accounting Ethics

ACCX 5500X Business Professional Develop.

As an alternative of the required electives, students may enroll in the Concentration in Accounting Professional Skills.

Concentration in Accounting Professional Skills*Academic Program Director: Sharon Lightner; (858) 642-8663; slightner@nu.edu*

This concentration is designed for students to obtain additional coursework and skills necessary for many professional opportunities in the field of accounting. For instance, to be a licensed CPA in the state of CA, students need 180 quarter units (150 semester units). Units may be obtained at the undergraduate or graduate level. The only units that are specified is 4.5 quarter units (3 semester units) of Accounting Ethics. The specialization introduces accounting ethics into our curriculum in addition to other courses that will assist students in preparing for professional exams. Interviewing for internships or jobs, networking, and obtaining data analytic skills.

Program Learning Outcomes

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

- Identify key issues and recognize alternative viewpoints when presented with ethical problems and dilemmas.
- Evaluate ethical decision processes between professional accountants and major stakeholders in various areas or professional accounting.
- Enhance skills to effectively recruit and network within a professional accounting environment.
- Demonstrate and apply accounting knowledge to real world situations or professional examination boards.
- Manage, communicate and analyze information using advance technology

skills.

This is being introduced as a concentration at the undergraduate level, a specialization in the MACC program, and a specialization in the MBA program. Students would be ready for this content at the end of their undergraduate program but should not have to obtain a full master's degree to obtain these skills. The skills are necessary and relevant for undergraduate or graduate students entering various professional fields in accounting.

Requirements for the Concentration

(4 courses; 18 quarter units)

ACC 515 Accounting Ethics

AND

ACCX 5500X Business Professional Develop.

Choose **two (2)** of the following

ACCX 5200X Professional Exam Review 1

Recommended: Should have completed approximately 72 quarter units of accounting and/or business.

ACCX 5250X Professional Exam Review 2

Prerequisite: ACCX 5200X

ACC 555 Data Analytics

MAJOR IN FINANCIAL MANAGEMENT*Academic Program Director: Gurdeep Chawla; (408) 236-1138; 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. 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 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)

Core Business Requirements

(5 courses; 22.5 quarter units)

MGT 309C 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

Core 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 Statement
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 ORGANIZATIONAL LEADERSHIP

Academic Program Director: Michelle Browning; (310) 662-2144;
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, 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.

Non-Leadership Course Requirements

(4 courses; 18 quarter units)

LAW 204 Legal Aspects of Business I
MGT 309C 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 Courses in the Major

(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.

MINORS

MINOR IN ACCOUNTANCY

Academic Program Director: 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.

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 Prerequisite

(2 course; 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 201
ACC 433 Managerial Accounting
Prerequisite: ACC 202
ACC 434 Government and Nonprofit Acct.
Prerequisite: ACC 201

● MINOR IN BUSINESS ADMINISTRATION

Academic Program Director: 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
Prerequisite: Placement Evaluation

* May be used to meet a General Education requirement.

Core Requirements

(6 courses; 27 quarter units)

FIN 310 Business Finance
Prerequisite: ACC 201
MGT 309C 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 STUDIES

Academic Program Director: 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
Prerequisite: Placement Evaluation

* May be used to meet a General Education requirement.

Core Requirements

(6 courses; 27 quarter units)

MGT 309C 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 ECONOMICS

Academic Program Director: 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 towards 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 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 above named faculty.

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 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 and ECO 204
ECO 305 Business Economics
Prerequisite: ECO 203 and ECO 204

ECO 420	International Economics <i>Prerequisite: ECO 203 and ECO 204</i>
ECO 447	Money and Banking <i>Prerequisite: ECO 203 and ECO 204</i>

Plus any **two (2)** of the following courses:

(2 courses; 9 quarter units)	
ECO 303	Data Analysis <i>Prerequisite: ECO 203 and ECO 204</i>
ECO 410	Seminar on Capitalism <i>Prerequisite: ECO 203 and ECO 204</i>
ECO 415	Labor Economics <i>Prerequisite: ECO 203 and ECO 204</i>
IBU 540	International Experience

GRADUATE DEGREES

MASTER OF ACCOUNTANCY

Academic Program Director: Consolacion Fajardo; (916) 855-4137; cfajardo@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 is designed for students with little or no previous accounting background who have an undergraduate degree in any discipline, but it is not appropriate for students with an undergraduate degree in accounting. Course content is based largely on the published content specifications of the Uniform CPA Exam. Students who do well in this academic program may choose to invest several hundred hours of study in a recognized CPA Exam review course.

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
- Critique international financial accounting standards as compared to Generally Accepted Accounting Principles (GAAP)
- Collaborate effectively as a team to enhance critical thinking

Degree Requirements

To receive a Master of Accountancy, students must complete at least 63 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

(14 courses; 63 quarter units)

ACC 601M	Foundations of Financial Acc.
ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>
ACC 612M	Financial Accounting III <i>Prerequisite: ACC 611M</i>
ACC 615M	Advanced Financial Accounting <i>Prerequisite: ACC 612M</i>
ACC 620M	Taxation of Individuals <i>Prerequisite: ACC 615M</i>

ACC 621M	Taxation of Bus. & Oth. Entities <i>Prerequisite: ACC 620M</i>
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting <i>Prerequisite: ACC 630M</i>
ACC 640M	Acc. for Gov't & NFP Entities <i>Prerequisite: ACC 601M</i>
ACC 650M	Auditing Principles <i>Prerequisite: ACC 621M</i>
ACC 651M	Auditing Procedures <i>Prerequisite: ACC 650M</i>
ACC 695M	Cases in Accounting & Auditing <i>Prerequisite: Completion of prior core requirements</i>

Specialization in Accounting Professional Skills

Academic Program Director: Sharon Lightner; (858) 642-8663; slightner@nu.edu

This specialization is designed for students to obtain additional coursework and skills necessary for many professional opportunities in the field of accounting. For instance, to be a licensed CPA in the state of CA, students need 180 quarter units (150 semester units). Units may be obtained at the undergraduate or graduate level. The only units that are specified is 4.5 quarter units (3 semester units) of Accounting Ethics. The specialization introduces accounting ethics into our curriculum in addition to other courses that will assist students in preparing for professional exams, interviewing for internships or jobs, networking, and obtaining data analytic skills.

Program Learning Outcomes

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

- Identify key issues and recognize alternative viewpoints when presented with ethical problems and dilemmas.
- Evaluate ethical decision processes between professional accountants and major stakeholders.
- Enhance skills to effectively recruit and network within a professional accounting environment.
- Demonstrate and apply accounting knowledge to real-world situations or professional examination boards.
- Communicate and analyze information using advanced technology skills.

Requirements for the Specialization

(4 courses; 18 quarter units)

ACC 515	Accounting Ethics
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AND

Choose **three (3)** of the following five:

ACCX 5200X	Professional Exam Review 1 <i>Recommended: Should have completed approximately 72 quarter units of accounting and/or business.</i>
ACCX 5250X	Professional Exam Review 2 <i>Prerequisite: ACCX 5200X</i>
ACCX 5500X	Business Professional Develop.
ACC 555	Data Analytics

MASTER OF ARTS IN HUMAN RESOURCE MANAGEMENT

Academic Program Director: 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 54 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 & Developm.
HRM 667	Compensation & Benefits
HRM 633A	Seminar in Employee Relations,
ODV 610	Adv. Studies in Org. Behavior
ODV 600	Theory & Practice of OD
ODV 601	Integrating Performance Mgmt.
	<i>Prerequisite: ODV 600</i>
HRM 669	Research Seminar
HRM 670	Project/Thesis
	<i>Prerequisite: HRM 669 and must complete at least 7 core courses.</i>

Program Electives

(1 course; 4.5 quarter units)

To complete their program, students must select electives from any graduate level course offered by the School of Business and Management. Highly recommended in the choice of electives are FIN 600, Finance for Non-Financial Managers, and MGT 635, The Organizational Consulting Process. In the alternative, students may complete their program by completing the following specialization.

Specialization in Organizational Leadership

Academic Program Director: 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, 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

Academic Program Director: 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, leadership, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving. To ensure that 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 marketplaces.

2. Accessibility and Support

The MBA program is available to students in both online and on-campus options. Upon admission to the MBA program, students will be assigned to an Academic Program Director 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 or may choose to specialize in a particular discipline.

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.

5. Technology

In order to fulfill the learning outcomes, classes will integrate current technology in traditional onsite classes as well as in web-enhanced online classes.

Contact the Academic Program Director

All students are encouraged to contact an Admissions Advisor (see contact information listed above) for any information related to the MBA degree program and 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 Academic Program Director for the MBA Program.

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 of 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, MGT 605, ECO 607, IBU 606, MGT 608 and MNS 601.

The number of courses required to earn an MBA degree for transition program students is reduced from 14 to as few as 11 courses, depending on classes selected and grades earned.

Basic 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 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.

Program Learning Outcomes

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

- **Value Creation:** Evaluate the systems and processes used throughout an organization including the planning, decision-making, group dynamics, innovation, production, supply chain, operations, technologies, marketing and distribution, and management.
- **Leadership and Governance:** Demonstrate leadership ability and management skills within an environment of change to meet the objectives of the stakeholders of the organization.
- **Global Awareness & Citizenship:** Evaluate the forces in the global business environment, including social responsibility, sustainability, ethics, and the risk and opportunities associated with operating within a multi-cultural business environment.
- **Quantitative Analysis:** Apply economic models, accounting principles, statistical techniques, and financial theories, analysis, and reporting in business-decision making.
- **Communication and Presentation:** Demonstrate effective business communication skills through written reports, presentations, and working in a collaborative team setting.
- **Critical Thinking, Analysis, and Problem-Solving:** Design alternatives to solve business problems utilizing quantitative analysis, critical thinking, and sound ethical decision-making.
- **Strategic Planning:** Formulate strategies and policies utilizing environmental and resources assessment and integrating various functions to achieve the mission and objectives of the organization.

Degree Requirements

To receive an MBA degree, students must complete at least 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.

Self-Paced Foundation Courses (optional)

The following non-credit, self-paced, and self-study courses are offered online, free of charge to registered MBA students.

BUS 500A Intermediate Algebra (0 quarter units)

Two-Week Foundation Courses (Required)

(2 courses; 4.5 quarter units - no graduate level credit granted)

The following two foundation courses are required for all MBA students, but may be waived if a score of 80 percent or above is achieved on a challenge exam. Rather than being self-study and self-paced, these courses are scheduled in normal fashion with qualified instructors. Each course is two weeks long: ACC 501 is offered in the first two weeks of an academic month and FIN 501 is offered in the second two weeks. The two courses are offered online and at certain onsite campus locations. Grading is "S" for Satisfactory, or "U" for Unsatisfactory. Although these courses are prerequisites for certain core courses and do not provide academic credit, they have substantial content that is not covered in the related core courses and therefore must be successfully completed or waived by achieving a score of 80% on a challenge exam.

ACC 501* Accounting Fundamentals (1.5 quarter units)

FIN 501 Finance Fundamentals (3 quarter units)

Prerequisite: ACC 501 or ACC 201

* Students who have an undergraduate or graduate degree in accountancy are waived of ACC 501.

Students who have recently taken a basic course in accounting such as ACC 201 or ACC 601M should consider taking the challenge exam.

Module I - Tools for Problem-Solving

Core Requirements

(8 courses; 36 quarter units)

MGT 605 Organization Mgmt. & Leadership

MKT 602 Marketing Management

MNS 601 Statistics for Business

IBU 606 Global Business

ACC 604 * Managerial Accounting

Prerequisite: ACC 501

ECO 607 Eco. for Managerial Decisions

Recommended: Prior completion of: BUS 500A

MGT 608 Managerial Support Systems

FIN 609A Seminar in Financial Management

Prerequisite: FIN 310 or FIN 501

* Students who successfully complete both ACC 630M and ACC 631M are waived of ACC 604 but must replace the quarter units by taking a graduate-level course offered by the School of Business and Management. This course has a \$75 non-refundable technology fee.

Up to three of the eight Module I courses may be waived by a student who has taken an undergraduate course in a similar subject and can demonstrate sufficient knowledge retention by achieving a score of 84 percent or above on a graduate-level challenge exam.

Students may then make up the quarter units needed to meet the 63 quarter units required for the degree by taking an additional graduate level course offered by the School of Business and Management. The fifth course of a five-course specialization would also provide the required quarter units.

Module II - Application and Integration

(2 courses; 9 quarter units)

Note: All Module I courses must be completed before taking either of the Module II courses.

- MGT 685C Business Strategy and Policy
Prerequisite: MGT 605, MGT 608, MKT 602, MNS 601, ECO 607, IBU 606, ACC 604 and FIN 609A
- MGT 695C Capstone
Prerequisite: MGT 605, MGT 608, MKT 602, ECO 607, MNS 601, ACC 604, FIN 609A and IBU 606

General Electives

(4 courses; 18 quarter units)

Students may select any graduate courses offered by the School of Business and Management. As an alternative, students may enroll in an Area of Specialization (see below). Some of the specializations require five rather than four courses. The fifth course is the capstone for the area of specialization that can be used to replace MGT 695C in the Module II. Also, if a student can successfully challenge one of the Module I courses (with approval of the Lead Faculty), the fifth specialization course can be used to replace the quarter units of the waived course.

- LED 601 Ethics and Classic Theories
IBU 540 International Experience
MGT 625 Managerial Communication
MGT 652 Business Simulation
BIM 610 Strategic Decision Systems

MBA Specialization

Requirements for Specialization

(4-7 courses; 18-31.5 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 area in addition to all Module I and Module II requirements except the area of specializations that have capstone course. In that case students are required to take only MGT 685C in the Module II.

Specialization in Financial Management

Academic Program Director: Gurdeep Chawla; (408) 236-1138; 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 nonprofit and governmental organizations. Executives with a background in finance head about one out of every three corporations today.

The financial management program is designed to provide both a sound theoretical and a conceptual framework for financial managers. Special emphasis is placed on growth and diversification policies, evaluation and management of securities portfolios, investment banking and merger strategies, analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure and case and/or research projects dealing with contemporary financial issues.

Program Learning Outcomes

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

- Evaluate the financial condition of a 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.

Requirements for Specialization

(5 courses; 22.5 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
- FIN 655 Finance Research Project
Prerequisite: FIN 609A and minimum of 36 quarter units of core courses

Specialization in Human Resource Management

Academic Program Director: 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.

Requirements for Specialization

(5 courses; 22.5 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 & Developm.
HRM 667 Compensation & Benefits

Specialization in International Business

Academic Program Director: Juan Espana; (858) 642-8448; jespana@nu.edu

Business activities have an increasingly global reach. Successful business professionals must have a thorough knowledge of international business environments and be able to operate within individual foreign markets.

In this specialization, students have the option to travel to foreign locations where, under the guidance of National University professors, they attend lectures, visit universities, factories, and cultural sites, thus achieving full immersion in a foreign environment such as China, or Mexico.

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.

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.

Requirements for Specialization

(4 courses; 18 quarter units)

Student should choose **four (4)** 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 Management Accounting

Academic Program Director: Sharon Lightner; (858) 642-8663; slightner@nu.edu

Designed for students who wish to prepare for entry into the corporate, not-for-profit, or government sector of the accounting profession, and may be considering candidacy for the Certified Management Accountant (CMA) designation.

Students wishing to prepare for the Certified Public Accountant (CPA) certification should consider the BS in Accountancy or Master of Accountancy program which provide the broader and more in-depth preparation, including income taxes and auditing, needed for the CPA Exam. (CPA Exam candidates in California must have completed 24 semester units (36 quarter units) in accounting or tax courses and 24 semester units (36 quarter units) in business courses which include business law, mathematics, statistics, computer science, and information systems.)

Before taking any of the courses in the Specialization in Management Accounting, students are strongly advised to contact the Academic Program Director or other member of the accounting faculty for a brief phone interview to review the student's career objectives.

Program Learning Outcomes

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

- Record and properly categorize common business transactions, make appropriate adjusting journal entries as needed, and prepare financial statements in accordance with U.S. accounting standards.
- Analyze cost and managerial accounting data and other qualitative information to prepare reports for external and internal users.
- Measure, analyze, and report accounting information of governmental and not-for-profit entities.
- Measure, analyze, and report accounting information for business entities.
- Integrate and utilize current information technologies, methodologies, and systems to plan, implement, execute, and analyze performance of the organization and its resources.

Requirements for Specialization

(7 courses; 31.5 quarter units)

To receive an MBA with Specialization in Management Accounting, students must complete the following seven courses. Note that ACC 604 is waived for students who complete both ACC 630M and ACC 631M. Additional graduate accounting courses can be used to replace ACC 601M and/or any of the Module I courses that have been waived by challenge exam.

ACC 601M*	Foundations of Financial Acc.
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting <i>Prerequisite: ACC 630M</i>
ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>
ACC 640M	Acc. for Gov't & NFP Entities <i>Prerequisite: ACC 601M</i>
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>

* This course can only be waived by students who have taken a similar college-level course and can demonstrate sufficient knowledge retention by achieving a score of 84 percent or above on a challenge exam.

Specialization in Marketing

Academic Program Director: Mary Beth McCabe; (858) 642-8412; 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, industrial markets, and 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 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. After completing the Marketing Specialization students are expected to develop knowledge, understanding, 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.

Requirements for Specialization

(4 courses; 18 quarter units)

MKT 620	Consumer Behavior <i>Prerequisite: MKT 602</i>
MKT 631	Global Marketing <i>Prerequisite: MKT 602</i>
MKT 634	Market Research <i>Prerequisite: MKT 602</i>
MKT 660	Strategic Marketing Simulation <i>Prerequisite: MKT 602, MKT 620, MKT 631 and MKT 634</i>

Specialization in Organizational Leadership

Academic Program Director: 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.

Requirements for Specialization

(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

Academic Program Director: Timothy Pettit; (858) 642-8687; 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

(5 courses; 22.5 quarter units)

SCM 610	Supply Chain Collaboration <i>Prerequisite: MGT 608</i>
SCM 620	Strategic Supply Management <i>Prerequisite: SCM 610 and MGT 608</i>
SCM 630	Supply Chain Planning <i>Prerequisite: SCM 610 and MGT 608</i>
SCM 640	Distribution Management <i>Prerequisite: SCM 610 and MGT 608</i>
SCM 695C	Supply Chain Risk Capstone <i>Prerequisite: SCM 610, SCM 620, SCM 630, SCM 640, and MGT 608</i>

MASTER OF SCIENCE IN BUSINESS ANALYTICS

Academic Program Director: Farnaz Sharifrazi; (858) 642-8468; fsharifrazi@nu.edu

The Master of Science 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:

- Analyze components of data and analytics environment.
- Evaluate methods and technologies to organize and normalize data for use in statistical analysis.
- Construct data files and statistical models to find patterns for competitive decision making.
- Design an analytical model to forecast prices based on the previous data patterns.
- Apply security, privacy, and ethical measures using data and analytical models to improve organizations' due diligence.

- Utilize previous financial data to predict future effects.
- Apply the appropriate data model to analyze the performance of supply chain processes.
- Construct analytical models to business data to achieve targeted results.

Degree Requirements

To receive a Master of Science in Business Analytics, students must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. Please refer to the General Catalog section on graduate admission requirements for specific information regarding application and evaluation.

Core Requirements

(12 courses; 54 quarter units)

BAN 600	Fundamentals of Analytics
ANA 605	Analytic Models & Data Systems <i>Prerequisite: BAN 600</i>
ANA 610	Data Management for Analytics
ANA 615	Data Mining Techniques
ANA 620	Continuous Data Methods, Appl. <i>Prerequisite: ANA 615</i>
ANA 625	Categorical Data Methods, Appl. <i>Prerequisite: ANA 620</i>
ANA 630	Advanced Analytic Applications <i>Prerequisite: ANA 625</i>
BAN 640	Performance MGT & SCM Process <i>Prerequisite: ANA 625 and BAN 600</i>
BAN 645	Prediction in Marketing <i>Prerequisite: BAN 640</i>
BAN 650	Probabilistic Finance Models <i>Prerequisite: BAN 645</i>
BAN 655	Analytical Security & Ethics <i>Prerequisite: BAN 650</i>
BAN 660	Business Analytics Capstone <i>Prerequisite: BAN 655</i>

MASTER OF SCIENCE IN MARKETING

Academic Program Director: Mohammed Nadeem; (408) 236-1150; mnadeem@nu.edu

National University School of Business and Management will offer a one-year Master of Science in Marketing Program to advance your marketing career. The program will build your marketing skills; enhance knowledge; and strengthen brand identity 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 generations, 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 undergraduate or graduate degrees in both business and non-business backgrounds 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.

1. Admissions Criteria
 - 1.1. Bachelor's 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 Academic Program Director or the Chair of the Department.

2. Program Requirement

Students must take the MKT 602 Marketing Management as the first course in the program. Any exception to this requirement of the program must be approved by the Academic Program Director 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 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.

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.

Requirements for Major

(10 courses; 45 quarter units)

Core Requirements

(6 courses; 27 quarter units)

MKT 602	Marketing Management
MKT 620	Consumer Behavior <i>Prerequisite: MKT 602</i>
MKT 631	Global Marketing <i>Prerequisite: MKT 602</i>
MKT 634	Market Research <i>Prerequisite: MKT 602</i>
MKT 651	Mobile Marketing <i>Prerequisite: MKT 602</i>
MKT 660	Strategic Marketing Simulation <i>Prerequisite: MKT 602, MKT 620, MKT 631 and MKT 634</i>

Elective Requirements

(4 courses; 18 quarter units)

Students must select **four (4)** of the following elective courses.

MGT 605	Organization Mgmt. & Leadership
IBU 606	Global Business
MGT 625	Managerial Communication
COM 610	Integrated Marketing Comm.
IBU 641	Topics in Int'l Business
SCM 610	Supply Chain Collaboration <i>Prerequisite: MGT 608</i>
MKT 653	Social Media <i>Prerequisite: MKT 602</i>
BAN 600	Fundamentals of Analytics

MASTER OF SCIENCE IN ORGANIZATIONAL LEADERSHIP

Academic Program Director: 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 into change-oriented leaders. As every industry and profession needs effective and ethical leadership, employers are increasingly targeting candidates that 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 and 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

(12 courses; 54 quarter units)

To receive a Master of Science in Organizational Leadership, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission procedures for specific information regarding application and evaluation.

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
	<i>Prerequisite: LED 601 and LED 602</i>
LED 690	Capstone Project
	<i>Prerequisite: 5 LED courses</i>

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 Specialization in Community Development. Students must complete all four courses specified in the Specialization.

Specialization in Community Development

*****THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME*****

The 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. A 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, and 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 specialization 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.

Specialization Requirements

This specialization 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.

Requirements for Specialization

(4 courses; 18 quarter units)

SCD 600	Global Development
SCD 610	Human Environments
SCD 630	Culture and Change
SCD 680	Planning and Evaluation

UNDERGRADUATE CERTIFICATE

UNDERGRADUATE CERTIFICATE IN ACCOUNTANCY

*****THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME*****

Designed for students who wish to prepare for entry into the accounting profession and may be considering one of the recognized professional accounting designations other than the Certified Public Accountant (CPA). CPA Exam candidates should consider the BS in Accountancy or Master in Accountancy which provide much greater in-depth preparation for the CPA Exam. CPA Exam candidates in California must have completed 24 semester units (36 quarter units) in accounting or tax and 24 semester units (36 quarter units) in business which includes business law, mathematics, statistics, computer science, and information systems.

Students who wish to pursue a baccalaureate degree, a second baccalaureate degree, or a master's degree can apply some or all of the academic credits awarded in the certificate program toward that degree, depending upon its requirements and providing the coursework taken is at the same level as the degree program. Before taking any of the courses in the Certificate in Accountancy program, students are strongly advised to contact a full-time accounting faculty member for a brief interview to review the student's career objectives and provide guidance as to the courses to be selected.

Certificate Prerequisite

(1 course; 4.5 quarter units)

(Before taking any other accounting courses in this program, students must complete ACC 201 or its equivalent within two years with a grade of "C" or better, unless they receive an equivalent grade on an accounting aptitude exam.)

ACC 201 Financial Accounting Funds.

Certificate Requirements

(6 courses; 27 quarter units)

To receive a Certificate in Accountancy, students must complete any six (6) undergraduate courses with the prefix ACC for which the required prerequisite has been successfully completed. It is strongly recommended that students consult with full-time accounting faculty before enrolling in the Certificate in Accountancy.

UNDERGRADUATE CERTIFICATE IN BASIC HUMAN RESOURCE MANAGEMENT

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

The Certificate in Basic Human Resource Management is designed to provide fundamental knowledge and skills for students seeking entry-level and supervisory positions in the field of human resource management. The program provides a basic knowledge of the foundations of managing human resources, including recruitment, selection, retention, compensation, development, and legal compliance in the workplace. The certificate program prepares students for expanded opportunities in diverse industries. Students will obtain valuable knowledge and skills in human resource management that will enable them to contribute to the ongoing process of attracting and retaining individuals who will assist in furthering an organization's interest in achieving its mission.

Program Learning Outcomes

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

- Comprehend the various functions of human resource management.
- Identify and describe the stages of the human resource planning process.
- Describe key issues in the motivation and compensation of employees.
- Explain human resource assessment as it relates to the mission of an organization.
- Recognize common concerns surrounding employer liability in the workplace.
- Interpret employment laws and explain their impact on an organization.
- Apply research techniques to the preparation of written assignments.

Certificate Requirements

(4 courses; 18 quarter units)

HRM 200	Intro to Basic Human Resources
HRM 210	Staffing and Development <i>Prerequisite: HRM 200</i>
HRM 220	Compensating Employees <i>Prerequisite: HRM 200</i>
HRM 230	Legal Aspects of Basic HRM <i>Prerequisite: HRM 200</i>

UNDERGRADUATE CERTIFICATE IN FINANCE

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

This coursework and the accompanying credits may be transferred to appropriate degree programs if all other requirements for admission are met.

A Certificate in Finance is designed for students who are interested in strengthening their business acumen, acquiring analytical skills, or supplementing their financial background. Career opportunities include three interrelated areas: financial institutions, investments, and financial management.

Expertise in finance is a sought-after and unique skill. This certificate prepares students for managerial responsibilities in organizations such as banks, insurance companies, securities firms, commercial, and not-for-profit organizations. The four courses that comprise this certificate provide a broad yet comprehensive knowledge of financial management.

Upon successful completion, students will have acquired critical skills in the analysis of accounting, market, and economic data. This will prepare them for expanded opportunities in diverse industries.

Certificate Prerequisites

(5 courses; 22.5 quarter units)

ACC 201	Financial Accounting Funds.
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>
FIN 442	Investments <i>Prerequisite: FIN 310 and FIN 440</i>
FIN 443	Working Capital Management <i>Prerequisite: FIN 310</i>

Certificate Requirements

(4 courses; 18 quarter units)

FIN 440	Financial Institutions <i>Prerequisite: FIN 310</i>
FIN 444	Risk Management & Insurance <i>Prerequisite: FIN 310</i>
FIN 446	International Financial Mgmt. <i>Prerequisite: FIN 310</i>
FIN 448	Seminar in Finance <i>Prerequisite: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446</i>

UNDERGRADUATE CERTIFICATE IN HUMAN RESOURCE MANAGEMENT

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

This certificate is designed for those who wish to gain the knowledge and skills in HRM which are appropriate for professional and supervisory careers in the field of human resource management.

Certificate Requirements

(4 courses; 18 quarter units)

HRM 409B	Survey in HRM & OD
HRM 432	Recruit, Selection, Promo, Ret.
HRM 433	Pay & Benefit Admin. & HR Tech
HRM 439	Legal, Reg., & Labor Relation C

GRADUATE CERTIFICATE

GRADUATE CERTIFICATE IN ACCOUNTANCY

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

The Certificate of Accountancy program is designed for students who wish to prepare for entry into the accounting profession and for employment opportunities in private, government, or not-for-profit entities. Those desiring to prepare for taking the CPA or CMA exams should consider the BS in Accountancy or Master of Accountancy programs. Students taking ACC 630M and ACC 631M need not take the ACC 604 in the MBA program.

Certificate Requirements

(6 courses; 27 quarter units)

ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>
ACC 640M	Acc for Gov't & NFP Entities <i>Prerequisite: ACC 601M</i>
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>
ACC 631M	Advanced Managerial Accounting <i>Prerequisite: ACC 630M</i>
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>



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Ph.D., Education, University of Kansas

Associate Dean, Donna Elder
Ed.D., Educational Leadership, University of La Verne

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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 an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
 - Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
 - Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential (California)
- with Concentrations in:
- » STEM (Science, Technology, Engineering, Mathematics)
 - Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
 - Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
 - Spanish with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

GRADUATE DEGREES

Master of Arts

With fields of study in:

- Education [☑](#)
- with Specializations in:
- » Best Practices [☑](#)
 - » Educational Technology [☑](#)
 - » e-Teaching and Learning [☑](#)
 - » Teacher Leadership [☑](#)
 - » Teaching Mathematics [☑](#)
 - » US Education in a Global Context [☑](#)
- Special Education

with Specializations in:

- » Autism [☑](#)
- » Early Childhood Special Education [☑](#)
- » Language and Academic Development [☑](#)
- » Mild/Moderate [☑](#)
- » Moderate/Severe [☑](#)

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 Specialization in:

- » English Language Learner Education

Master of Science

with Fields of Study in:

- Advanced Teaching Practices [☑](#)
- with Specializations in:
- » Advanced Assessment Literacy [☑](#)
 - » Advanced Digital Literacy [☑](#)
 - » Advanced Instructional Literacy [☑](#)
 - » National Board Certified Teaching Leadership [☑](#)
 - » Reading and Literacy Added Authorization [☑](#)
- Applied Behavioral Analysis [☑](#)
 - Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with COE)
 - 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 PPSC School Psychology Credential
 - Special Education [☑](#)
- with Specializations in:
- » Language & Academic Development [☑](#)
 - » Mild/Moderate Disabilities [☑](#)
 - » Moderate/Severe Disabilities [☑](#)

Doctor of Education

with Field of Study in:

- Organizational Innovation [☑](#)

California Credential Programs

(Approved by the Commission on Teacher Credentialing)

- Clear Administrative Services Credential Induction Program [☑](#)
- Clear Education Specialist Teaching Credential [☑](#)
- 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 Authorization Teaching Credential
- Pupil Personnel Services Credential School Counseling (PPSC)

- Pupil Personnel Services Credential School Psychology (PPSP)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)

Nevada Programs

(Please see Nevada section of this catalog)

- Bachelor of Arts in Elementary Education with Nevada Elementary Licensure
- Bachelor of Arts in English Education with Nevada Secondary Licensure
- Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure
- Bachelor of Arts in Special Education with Nevada Licensure
- Master of Education with Nevada Elementary Licensure
- Master of Education with Nevada Secondary Licensure
- Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option
- Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room

The following programs are also listed in the College of Letters and Sciences Section:

Bachelor of Arts

with Majors in:

- English with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential
- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Spanish with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

The following program is also listed in the School of Health and Human Services Section:

Bachelor of Arts

with Majors in:

- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

CERTIFICATES

Graduate Certificates

- Applied Behavior Analysis
- Autism
- Early Childhood Special Education (Add-on Authorization)
- Reading and Literacy Certificate (Added Authorization)

DEGREE PROGRAMS BY DEPARTMENT

ADMINISTRATION AND SCHOOL COUNSELING/PSYCHOLOGY

Graduate Programs

Master of Science

with Fields of Study in:

- Applied Behavior Analysis [☑](#)
- Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with COE)
- Educational Administration with a Preliminary Administrative Services Credential Option (California)
- Educational Counseling with PPSC School Counseling Credential Option (California) [☑](#)
- Higher Education Administration [☑](#)
- School Psychology with PPSC School Psychology Credential Option (California)

California Credential Programs

(Approved by the Commission on Teacher Credentialing)

- Clear Administrative Services Credential Induction Program [☑](#)
- Preliminary Administrative Services Certificate/Credential [☑](#)
- Pupil Personnel Services Credential School Counseling (PPSC)
- Pupil Personnel Services Credential School Psychology (PPSP)
- University Internship Pupil Personnel Services Credential School Counseling (PPSC)

Graduate Certificate

- Applied Behavior Analysis [☑](#)

DEPARTMENT OF SPECIAL EDUCATION

Master of Arts

with Field of Study in:

- Special Education

with Specializations in:

- » Autism [☑](#)
- » Early Childhood Special Education [☑](#)
- » Language and Academic Development [☑](#)
- » Mild/Moderate [☑](#)
- » Moderate/Severe [☑](#)

Master of Science

with Fields of Study in:

- Special Education

with Specializations in:

- » Language & Academic Development [☑](#)
- » Mild/Moderate Disabilities [☑](#)
- » Moderate/Severe Disabilities [☑](#)

California Credential Programs

(Approved by the Commission on Teacher Credentialing)

- Clear Education Specialist Teaching Credential
- Preliminary Education Specialist Authorization Teaching Credential

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 an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)
- Mathematics with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- Social Science with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Spanish with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Master of Arts

with Fields of Study in:

- Education

with Specializations in:

- » Best Practices [☑](#)
- » Educational Technology [☑](#)
- » e-Teaching and Learning
- » Teacher Leadership [☑](#)
- » Teaching Mathematics [☑](#)
- » US Education in a Global Context [☑](#)

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

with Specializations in:

- English Language Learner Education

Master of Science

with Fields of Study in:

- Advanced Teaching Practices [☑](#)

with Specializations in:

- » Advanced Assessment Literacy
 - » Advanced Digital Literacy
 - » Advanced Instructional Literacy
 - » Specialization in National Board Certified Teaching Leadership
 - » Reading and Literacy Added Authorization
- 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)

CENTER FOR ADVANCED GRADUATE STUDIES

Doctor of Education

with Field of Study in:

- Organizational Innovation [☑](#)

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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 accommodations 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 receipt 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)

Academic Program Director: Jessica Alvarado; (858) 642-8360; jalvarado@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

The Bachelor of Arts in Early Childhood Development with a California Inspired Teaching in 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

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 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. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

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)

Requirements for the Major

(9 courses; 40.5 quarter units)

ECE 464	Ethical and Legal Issues <i>Prerequisite: HED 220</i>
ECE 330	Early Cognition <i>Prerequisite: ECE 201, ECE 210, HED 220 and ECE 211</i>
ECE 410	Early Language and Literacy <i>Prerequisite: ECE 330</i>
ECE 415	Designing Emergent Curriculum <i>Prerequisite: ECE 330</i>
ECE 420	Nature, Numbers and Technology <i>Prerequisite: ECE 330</i>
ECE 430	Play as Pedagogy <i>Prerequisite: ECE 330</i>
ECE 440	Observing, Assessing & Planning <i>Prerequisite: ECE 330 and ECE 415</i>
ECE 443	Children with Special Needs <i>Prerequisite: ECE 330</i>
ECE 445	Strategies: Guiding Behaviors <i>Prerequisite: ECE 330, ECE 415 and ECE 430</i>

All Early Childhood Education coursework has field experience components.

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jrbathina@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 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
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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. <i>Prerequisite: ITL 400 and students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 510</i>
ITL 514	Language-Literacy: Assessment <i>Prerequisite: ITL 512</i>
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 514</i>

ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN EARLY CHILDHOOD EDUCATION

Academic Program Director: 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 important, 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 State Preschools, 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>.

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 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

(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 <i>Prerequisite: ECE 201, ECE 210, HED 220 and ECE 211</i>
ECE 312	Infant and Toddler Care <i>Prerequisite: ECE 330</i>
ECE 410	Early Language and Literacy <i>Prerequisite: ECE 330</i>
ECE 415	Designing Emergent Curriculum <i>Prerequisite: ECE 330</i>
ECE 420	Nature, Numbers and Technology <i>Prerequisite: ECE 330</i>
ECE 430	Play as Pedagogy <i>Prerequisite: ECE 330</i>

ECE 440	Observing, Assessing & Planning <i>Prerequisite: ECE 330</i>
ECE 443	Children with Special Needs <i>Prerequisite: ECE 330</i>
ECE 445	Strategies: Guiding Behaviors <i>Prerequisite: ECE 330</i>
ECE 452	Partnering With Families <i>Prerequisite: ECE 330</i>
ECE 450	Academic Seminar/Field Exp. <i>Prerequisite: Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.</i>

Upper Division Electives or Concentration Requirements

(4 courses; 18 quarter units)

Candidates must choose **four (4)** 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	Crisis Trauma and Abuse
ECE 466	Planning Physical Environments

MAJOR IN ENGLISH WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: John Miller; (714) 429-5146; jmiller@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

The Bachelor of Arts in English with Inspired Teaching and Learning and a 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, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. This program 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. 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 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.
- Evaluate the relationship of marginalized or oppositional voices to the evolution of literary traditions and histories.
- Analyze literary works within their historical and cultural contexts.
- Analyze works of literature in the context of the conventions and histories of their genres.
- Analyze the use and effects of literary and rhetorical features of literary texts.
- Identify major critical approaches to the interpretation of literature.
- Compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.

Degree Requirements

To receive a Bachelor of Arts in English with Inspired Teaching and Learning and a 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. 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 <i>Prerequisite: ENG 100 and ENG 101</i>
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* 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)

Any **four (4)** of the following **five (5)** survey courses:

LIT 311	British Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 322	American Literature II <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 360	History of Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>

Any **one (1)** of the following **three (3)** courses:

LIT 410	African American Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 420	U.S. Latino Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 460	Gender and Literature <i>Prerequisite: ENG 240 and LIT 100</i>

AND

All of the following:

ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Contemporary Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 463	20th Century World Literature <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 498	English Capstone Course <i>Prerequisite: Satisfactory completion of 8 upper-division LIT courses</i>

AND

Any **one (1)** additional upper-division literature (LIT) course from available offerings.

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential Core Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

Students must complete 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
Prerequisite: ITL 550A, Corequisite: ITL 551B

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

MAJOR IN HEALTH SCIENCES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Alba Diaz; (858) 309-3497; adiaz@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

The Bachelor of Arts in Health Sciences with a California Inspired Teaching in Learning Preliminary Single Subject Credential provides a broad-based foundation in the liberal arts and sciences and a fundamental knowledge of health education and prepares a candidate for a career as a teacher in the middle and secondary school levels. The students are required to think critically, write clearly, and speak articulately. This program prepares teacher-candidates with the knowledge, skills, and dispositions required for entry into California's teaching profession as a health science 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 Learning Outcomes

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

- Demonstrate knowledge of developmentally appropriate grade level health education content domains.
- Describe the relationship of personal, family, school, community, cultural, and environmental factors as related to health behavior and physical, emotional, and mental well-being.
- Identify cognitive, social, and physical characteristics, growth, and development of healthy adolescents, at-risk adolescents, and those who have health problems.

- Examine components of research-based health education and health promotion programs/practices, including coordinated school health programs.
- Discuss the evolving role of a health science teacher as a culturally responsive health educator, counselor, advocate, and resource for individuals, families, and communities.
- Analyze the role of mass media, technology and the internet in promoting physical, mental, and emotional health literacy and behaviors.
- Utilize health promotion materials, lessons, and programs to reduce health risk behavior and increase positive health behaviors.
- Discuss the personal, social, and legal requirements and appropriate prevention and intervention strategies in providing a safe, inclusive school environment.

Degree Requirements

To receive a Bachelor of Arts in Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject 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. All undergraduate students must complete 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.

Preparation for the Major

(11 courses; 46.5 quarter units)

CHE 101*	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PSY 100*	Introduction to Psychology
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
COH 100	Personal Health
MTH 204*	Mathematics for Science <i>Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement</i>
MTH 209A*	Fundamentals of Mathematics I <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
COM 220*	Media Literacy
BIO 100*	Survey of Bioscience
BIO 100A*	Survey of Bioscience Lab (1.5 quarter units) <i>Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors</i>
BIO 110	Introduction to Human Biology
SOC 344	Marriage, Sex and the Family <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(25 courses; 108 quarter units)

Health Science Requirements

(11 courses, 49.5 quarter units)

COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>
COH 321	Health Behavior <i>Prerequisite: ILR 260</i>
COH 416	PH & Physical Activity <i>Prerequisite: COH 401</i>
COH 317	Public Health Nutrition <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 318	Drug Use and Abuse <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 319	Human Sexuality <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 420	Health of Vulnerable Groups

HED 311	Health Literacy
HED 414	Violence & Bullying Prevention
HED 308	Mental and Emotional Health <i>Recommended: prior completion of: COH 318</i>
HED 351	Coordinated School Health <i>Prerequisite: COH 100, Recommended: prior completion of: COH 321</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jybathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential Core Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher
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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. <i>Prerequisite: ITL 400 and Students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN INTERDISCIPLINARY STUDIES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Joshua Olsberg; (559) 256-4908; jolsberg@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jrbathina@nu.edu

The Bachelor of Arts in Interdisciplinary Studies 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 program prepares teacher-candidates with the knowledge, skills and dispositions required for entry into California's teaching profession. 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 Learning Outcomes

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world view.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.

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 (CBEST) 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 <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 410	California History <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 209A*	Fundamentals of Mathematics I <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>

* 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 <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A or Accuplacer test placement evaluation</i>
ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
BIS 401	Interdisciplinary Practice: In
BIS 499	Interdisciplinary Studies Proj. <i>Prerequisite: BIS 301 and four additional courses from the major</i>

Upper Division Requirements

(5 courses; 22.5 quarter units)

COM 380	Democracy in the Info. Age <i>Prerequisite: ENG 100 and ENG 101</i>
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HIS 320	Culture of Global Capitalism <i>Prerequisite: ENG 100 ENG 101</i>
SCI 300	Geography
BIS 405	Genetic Anthropology <i>Prerequisite: BIS 301, Recommended: prior completion of: MTH 215</i>
MTH 410	Technology in Math Education <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY MULTIPLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@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 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. <i>Prerequisite: ITL 400 and Students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 510</i>
ITL 514	Language-Literacy: Assessment <i>Prerequisite: ITL 512</i>
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 514</i>
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

Concentration in STEM (Science, Technology, Engineering, Mathematics)

A Concentration in STEM provides students with the depth and breadth of knowledge in science, technology, engineering, and mathematics that prepares them to be successful in a digital classroom. Students will define, create, and model team building and problem-based learning in an interdisciplinary environment that demonstrates an understanding of the integration of knowledge within and across the disciplines.

Program Learning Outcomes

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

- Demonstrate how to integrate science, technology, engineering, and mathematics (STEM) to meet the needs of all learners

- Create and model interdisciplinary learning environments that reflect team building and problem-based learning using technology.

Requirements for the Concentration

(5 courses, 22.5 quarter units)

SCI 400	History of Science <i>Prerequisite: One 4.5 quarter unit science course from the natural sciences.</i>
TED 306	21st Century Teaching Methods
MTH 410	Technology in Math Education <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301</i>
BIS 405	Genetic Anthropology <i>Prerequisite: BIS 301, Recommended: prior completion of: MTH 215</i>
TED 351	Teaching STEM Methods <i>Prerequisite: TED 305 or TED 306 or TED 320</i>

Note: Students will need a Taskstream account for portfolio work. Please refer to your Academic Program Director for more information (including fees).

MAJOR IN MATHEMATICS WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

The Bachelor of Art in Mathematics with an Inspired Teaching in Learning Preliminary Single Subject Credential provides a rigorous education preparing candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares teacher-candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a mathematics teacher. It is designed for teacher-candidates who will be dedicated to inspiring all PK12 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.

***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 Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations.
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover a range of phenomena across appropriate disciplines.
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics.
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication.
- Develop fundamental knowledge in geometry.
- Model real-world problems with a variety of algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.

Degree Requirements

To receive a Bachelor of Arts in Mathematics with an Inspired Teaching and Learning 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 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

(6 courses; 27 quarter units)

MTH 210*	Probability and Statistics <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>

OR

MTH 216A*	College Algebra I (3 quarter units) <i>Prerequisite: Accuplacer test placement evaluation MTH 12A and MTH 12B</i>
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AND

MTH 216B*	College Algebra II (3 quarter units) <i>Prerequisite: MTH 216A</i>
MTH 220*	Calculus I <i>Prerequisite: Accuplacer test placement or MTH 216B or MTH 215</i>

OR

CSC 208*	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
MTH 221	Calculus II <i>Prerequisite: MTH 220</i>
MTH 222	Calculus III <i>Prerequisite: MTH 221</i>
MTH 223	Calculus IV <i>Prerequisite: MTH 222</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(23 courses; 99 quarter units)

Mathematics Requirements

(9 courses; 40.5 quarter units)

MTH 311	Topics from Geometry <i>Prerequisite: Accuplacer test placement or MTH 216B or MTH 215</i>
MTH 325	Discrete Mathematics <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>

OR

CSC 331	Discrete Structures and Logic <i>Prerequisite: CSC 252 and CSC 310</i>
MTH 411	Number Theory <i>Prerequisite: MTH 216B or MTH 215 or MTH 301</i>
MTH 435	Linear Algebra <i>Prerequisite: MTH 220 and MTH 325</i>
MTH 416	Algebraic Structures <i>Prerequisite: MTH 435 and MTH 325</i>
MTH 417	Foundations of Geometry <i>Prerequisite: MTH 216A and MTH 216B or MTH 215 and MTH 311</i>
MTH 418	Statistical Analysis <i>Prerequisite: MTH 210 and MTH 220</i>
MTH 412	History of Mathematics <i>Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B</i>
MTH 410	Technology in Math Education <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jybathina@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 (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. <i>Prerequisite: ITL 400 and students must complete the credential packet.</i>
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN SOCIAL SCIENCE WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Ryan Jordan; (858) 642-8561; rjordan@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jybathina@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 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.
- Delineate the central demographic, economic, and political developments in the history of California from the eve of Spanish settlement to the present.

Degree Requirements

To receive a Bachelor of Arts with a Major in Social Science with an 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 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 <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 220B*	United States History II <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 233*	World Civilizations I <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 234*	World Civilizations II <i>Prerequisite: ENG 100 and ENG 101</i>
POL 100*	Introduction to Politics <i>Prerequisite: ENG 100 and ENG 101</i>
POL 201*	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>
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 <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 432	The Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 433	The Post-Classical World <i>Prerequisite: ENG 100, ENG 101 and HIS 233</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
HIS 400	Historical Theories & Methods <i>Prerequisite: ENG 240</i>
HIS 360	American Colonial Experience <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 361	Making and Sundering of Union <i>Prerequisite: ENG 100, ENG 101 and HIS 220A</i>
HIS 362	U.S. Between Wars, 1865-1917 <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>
HIS 363	U.S. Since World War I <i>Prerequisite: ENG 100, ENG 101 and HIS 220B</i>

HIS 410	California History <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 499	Capstone Research Project <i>Prerequisite: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@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 (grades 7-12) classrooms representing the candidates single subject credential's content area and diverse student populations. The field experience requirement is not associated with any clinical practice courses.

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

Program Learning Outcomes

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those w/diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

Teacher Credential Core Requirements

Single Subject Teaching Credential

(14 courses; 58.5 quarter units)

Introductory Core Requirement

(1 course; 4.5 quarter units)

ITL 400 Becoming a Teacher

Students must complete 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 <i>Prerequisite: ITL 402</i>
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>

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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

MAJOR IN SPANISH WITH OPTIONAL INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL (CALIFORNIA)

Academic Program Director: Rachel VanWieren; (310) 662-2145; rvanwieren@nu.edu

Credential Program Director: Jyothi Bathina; (559) 256-4945; jrbathina@nu.edu

The Bachelor of Arts with a Major in Spanish consists of intensive proficiency-oriented coursework in Spanish language acquisition, as well as instruction in essential knowledge and understanding of history, culture, geography and politics of religion. The program prepares students for a variety of career paths in government, military, business and education. Each student has the option of choosing to complete seven courses of upper-division electives or pursuing an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California).

***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 Learning Outcomes

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

- Develop oral, written and reading proficiency in Spanish.
- Read and interpret representative texts and cultural productions in Spanish.

- Develop analytical and critical skills that build from textual, cultural and linguistic analysis to the exploration of society.
- Translate and interpret to and from Spanish.
- Differentiate the major aspects of Latin American and Hispanic culture and civilization from pre-Columbian times to the present.
- Demonstrate familiarity with the history and culture of the Spanish speaking world.
- A comprehensive familiarity with the history and culture of the region.

Degree Requirements

To receive the Bachelor of Arts Degree with a Major in Spanish, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 70.5 units of General Education requirements. The following courses are degree requirements. In the absence of transfer credit, general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation.

Preparation for the Major

(5 courses; 22.5 quarter units)

SPN 100*	Beginning Spanish I
SPN 101*	Beginning Spanish II <i>Prerequisite: SPN 100</i>
SPN 200*	Intermediate Spanish I <i>Prerequisite: SPN 101</i>
SPN 201	Intermediate Spanish II <i>Prerequisite: SPN 200</i>
LIT 100*	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Spanish Requirements

(9 courses; 40.5 quarter units)

SPN 300	Advanced Spanish I <i>Prerequisite: SPN 201</i>
SPN 301	Advanced Spanish II <i>Prerequisite: SPN 300</i>
SPN 310	Literary Readings in Spanish <i>Prerequisite: LIT 100 and SPN 301</i>
SPN 330	Intro Lat. Am. Cultures <i>Prerequisite: SPN 301</i>
SPN 350	Film and Culture <i>Prerequisite: SPN 301</i>
SPN 420	Literature and Culture I <i>Prerequisite: SPN 310 and SPN 330</i>
SPN 430	Literature and Culture II <i>Prerequisite: SPN 420</i>
SPN 450	Identity and Multiculturalism <i>Prerequisite: SPN 310 and SPN 330</i>
SPN 499	Spanish Capstone <i>Prerequisite: SPN 430</i>

Upper Division Electives

(7 courses; 31.5 quarter units)

The following are strongly Recommended:

HIS 345	Latin American Studies <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 434	Modern World, 1500 to Present <i>Prerequisite: ENG 100, ENG 101 and HIS 234</i>
LIT 360	History of Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 365	Contemporary Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>
LIT 420	U.S. Latino Literature <i>Prerequisite: LIT 100 and ENG 240</i>
LIT 460	Gender and Literature <i>Prerequisite: ENG 240 and LIT 100</i>

LIT 463 20th Century World Literature
Prerequisite: ENG 240 and LIT 100

LIT 480 Literature of the Americas
Prerequisite: ENG 240 and LIT 100

OR

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jybathina@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 (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
Prerequisite: ITL 550A, Corequisite: ITL 551B

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

GRADUATE DEGREES

MASTER OF ARTS IN EDUCATION

Academic Program Director: Thomas Reynolds; (858) 642-8358; treynold@nu.edu

The Master of Arts in Education (MAE) program is designed for individuals interested in seeking professional growth and advancement in educational fields. Additionally, the program meets the needs of international students seeking a master's degree education. Students will complete a six-course core focused on exploring the historical, philosophical, psychological, and social foundations education; analyzing issues of educational equity and diversity; understanding learners with learning exceptionalities; examining the foundations of curriculum, assessment, and instruction; and using educational research to deepen critical thinking skills. Students in this program will have opportunities to select a four-course specialization from a variety of areas.

Note: This program is not designed for students seeking a teaching credential.

Program Learning Outcomes

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

- Analyze diversity issues in education to support equity in educational contexts and learning practices.

- Integrate foundational theory and skills to make subject matter comprehensible to all learners.
- Analyze the application of educational research, evidence-based practices, and academic writing.
- Apply theoretical foundations of education to examine personal, societal, and organizational practices.

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 transferred, 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 Degree

(10 courses; 45 quarter units)

Core Requirements

(6 courses; 27 quarter units)

TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
TED 606	Equity and Diversity
SPD 608	Exceptionalities
TED 612	Curric. Assess. & Instruction
TED 670	Educational Research

Prerequisite: TED 602 with a minimum grade of B-, SPD 604 with a minimum grade of B-, TED 606 with a minimum grade of B-, SPD 608 with a minimum grade of B- and TED 612 with a minimum grade of B-

OR

MAT 655*	Leadership Impact Seminar
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* Only for students in the Teacher Leadership Specialization

Candidates must also choose one of the following specializations:

Specialization in Best Practices

Academic Program Director: Joanne Gilbreath; (858) 642-8389; jgilbreath@nu.edu

The Best Practices Specialization instructs students in research-based Best Practices that accelerate student achievement. The program is based on 11 years of school-based research that turned around low-achieving schools and accelerated achievement at all schools where the Best Practices were used. Students will learn how to implement effective teaching strategies that accelerate student achievement and engage students in 21st-century learning. An interdisciplinary approach to learning will enable teachers to develop a systematic approach for teaching interdisciplinary vocabulary across the curriculum.

Teachers will learn how to use both textual and digital comprehension strategies, critical/creative 21st-century questioning and 21st-century problem-solving. An emphasis will be placed on differentiated and targeted instruction, student engagement/motivation strategies, cooperative, and other effective grouping patterns, and technological multimedia applications. All the Best Practice strategies will be tied to standards-based direct and indirect instruction.

Effective strategies for English language learners and other diverse learners are integrated throughout the four courses in Best Practices in Teaching. Along with learning the strategies listed above, candidates will be taught how to create multidisciplinary standards-based lesson plans using the structure of Teach, Practice, and Apply.

Program Learning Outcomes

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

- Integrate Best Practices for standards-based instruction across content areas.
- Use Best Practices teaching strategies across the curriculum.
- Apply to their teaching the framework of Teach, Practice, and Apply using Best Practice teaching strategies.
- Implement Best Practice teaching strategies for the development of vocabulary, math, reading comprehension, and interdisciplinary learning.
- Apply student engagement/motivational strategies.

- Integrate Best Practices in multimedia-interactive classroom instruction.
- Demonstrate a repertoire of differentiated instructional strategies.

Required Courses

(4 courses; 18 quarter units)

MAT 670	Theory Best Practice Teaching
MAT 671	Appl. Best Practice Strat. in Cl.
MAT 674	Differentiated Instruction
MAT 675	21st Century Multimedia & Tech

Specialization in e-Teaching and Learning

Academic Program Director: Thomas Reynolds; (858) 642-8358; treynold@nu.edu

The e-Teaching and Learning Specialization in the Master of Arts in Education Program is designed to meet the growing need for quality online instructors in PK-16, community colleges, and corporations. The specialization focuses on: learning and applying effective student-centered online pedagogical skills, developing online curriculum that adheres to the National Standards for Quality Online Teaching, and assessing online learning using multiple assessment strategies. Upon completion of this specialization, candidates will be prepared.

Program Learning Outcomes

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

- Effectively teach in the online learning environment
- Analyze professional standards, trends and issues in the online environment.
- Demonstrate the use of active teaching and assessment strategies for the online environment.
- Apply evidence-based best practices research in the online teaching environment.

Requirements for Specialization

(4 courses; 18 quarter units)

ETL 680	Introduction to e-Teaching
ETL 682	Active Teaching and Learning
ETL 684	Differentiated Online Instruct.
ETL 686	Designing Instr. Materials

Prerequisite: ETL 680, ETL 682 and ETL 684

Specialization in Educational Technology

Academic Program Director: Cynthia Sistik-Chandler; (858) 642-8322; cchandler@nu.edu

This specialization is designed for individuals wishing to develop their knowledge and skills for using technology in the educational setting.

Program Learning Outcomes

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

- Integrate interdisciplinary connection between evidence-based technologies for multimedia instruction.
- Use teaching strategies to accommodate learners in an online or blended environment.
- Participate in online community building and web-based interactive activities.
- Assess the effectiveness and efficiency of multimedia courseware and internet resource for use in instruction and delivery system.
- Examine the critical issues involved in designing effective distance educational programs.
- Design web-based courses using web page design authoring tools.

Required Courses

(4 courses; 18 quarter units)

EDT 605	Education Theory & Technology
EDT 610	Teaching Online
EDT 660	Multimedia & Interactive Tech.
EDT 671	Curriculum for Online Learning

Prerequisite: EDT 605, EDT 610 and EDT 660

Specialization in Teacher Leadership

Academic Program Director: Sidney Castle; (858) 642-8363; scastle@nu.edu

This five-course specialization comes from the Advanced Learning Press Center for Performance Assessment, which offers a unique master's degree program that provides teachers with the skills and theories to be leaders in their classrooms and schools. It is a collaborative effort with Advanced Learning Press, which already offers a ten-course master's degree in educational leadership. All the courses will be offered online. Similar to the National Board Specialization, the capstone is an alternative course to MAT 640 Applications of Research for the Art of Teaching. The capstone course is MAT 655 Leadership Impact: Synthesis of Theory and Practice.

Program Learning Outcomes

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

- Demonstrate an understanding of the principles of effective educational accountability.
- Demonstrate the ability to analyze and understand research on educational leadership.
- Demonstrate an understanding of how to lead learning communities and cross-cultural educational initiatives within school and classroom.
- Demonstrate the ability to build professional relationships and networks for instructional leadership.

Required Courses

(5 courses; 22.5 quarter units)

MAT 651	Assessing Educational Leaders
MAT 652	Leadership Accountability
MAT 653	Motivational Leadership
MAT 654	Seminar in Social Issues
MAT 655	Leadership Impact Seminar

Specialization in Teaching Mathematics

Academic Program Director: Zhonghe Wu; (714) 429-5144; zwu@nu.edu

Designed to improve the quality of teaching mathematics in grades K-9, courses focus on the pedagogy of mathematics and the development of balanced instructional programs that meet the needs of today's diverse students. In order to be successful in this program, potential candidates should have basic mathematics knowledge and skills (equivalent to CSET multiple subject and Praxis II Elementary Education) or above.

Program Learning Outcomes

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

- Analyze current principles, state and national standards, trends, and issues in teaching mathematics in grades K-9.
- Demonstrate the ability to develop a balanced program of mathematics instruction that includes conceptual understanding, procedural fluency, and problem solving in algebra, geometry, statistics, probability and number theory.
- Apply evidence-based best practices research in the delivery and evaluation of a balanced mathematics education program.

Required Courses

(4 courses; 18 quarter units)

MAT 635	Contemporary Issues/Challenges
MAT 636	Teaching Algebra/Number Theory
	<i>Prerequisite: MAT 635</i>
MAT 637	Teaching Geometry/Meanurement
	<i>Prerequisite: MAT 635 and MAT 636</i>
MAT 638	Teaching Probability/Stats
	<i>Prerequisite: MAT 635, MAT 636 and MAT 637</i>

Specialization in U.S. Education in a Global Context

Academic Program Director: Peter Serdyukov; (858) 642-8333; psurdyuk@nu.edu

Courses are designed for K-12 teachers. With a focus on global education, content offered in this program will provide educators with advanced views on U.S. school practices based on comparative analysis of international educational systems. Students will gain knowledge of issues affecting education and innovative

approaches in teaching and learning that will be applied in contemporary school environments.

Program Learning Outcomes

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

- Analyze the interdependence among socio-economic, political, geographic and technological factors at both national and global levels and their impact on education and educational systems.
- Analyze the ways in which cultural, religious and linguistic factors affect countries' choices of educational systems and educational priorities.
- Evaluate various international educational theories and practices using research and personal experiences in order to make improvements to current school environments.
- Implement new knowledge of innovative international educational systems, educational theories, and practices into practical recommendations for improving teaching and learning in U.S. schools.
- Design effective organizational, technological or instructional applications to address challenges in the U.S. professional educational environment.

Specialization Requirements

(4 courses, 18 quarter units)

MAT 620	Multidimensional Education
MAT 621	Impact of Culture & Language
	<i>Prerequisite: MAT 620</i>
MAT 622	Comparative Ed. Systems
	<i>Prerequisite: MAT 621</i>
MAT 623	Transformative Ed. Practices
	<i>Prerequisite: MAT 622</i>

MASTER OF ARTS IN SPECIAL EDUCATION

Academic Program Director: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

The Master of Arts in Special Education (MASE) degree is designed for teachers already licensed with a preliminary or clear credential in special or general education and/or for professionals who want to broaden their intellectual and professional understanding of the role of special education within the PK to 22 setting. More and more, there is a demand for educators and professionals with a current understanding of the characteristics and needs of individuals with disabilities. In this rigorous program, candidates will expand their knowledge by developing, analyzing, and evaluating innovative and ethical practices in special education and sustaining their commitment as educational practitioners and leaders in the field of education. The program will be offered in three modalities (online, onsite, and hybrid) and will be accessible for candidates at a national and global level.

Program Learning Outcomes

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

- Analyze the process for creating a shared vision and philosophy of establishing effective teaching and learning of students with disabilities at a school-wide level.
- Evaluate the role of special education practitioners and leaders in different contexts of education, in terms of implementing the vital elements of special education.
- Evaluate the appropriateness of various research methodologies in relation to a given topic related to Special Education.
- Analyze the ongoing process of establishing a collaborative and inclusive setting, for students with disabilities, to access a Free and Appropriate Public Education (FAPE).
- Evaluate the implications of Special Education law and procedures before applying them in different contexts of educational practices.
- Analyze the requirements of the roles of Special Education practitioners for providing access to curriculum, accommodations and modifications, by utilizing technology, including augmentative and assistive technology, and principles of Universal Design for Learning.

Degree Requirements

To receive a Master of Arts in Special Education, candidates must complete a minimum 45 quarter units of graduate work. A total of 4.5 quarter units of 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 degree from a regionally accredited institution.

Requirements for the Degree

(10 courses; 45 quarter units)

Core Requirements

(5 courses; 22.5 quarter units)

SPD 650	Research in SPD: Design
SPD 651	Ed. Hist. Perspt., Iss. Trends SPD <i>Prerequisite: SPD 650</i>
SPD 652	21 Century SPD Prac. & Systems <i>Prerequisite: SPD 651</i>
SPD 653	Assist Tech & Practices in SPD <i>Prerequisite: SPD 651 and SPD 652</i>
SPD 654	SPD Law & Leadership Practice <i>Prerequisite: SPD 651, SPD 652 and SPD 653</i>

Research Requirements

(1 courses; 4.5 quarter units)

SPD 699	Research in SPD Capstone <i>Prerequisite: SPD 651, SPD 652, SPD 653 and SPD 654</i>
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Candidates must choose **one (1)** of the following specializations:

Specialization in Autism

Academic Program Director: David Rago; (702) 531-7812; drago@nu.edu

This specialization is designed for those interested in working with students that fall within the Autism Spectrum Disorder. For candidates interested in adding the Autism Authorization to a valid Education Specialist credential, please review the Autism Certificate program under the Special Education Department section.

Program Learning Outcomes

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

- Demonstrate competence and understanding in using behavioral analysis to manage and change behaviors in children with autism.
- Demonstrate competence in recognizing behaviors and utilizing assessments that identify children as having autism.
- Demonstrate knowledge of the background and orientation of the terms included in the Autism Spectrum Disorder (ASD) category.
- Demonstrate skills needed for working collaboratively with diverse populations in ASD.
- Demonstrate understanding of differing evidence-based strategies for teaching students with autism.
- Demonstrate an understanding of federal and state laws.
- Demonstrate competency to collaborate in a group process (paraprofessionals, DIS providers, etc.) to organize a structured ASD classroom, to collect relevant data on behavioral outcomes, and to implement identified evidence-based strategies.

Required Courses

(4 courses; 18 quarter units)

EXC 621	Intro Students w/Autism Spect.
EXC 622	Assess & Behavioral App. in Aut.
EXC 623	Intervention/Instr. w/Aut.
EXC 624	Autism Collab w/Parents & Fam.

Specialization in Early Childhood Special Education

Academic Program Director: 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. For candidates interested in adding the ECSE Authorization to a valid Education Specialist credential, please review the Autism Certificate program under the Special Education Department section.

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, and 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 Pre-K 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/Pre-K programs.

Specialization Requirements

(4 courses; 18 quarter units)

SPD 672	Intro to ECSE <i>Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 674	Collaborative Partners <i>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.</i>
SPD 676	ECSE Assessment & Intervention <i>Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 678	ECSE Field Experience <i>Prerequisite: SPD 672, SPD 674 and SPD 676</i>

Specialization in Language and Academic Development

Academic Program Director: Bonnie Plummer; (916) 855-4107; bplummer@nu.edu

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

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

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with language and academic development needs, including academic competencies across the curriculum in listening, speaking, reading, and writing, and who demonstrate a lack of communication and language literacy skills to access and benefit from academic instruction.
- Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, and social pragmatics as it relates to the acquisition of academic knowledge and skills.
- Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research-based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English language learners.

- Assess the impact of sensory deficits on the development and application of language, verbal, and non-verbal communication abilities and needs in order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.
- Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.
- Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.

Specialization Requirements

(4 courses; 18 quarter units)

LAD 632	Speech & Language Development
LAD 633	Academic Language Assessment
LAD 634	Curriculum and Instruction
LAD 635	Intensive Lang. Intervention

Specialization in Mild/Moderate

Academic Program Director: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

The Specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

Program Learning Outcomes

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

- Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
- Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
- Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
- Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
- Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

Core Requirements

(4 courses; 18 quarter units)

SPD 632	Charac./Instr. Stds. w/ M/M Disab.
SPD 634	Assess of Std. w/ M/M Disab.
SPD 636	Teaching Math/Writing for M/M
SPD 638	Content Differentiation

Specialization in Moderate/Severe

Academic Program Director: Mary Lynn Ferguson; (858) 642-8346; mferguson@nu.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.

- Analyze students' verbal and non-verbal communication abilities to develop needed augmentative, alternative, or signed systems including assistive technology, to enhance communication, social interaction, academic performance, and skill development.
- Evaluate a variety of assessments and procedures to maximize students' participation in standards and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.
- Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.
- Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.
- Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Core Requirements

(4 courses; 18 quarter units)

SPD 642	Academic Instruction M/S
SPD 644	Life Skills & Transitions M/S
SPD 646	PBS, Comm. & Social Skills M/S
SPD 648	Medical & Asst. Tech Issues M/S

MASTER OF EARLY CHILDHOOD EDUCATION

Academic Program Director: Susan Gilbert; (310) 662-2163; sgilbert@nu.edu

The Master of Early Childhood Education 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.

Candidates develop an in-depth area of student for 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 from a regionally accredited institution.

Requirements for the Major

(10 courses; 45 quarter units)

ATP 600	Inspired Educator
ECE 650	The Early Childhood Educator <i>Prerequisite: ATP 600</i>
ECE 651	Current Issues in ECE <i>Prerequisite: ATP 600</i>
ECE 652	ECE Learning & Development <i>Prerequisite: ATP 600</i>

ECE 653	Best ECE Teaching Practices <i>Prerequisite: ATP 600</i>
ECE 654	Collaborative Partnerships <i>Prerequisite: ATP 600</i>
ECE 655	Inclusive ECE Practices <i>Prerequisite: ATP 600</i>
ECE 656	Foundations of Adult Learners <i>Prerequisite: ATP 600</i>
ECE 657	Foundations of ECE Advocacy <i>Prerequisite: ATP 600</i>
ATP 699	Capstone/Portfolio <i>Prerequisite: Students must complete all major core and specialization courses prior to enrolling in the capstone course.</i>

MASTER OF EDUCATION IN INSPIRED TEACHING AND LEARNING WITH A PRELIMINARY MULTIPLE AND SINGLE SUBJECT TEACHING CREDENTIAL AND INTERN OPTION (CA)

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@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 Teaching Performance Expectations (TPEs), composing the TPEs six domains and Teaching 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 area of M.Ed. specialization in the English Language Learner Education.

***Please Note:** Students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) early (prior to Credential Area Methods coursework) into their programs 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.

Note: Candidates who ALREADY HOLD a Preliminary Multiple or Single Subjects Teaching Credential and desire an advanced degree should enroll in the Master of Science in Advanced Teaching Practices.

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 67.5 quarter units of graduate credit, or Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 63 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 (ITL 602), 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 candidates 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 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 of two pathways. Complete the foundation sequence of ITL 600, ITL 602, 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'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600 course. After which, they would return to the ITL 602, 604, 606, 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year).

The CA 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.

Core Requirements

(17-19 courses; 63-67.5 quarter units)

Includes all foundation and 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 602.

ITL 600 Becoming a Teacher

Foundation Core Courses

(4 courses; 18 quarter units)

ITL 602	Context: Education in the U.S. <i>Prerequisite: ITL 600 students must complete credential packet.</i>
ITL 604	Learners and Learning I <i>Prerequisite: ITL 602</i>
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>

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 <i>Prerequisite: ITL 510</i>
ITL 514	Language-Literacy: Assessment <i>Prerequisite: ITL 512</i>
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 514</i>
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>
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 <i>Prerequisite: ITL 520</i>
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>
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 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 <i>Corequisite: ITL 551A</i>
ITL 551A	Student Teacher Seminar A (2.25 quarter units) <i>Corequisite: ITL 550A</i>
ITL 550B*	Student Teaching B <i>Prerequisite: ITL 550A, Corequisite: ITL 551B</i>
ITL 551B	Student Teacher Seminar B (2.25 quarter units) <i>Prerequisite: ITL 551A, Corequisite: ITL 550B</i>

* Does NOT grant academic credit.

OR**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 (ITL 510 or ITL 520, ITL 530, ITL 600, ITL 608), 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 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 multiple or single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition to National University documenting a medical emergency or other extreme circumstance 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 <i>Corequisite: ITL 651A</i>
ITL 651A	CP Intern Seminar A (2.25 quarter units) <i>Corequisite: ITL 650A</i>
ITL 650B*	CP Internship B: Year 1 <i>Prerequisite: ITL 650A, Corequisite: ITL 651B</i>
ITL 651B	CP Intern Seminar B (2.25 quarter units) <i>Prerequisite: ITL 651A, Corequisite: ITL 650B</i>
ITL 650C*	CP Internship C: Year 2 <i>Prerequisite: ITL 650B</i>
ITL 650D*	CP Internship D: Year 2 <i>Prerequisite: ITL 650C</i>
ITL 650E*	CP Internship E: Year 3 <i>Prerequisite: ITL 650D, 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.</i>
ITL 650F*	CP Internship F: Year 3 <i>Prerequisite: ITL 650E, Interns who have received approval for an "exception to policy," will be required to take ITL 650F and will receive appropriate supervision from university and district-employed representatives</i>

* Does NOT grant academic credit.

Students must also enroll in the following specialization:

Specialization in English Language Learner Education

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@nu.edu

The Master of Education in Inspired Teaching and Learning Preliminary Multiple or Single Subject Teaching Credential with Specialization in English Language Learner Education 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).

At the undergraduate or graduate levels, there are no similar courses or programs representing the courses associated with specialization in English Language Learners Education (ELLE). The specialization's integrated three course format will provide high quality, rigorous course work requiring the teacher-candidates to demonstrate one or more research-based components, such as: 1) use of practitioner inquiry or action research to develop appropriate questions, data gathering measures, analyze findings, make implications and recommendations, 2) reviewing the educational research and literature as a way to investigate theoretical constructs and research regarding various curricular and instructional approaches, and 3) demand for high quality writing consistent to the field of educational research.

Specialization Requirements

(3 courses; 13.5 quarter units)

Prior to beginning any of the specialization courses below, the candidate must successfully complete all core courses, pass CBEST, pass CSET, and complete all Multiple or Single Subject Credential Area Method courses.

ITI 660	Identity, Inclusion, and Equity
ITI 662	Linguistics- Academic Language <i>Prerequisite: ITI 660</i>
ITI 664	EL Achievement in Content Area <i>Prerequisite: ITI 662</i>

MASTER OF SCIENCE IN ADVANCED TEACHING PRACTICES

Academic Program Director: Cynthia Sitek-Chandler; (858) 642-8322; cchandler@nu.edu

The MS in Advanced Teaching Practices provides pathways to inspire teaching and learning. The program engages candidates in opportunities, based on universal design for learning design theory to gain skills, knowledge, and expertise to become more effective teachers and transformative change agents in education. From five specialization choices identified by practicing educators, candidates select one for a Core Courses Specialization and a second for the Elective Specialization. The two combined specializations with ATP 600, The Inspired Educator, and ATP 699, the Digital Portfolio Capstone, create an in-depth study for increasing competency as an inspired educator. The evidence of professional educator growth is presented in a portfolio capstone.

The five specialization areas include: Instructional Literacy, Assessment Literacy, Digital Literacy, National Board Certified Teacher Leadership, and Reading & Literacy (Added Authorization). Candidates develop a personal teaching growth plan that is grounded in both historical and current practices as well as professional ethics to create a pathway for continuous growth. The inquiry-based approach to learning is integrated throughout the program allowing candidates to apply action research to design and implement exceptional experiences for diverse learners.

Program Learning Outcomes

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

- Create a personal inspired educational philosophy that is grounded in historical/current practices and professional ethics to include a pathway for continuous growth.
- Integrate increasingly sophisticated instruction, assessment and digital learning skills for research, curriculum design, and professional growth.
- Design exceptional learning experiences that promote social justice, and that include the principles of Universal Design for Learning.
- Apply research-based knowledge and skills to create/transform effective, diverse learning environments.

Degree Requirements

To receive a Master of Science in Advanced Educator Practices 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 from a regionally accredited institution.

Requirements for the Major

(10 courses; 45 quarter units)

ATP 600 Inspired Educator

Students must select **one (1)** core sequence and complete 18 quarter units described as core.

Core Requirements Sequence I - Advanced Instructional Literacy

(4 courses; 18 quarter units)

AIL 620	Learner Literacy <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AIL 622	Organizing Learning <i>Prerequisite: AIL 620 with a minimum grade of B and ATP 600 with a minimum grade of B</i>
AIL 624	Expert Instruct Lit. Approach <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B and AIL 622 with a minimum grade of B</i>
AIL 626	Instructional Literacy Port. <i>Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B, AIL 622 with a minimum grade of B and AIL 624 with a minimum grade of B</i>

OR

Core Requirements Sequence II - Advanced Digital Literacy

(4 courses; 18 quarter units)

ADL 630	Instrctnl. Dsgn. for Dig. Envrmt. <i>Prerequisite: ATP 600</i>
ADL 632	Instrctnl. Devmnt. and Eval. <i>Prerequisite: ATP 600 and ADL 630 with a minimum grade of B</i>
ADL 634	Online and Mobile Learning <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B and ADL 632 with a minimum grade of B</i>
ADL 636	Assmnt. & Eval. in Dig. Classroom <i>Prerequisite: ATP 600, ADL 630 with a minimum grade of B, ADL 632 with a minimum grade of B and ADL 634 with a minimum grade of B</i>

OR

Core Requirements Sequence III - Advanced Assessment Literacy

(4 courses; 18 quarter units)

AAL 650	Purposeful Assessment <i>Prerequisite: ATP 600 with a minimum grade of B</i>
AAL 652	Creating Clear Lrng. Trgt <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B</i>
AAL 654	Quality Assess for Stu. Lrng. <i>Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B</i>

AAL 656 Assessment for Learning
Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B, AAL 654 with a minimum grade of B

Capstone Requirement

(1 course; 4.5 quarter units)

All students must complete **one (1)** the following capstone courses:

ATP 699 Capstone/Portfolio
Prerequisite: Students must complete all major core and specialization courses prior to enrolling in the capstone course.
NBC 639* Leadership Portfolio
ARL 640C** Action Res. for the Read. Spec.

*Only for students in the National Board Certified Teacher Leadership Specialization

**Only for students in the Reading Specialization

Candidates must choose **one (1)** of the following specializations:

Specialization in Advanced Assessment Literacy

The MS in Advanced Educator Practices Assessment Literacy Specialization is designed for educators to gain knowledge, skills, and experience in assessment literacy to: a) use assessment to improve student learning and achievement and b) to develop and serve as assessment leaders: coaches, student advocates, and change agents.

Program Learning Outcomes

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

- Create a personal assessment literacy philosophy that is grounded in research and professional ethics.
- Create clear learning targets in order to align quality assessments for learning.
- Evaluate assessments to determine appropriate implementation for student learning.
- Create a balanced assessment plan that reflects knowledge of assessment literacy and can be used by others to improve student learning and achievement based on the assessment standards, knowledge, and skills gained in this specialization to impact teaching and learning.

Requirements for the Specialization

(4 courses; 18 quarter units)

AAL 650 Purposeful Assessment
Prerequisite: ATP 600 with a minimum grade of B
AAL 652 Creating Clear Lrng. Trgt.
Prerequisite: ATP 600 with a minimum grade of B and AAL 650 with a minimum grade of B
AAL 654 Quality Assess for Stu. Lrng.
Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B and AAL 652 with a minimum grade of B
AAL 656 Assessment for Learning
Prerequisite: ATP 600 with a minimum grade of B, AAL 650 with a minimum grade of B, AAL 652 with a minimum grade of B and AAL 654 with a minimum grade of B

Specialization in Advanced Digital Literacy

The MS in Advanced Teaching Practices with Digital Literacy Specialization is designed for educators to gain knowledge, skills, and experience in digital literacy to: a) use technology to improve student learning and achievement and b) to develop and serve as digital literacy leaders: coaches, student advocates, and change agents.

Program Learning Outcomes

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

- Analyze current digital classroom practice in light of research and evidence-based instructional design for the digital-classroom.
- Critique a variety of resources and appropriate uses for digital based educational software and tools to include games, websites, social media, virtual reality, and Makerspaces.

- Evaluate the impact of digital-based educational software on student learning.
- Evaluate the strengths, weaknesses and challenges of designing and teaching for online environments and accommodating different mobile devices.
- Create a digital literacy evaluation plan, as appropriate to students, classroom, school, district, and/or community.

Requirements for the Specialization

(4 courses; 18 quarter units)

ADL 630 Instrctnl. Dsgn. for Dig. Envrmt.
Prerequisite: ATP 600
ADL 632 Instrctnl. Devmnt. and Eval.
Prerequisite: ATP 600 and ADL 630 with a minimum grade of B
ADL 634 Online and Mobile Learning
Prerequisite: ATP 600, ADL 630 with a minimum grade of B and ADL 632 with a minimum grade of B
ADL 636 Assmnt & Eval. in Dig. Classroom
Prerequisite: ATP 600, ADL 630 with a minimum grade of B, ADL 632 with a minimum grade of B and ADL 634 with a minimum grade of B

Specialization in Advanced Instructional Literacy

The MS in Advanced Teaching Practices with Instructional Literacy Specialization is designed for educators to reflect on current practice to deepen awareness and understanding of the strengths and needs of diverse learners: a) to design instruction that supports learners in the development of deep understanding and b) to develop and serve as instructional leaders: coaches, student advocates, and change agents.

Program Learning Outcomes

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

- Create an evidence-based personalized teaching growth plan that guides the candidate's path to being an inspired educator.
- Plan optimal learning environments that support individual and collaborative learning which foster self-reliance, positive social interaction, active engagement in learning, and the development of a community of learners.
- Evaluate a variety of research-based instructional approaches and tools of learning and assessment to determine appropriate alignments.
- Produce an instructional practice action research proposal that informs the candidate's personalized teaching growth plan.

Requirements for the Specialization

(4 courses; 18 quarter units)

AIL 620 Learner Literacy
Prerequisite: ATP 600 with a minimum grade of B
AIL 622 Organizing Learning
Prerequisite: AIL 620 with a minimum grade of B and ATP 600 with a minimum grade of B
AIL 624 Expert Instruct. Lit. Approach
Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B and AIL 622 with a minimum grade of B
AIL 626 Instructional Literacy Port.
Prerequisite: ATP 600 with a minimum grade of B, AIL 620 with a minimum grade of B, AIL 622 with a minimum grade of B and AIL 624 with a minimum grade of B

Specialization in National Board Certified Teacher Leadership

The four-course NBCT sequence is designed to meet the needs of several groups of teachers:

- Those who want to improve their teaching and prepare themselves to achieve National Board Certification now or sometime during their career.
- Those who are active NBCT candidates and want to earn graduate-level credit as they develop the required portfolio in response to NBPTS submission guidelines.
- Those who have achieved NBCT and want to earn graduate credit as they develop an NBCT Leadership Portfolio.
- New teachers who want to experience the NBCT portfolio process in advance of submitting for full candidacy to the NBPTS.

The NBCT Specialization engages teachers in the preparation and submission of the NBPTS portfolio in any one of 24 certificate areas (as defined by the NBPTS organization (nbpts.org)).

The Sanford College of Education and the National University NBPTS Professional Teaching Development Center (PTDC) provide the following online and on-site services, opportunities and program options for new, practicing, and accomplished educators:

- Support and Assistance for NBCT Candidates and School Districts
- Access to Candidate Support Providers (CSPs) and NBCT Faculty
- Holding National Board Certification meets requirements for clearing preliminary credentials
- Master of Arts in Teaching, Master of Science in Instructional Leadership
- Teachers Leader and Professional Development Opportunities
- Networking and Celebration of Accomplishments

Program Learning Outcomes

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

- Demonstrate the ability to focus on student learning through a systematic study and reflection of one's own teaching practices.
- Demonstrate continuous growth in effective instructional practices and leadership through evidence of contributions to purposefully formed collaborative learning communities.
- Integrate fairness, equity, and access in designing strategies to meet diverse student learning.
- Apply learning theories, methodologies, and assessments to manage, monitor, and engage student learning.
- Integrate information literacy skills to inform professional teaching practices and future instruction.

Requirements for Specialization

(4 courses; 18 quarter units)

NBC 680 Quality Teaching and Learning

OR

NBCX 6001X NBCT

NBC 681 Membership in Learning Communi.

NBC 682 Videotape Analysis

NBC 683 Student Work and Assessments

Specialization in Reading & Literacy (Added Authorization)

Academic Program Director: Marilyn Moore; (858) 642-8301; mmoore@nu.edu

This four-course sequence is designed to meet the needs of teachers who already have a valid teaching credential, have two years full-time teaching experience and want to attain a specialty in assessing student reading capabilities and provide appropriate reading instruction in response to those assessments (ARL 640C is the capstone course).

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 Added Authorization in Reading. Upon successful completion, the candidate should contact their credential program specialist for information about applying for the California Reading Certificate Added Authorization. All courses must be taken at National University. No coursework is accepted from another university for this program and no substitutions are allowed.

Program Learning Outcomes

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

- Examine the theories and research related to effective reading and language arts instruction.
- 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.

Requirements for Specialization

(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

MASTER OF SCIENCE IN APPLIED BEHAVIORAL ANALYSIS

Academic Program Director: Sharlyn Crump; (714) 429-5751; scrump@nu.edu

Academic Program Director: Gerold Simon; (714) 429-5142; gsimon@nu.edu

The Master of Science in Applied Behavioral Analysis program prepares students to sit for the Board Certified Behavior Analyst (BCBA) exam and become a behavior analyst. The curriculum includes a six-course sequence verified by the Behavior Analyst Certification Board and four additional courses that are aligned to research and the work of an applied behavioral analyst. 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 Learning Outcomes

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

- Integrate knowledge and skill in the identification of the function of the behavior and the development of an intervention addressing the function of the behavior.
- Integrate data-based decisions using behavioral analytic approaches to increase and decrease target behaviors.
- Examine special education law and its relevance with behavioral assessments and interventions.
- Engage in behavioral consultation in the school setting.
- Collaborate with school personnel to develop a Functional Behavioral Assessment and Behavior Intervention Plan.
- Investigate the concept of school culture and its impact on all stakeholders, internal and external.

Degree Requirements

To receive a Master of Science in Applied Behavioral 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, as it applies to this degree and if the units were not used in earning another advanced degree from a regionally accredited institution 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)

ABA 600 Basics of Behavior Analysis

ABA 601 Assessment in ABA

Prerequisite: ABA 600 with a minimum grade of B

ABA 602 Processes of ABA

Prerequisite: ABA 601

ABA 603 Applications of ABA

Prerequisite: ABA 602

ABA 604 Advanced Applications

Prerequisite: ABA 603

ABA 606 Ethics for Behavior Analysts

ABA 610	Role and Function of Schools
SPD 616	Law, Collaboration & Transition
ABA 612	Behavioral Consultation
ABA 611	Positive Behav. Inter./Support

MASTER OF SCIENCE APPLIED SCHOOL LEADERSHIP WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION (IN PARTNERSHIP WITH PARTICIPATING COUNTY OFFICES OF EDUCATION)

Academic Program Director: 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 Tier I courses. In addition, students are required to enroll in two additional National University Tier I core courses, not including EDA 600 (Applications in Leadership). The EDA 600 National University requirement is met through the completion of 75 hours of on-site administrative fieldwork embedded in the six County Office of Education courses. Students must also take an additional four required National University Master of Science in Educational Administration courses for the completion of the Masters of Science in Applied Leadership Degree.

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

(10 courses; 45 quarter units)

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 from a regionally accredited institution.

Core Requirements

(8 courses; 36 quarter units)

EDA 631(**)*	Shared Vision of Learning
EDA 632(**)*	Teaching and Learning Culture
EDA 633(**)*	Mgmt. for Teaching/Learn
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
	<i>Prerequisite: ILD 625</i>

(**) County Office of Education (COE) Courses

* Required for Preliminary Administrative Services Certificate/Credential

Plus choose **two (2)** 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 SCCOE courses.

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION WITH PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL OPTION (CALIFORNIA OPTION)

Academic Program Director: Rollin Nordgren; (858) 642-8144; rnordgren@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 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.
- Critiques 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.

To be successful in this program, it is highly recommended to take program coursework in sequence described below.

Core Requirements

(10 courses; 45 quarter units)

EDA 655	School Improvement Leadership
EDA 653	Curriculum Leadership
EDA 654	Instructional Leadership
	<i>Prerequisite: EDA 653, EDA 655</i>
EDA 600A	Applications in Leadership
	<i>Prerequisite: EDA 654</i>
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
	<i>Prerequisite: ILD 625</i>

MASTER OF SCIENCE IN EDUCATIONAL COUNSELING WITH PPSC SCHOOL COUNSELING CREDENTIAL OPTION

Academic Program Director: *Sonia Rodriguez*; (858) 642-8385; *srodriguez2@nu.edu*

The Department of School Counseling and School Psychology 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 a 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.

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:

- 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

(19 courses; 81 quarter units)

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

(14 courses; 63 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol. Development
CED 602	Societal Issues in the Schools <i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 606	Development and Evaluation <i>Prerequisite: CED 607</i>
CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed. Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 614	Legal and Ethical Practices <i>Prerequisite: CED 607</i>
ILD 625	Educational Research
CED 637	School Counseling Research <i>Prerequisite: ILD 625</i>

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

Internship Requirements for Masters Degree with PPSC School Counseling Credential Students

(5 courses; 18 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.

CED 620	Internship Seminar (3 quarter units) <i>Prerequisite: Students must have completed ten (10) courses and must be enrolled in their internship and have permission of the Academic Program Director. Corequisite: CED 631</i>
CED 631	School Counseling Practicum (1.5 quarter units) <i>Corequisite: CED 620</i>
CED 616	School Counseling Intern. I <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <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 Academic Program Director and approval of internship site by Placement Specialist.</i>

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's Degree Only Students

(5 courses; 18 quarter units)

For candidates that 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 Academic Program Director 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 Academic Program Director and approval of internship site by Placement Specialist.

CED 620 Internship Seminar (3 quarter units)
Prerequisite: Students must have completed ten (10) courses and must be enrolled in their internship and have permission of the Academic Program Director, Corequisite: CED 631

CED 631 School Counseling Practicum (1.5 quarter units)
Corequisite: CED 620

Plus select **two (2)** courses from the following list (other electives may be chosen in consultation with the Academic Program Director by special permission):

TED 605 The Diverse Classroom
 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

Academic Program Director: Everett Beckwith; (909) 806-3349; gbeckwith@nu.edu

The Master of Science in Educational and Instructional Technology is designed for students who want to participate in the paradigm changes that technology is precipitating in both education and training, as human learning moves from print and classroom-based instruction to digital media. The history and effectiveness of change processes and the role of technology in human learning are key components to the program.

Graduates will be prepared to enter education careers such as K-12 technology coordination, site administration, home school and virtual school instruction, and online instruction in higher education. Graduates will be prepared for the rapidly growing employment opportunities available to people skilled in applying emerging information and telecommunication technologies to solving instructional problems. These graduates will be capable of applying their knowledge and skills to any situation in which digital technologies hold the potential for improving instruction especially business, industry, and governmental agencies. This program emphasizes practical applications by offering extensive technical training in a variety of software. The program culminates 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 PC's 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

(10 courses; 45 quarter units)

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 613 Simulations & Virtual Reality
Recommended: prior completion of: EDT 600A, EDT 601, EDT 605, EDT 607 and EDT 609
- EDT 631 Media and Instruction
Prerequisite: EDT 600A
- 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

Academic Program Director: Joseph Marron; (858) 642-8356; jmarron@nu.edu

The 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 to 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 Students must have written permission of Academic Program Director to enroll in the course.

MASTER OF SCIENCE IN SCHOOL PSYCHOLOGY WITH PPSC SCHOOL PSYCHOLOGY CREDENTIAL

Academic Program Director: Tricia Crosby-Cooper; (714) 429-5129; tcrosbycooper@nu.edu

The Department of Pupil Personnel Services-School Psychology offers a graduate degree leading to the Master of Science in School Psychology and a recommendation for a Pupil Personnel School Psychology credential (PPSP). Candidates 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 onsite 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. Onsite 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 Academic Program Director. Candidates will meet with a Academic Program Director for evaluation of prior coursework

to meet program prerequisites. All candidates are expected to communicate with their assigned Academic Program Director 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.

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:

- 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 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 <i>Prerequisite: PED 603</i>
PED 665	Test and Measurements <i>Prerequisite: PED 603</i>
PED 667	Developmental Psychopathology <i>Prerequisite: PED 603</i>
CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
PED 662	Leadership in School Psych <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 671	Cognitive Assessment <i>Prerequisite: PED 665 and PED 680</i>
PED 672	Psycho-Academic Assessment <i>Prerequisite: PED 671 with a minimum grade of B</i>

PED 663	Curriculum Interventions <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 673	Social/Emotional Assessment <i>Prerequisite: PED 672 with a minimum grade of B</i>
PED 664	Crisis Response & Intervention <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 676	Applied Behavior Analysis
PED 674	Special Populations Assessment <i>Prerequisite: PED 673 with a minimum grade of B</i>
PED 678	Practicum in School Psychology <i>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).</i>
PED 625	Research Methods in Education <i>Prerequisite: PED 665 with a minimum grade of B</i>
PED 637	School Psychology Research <i>Prerequisite: PED 625</i>
PED 685	Internship Seminar <i>Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, be eligible to enroll in the internship, and have permission of the Academic Program Director.</i>
PED 689	School Psych Internship I <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship, and have permission of the Academic Program Director</i>
PED 690	School Psychology Intern II <i>Prerequisite: Students must have completed all program coursework, must be enrolled in their internship, and have permission of the Academic Program Director.</i>

MASTER OF SCIENCE IN SPECIAL EDUCATION

Academic Program Director: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

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

Students may obtain a California Teaching Credential in Special Education while completing their master's degree. Please see completion requirements under Education Specialist in the Sanford College of Education's Credential Programs section.

Program Learning Outcomes

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

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

Degree Requirements

(16 courses; 72 quarter units)

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

Core Requirements

(12 courses; 54 quarter units)

TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
TED 606	Equity and Diversity
SPD 608	Exceptionalities
TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisite: SPD 604, SPD 608, TED 602, TED 606 and Pass CBEST and CSET</i>

OR

TED 623	Lang. Dev. Methods: Secondary <i>Prerequisite: TED 602, SPD 604, TED 606, SPD 608 and Pass CBEST and CSET</i>
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
SPD 614	Classroom and Behavior Mgmt.
SPD 616	Law, Collaboration & Transition
SPD 622	Assessment <i>Prerequisite: TED 621B or equivalent and Pass CBEST and CSET</i>
SPD 628	Teaching Reading/Lang. Arts <i>Prerequisite: TED 621B or equivalent and Pass CBEST and CSET.</i>
SPD 695	Understanding Edu. Research
SPD 696	Capstone Project <i>Prerequisite: SPD 695</i>

All students must choose **one (1)** specialization defined below.

Specialization in Language and Academic Development

Academic Program Director: Bonnie Plummer; (916) 855-4107; bplummer@nu.edu

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

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

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with language and academic development needs including academic competencies across the curriculum in listening, speaking, reading, writing, and who demonstrate lack of communication and language literacy skills to access and benefit from academic instruction.
- Analyze students' language development across disabilities and the life span including typical and atypical language development, communication skills, social pragmatics as it relates to the acquisition of academic knowledge, and skills.
- Differentiate between language disorders, disabilities, and language difference in order to identify and utilize current research-based strategies, methods, and materials for the development of fluent reading in students across ages and across an array of environments, including speakers of English and English Language learners.
- Assess the impact of sensory deficits on the development and application of language, verbal and non-verbal communication abilities and needs in

order to identify and implement effective intervention techniques for social communication and activities to engage students with communication disabilities in classroom and social activities.

- Utilize and interpret a variety of assessments for students with communication disabilities in order to collaborate with educators and parents to make educational decisions based on the data and apply instructional models and strategies that align with ongoing assessment results.
- Select and implement evidence-based curricula and instructional methods that are effective with students with language and communication disabilities including specially designed curricula and methods for language and literacy development, quantitative reasoning, and reading/language arts instruction to enable individuals to access the core curriculum.

Requirements for Specialization

(4 courses; 18 quarter units)

LAD 632	Speech & Language Development
LAD 633	Academic Language Assessment
LAD 634	Curriculum and Instruction
LAD 635	Intensive Lang. Intervention

Specialization in Mild/Moderate

Academic Program Director: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

The specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

Program Learning Outcomes

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

- Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
- Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence-based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
- Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
- Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
- Exhibit collaborative case management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

Requirements for Specialization

(4 courses; 18 quarter units)

SPD 632	Charac./Instr. Stds. w/ M/M Disab.
SPD 634	Assess. of Std. w/ M/M Disab.
SPD 636	Teaching Math/Writing for M/M
SPD 638	Content Differentiation

Specialization in Moderate/Severe

Academic Program Director: Britt Ferguson; (916) 855-4140; mferguson@nu.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.
- Analyze students' verbal and non-verbal communication abilities to

develop needed augmentative, alternative, or signed systems including assistive technology, to enhance communication, social interaction, academic performance, and skill development.

- Evaluate a variety of assessments and procedures to maximize students' participation in standards and evidence-based, academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.
- Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.
- Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.
- Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Requirements for Specialization

(4 courses; 18 quarter units)

SPD 642	Academic Instruction M/S
SPD 644	Life Skills & Transitions M/S
SPD 646	PBS, Comm. & Social Skills M/S
SPD 648	Medical & Asst. Tech Issues M/S

DOCTORAL DEGREE

Ed.D. IN ORGANIZATIONAL INNOVATION

Interim Academic Program Director: Teri Marcos; (310) 662-2015; tmarcos@nu.edu

This program is open to California residents only.

This program focuses on preparing visionary and leading-edge change agents, complex problem-solvers, and effective leaders of various types of educational enterprises including education, government, business, healthcare, military and nonprofit agencies to innovate and provide new solutions in a time of rapid changes in our society. Furthermore, the purpose of the program is to prepare adaptable professionals who are able to innovate, generate creative solutions, and facilitate positive change and organizational transformation in their professional capacity. Lastly, the purpose is to provide expanded viewpoints relative to problem identification and applied resolution strategies in education/organizational ecosystems that can be volatile, uncertain, complex and ambiguous. The program evolves leaders who are adaptable and demonstrate the ability to disrupt the status quo with creative and useful innovations that lead to change and transformation that is viewed as impactful and is valued.

Admissions Requirements

All components of the application must be submitted by the published deadline to be considered for acceptance into the program. To apply for admission to the program, applicants must submit the following.

- Completed University Application
- \$150 application fee
- Curriculum vitae or resume
- Employer endorsement letter
- Three letters of reference which speak to the applicant's innovation, communication skills, and the preparedness for doctoral studies
- Applicant Statement: Write and attach a Personal Statement which demonstrates a commitment to the study of innovative leadership, capacity for critical inquiry and creative thinking, and the potential for excellent scholarship. The statement should provide specific examples of each of the areas. It should not exceed four pages, double-spaced.
- Official transcripts from all colleges and universities attended to include:
 - Proof of earned bachelor's degree from a regionally accredited institution.

- Proof of earned master's degree from a regionally accredited institution with a minimum 3.0 grade-point average.

All completed applications submitted by the published deadline will be reviewed by the Doctoral Admissions Committee. No single criterion alone determines the Doctoral Admissions Committee's decision to recommend admission or denial of an applicant. After review of applicants, selected candidates will be invited to an interview, as well as required to complete a writing sample, as part of the interview process. Recommendations by this committee will be forwarded to the Dean of the Sanford College of Education for final decision relative to admission to the program.

All candidates accepted into the program must complete an orientation prior to initial matriculation into the program. Candidates are strongly encouraged to participate in a face-to-face orientation. There is a non-refundable orientation fee of \$450. The orientation will be conducted on-site at National University in San Diego, California. Travel expenses are the responsibility of the student. If a candidate is unable to attend in person, he/she will be required to participate in the orientation online synchronously.

Academic Performance Requirements: Doctoral candidates are required to maintain a minimum 3.0 grade point average in all courses completed throughout the program. Courses resulting in a grade below "B" will need to be repeated until a grade of "B" or better is achieved for that course. This may require the student to re-enter the program with a new cohort.

Transfer of Credit: Nine quarter hours may be considered for transfer upon review and recommendation by designated doctoral faculty and final approval by the Dean.

Continuous Enrollment: Candidates who do not complete their culminating project by the end of the ninth and final course in the sequence will be required to register for continuous enrollment until all course and program requirements are met.

Academic Leave of Absence: Ed.D. candidates may apply for no more than two academic leaves of absence for a total of three quarters. The candidate may have no outstanding balance when applying for leave. The leave must be approved by the Academic Program Director and the Dean. During the leave, the candidate will maintain active status. Tuition will not be charged for the leave. The leave will count as part of the seven-year completion requirement. At the conclusion of the leave, the candidate must resume continuous enrollment until all program requirements are completed. Students receiving financial aid must contact the Finance Advisor prior to submitting for an academic leave of absence to determine any financial aid impact.

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.
- Conduct analyses of 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:

Upon admission, each candidate will be 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 a regionally accredited university. The program is organized so that the candidate can complete in three years. Three years' completion is based on the candidate's successful completion of each course in the standard sequencing with no breaks. Candidates have a maximum of seven years to complete the program.

Program Requirements

(9 courses; 81 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 Prac. (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 (4.5 quarter units)

* Students who do not complete their culminating project by the end of EDD 840 must enroll in EDD 845 for each consecutive quarter until their culminating project is complete. Tuition fees will be assessed for each attempt.

Additional Course Requirements

(1 course; 1 quarter unit, 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.

CREDENTIAL PROGRAMS

CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION PROGRAM

Academic Program Director: Wayne Padover; (818) 783-6781; wpadover@nu.edu

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

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.

Credential Requirements

(4 courses; 18 quarter units)

EDA 610	Induction Seminar
EDA 611	Pro Development Seminar I <i>Prerequisite: EDA 610 with a minimum grade of S</i>
EDA 612	Pro Development Seminar II <i>Prerequisite: EDA 611 with a minimum grade of S</i>
EDA 613	Assessment Seminar <i>Prerequisite: EDA 612 with a minimum grade of S</i>

CLEAR EDUCATION SPECIALIST TEACHING CREDENTIAL

Academic Program Director: Nanette Fritschmann; (714) 429-5178; nfritschmann@nu.edu

The Clear Education Specialist Teaching Credential Program is designed for educators who hold a Preliminary Education Specialist credential in M/M (Mild/Moderate) or M/S (Moderate Severe). The program is a continuation of professional development for Education Specialist teachers who wish to clear their Preliminary credential.

The program consists of four courses, one of which is an elective selected by the participating teacher. Participating teachers will develop an Individual Induction Plan (IIP) focused on the California Standards for the Teaching Profession (CSTP) and receive support from a district support provider. Teachers interested in completing the Clear Education Specialist program must be employed as a special education teacher while participating in the program.

Program Learning Outcomes

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

- Demonstrate use of a variety of advanced evidence-based instructional strategies to engage and support all students. (CSTP 1; Clear Standard 5, 6, 6a, 6b)
- Develop and maintain effective equitable and inclusive learning environments appropriate for the support for all students. (CSTP 2; Clear Standard 5, 6, 6a, 6b)
- Demonstrate knowledge and organization of subject matter, academic content standards and curriculum frameworks to ensure all students understanding. (CSTP 3; Clear Standard 5)
- Plan and develop instructional goals, adapt instructional plans and materials to meet the assessed learning needs of all students. (CSTP 4; Clear Standard 4, 5, 6, a, 6b)
- Use assessment data to develop and monitor goals, plan, differentiate and modify instruction for all students. (CSTP 5; Clear Standard 4, 5)
- Reflect on your teaching practice with DSP, using current evidence-based research, legal issues, collaboration with families and other professionals in the context of current teaching assignment. (CSTP 6; Clear Standard 1, 2, 3, 4, 5, 6, 7)

Credential Requirements

(4 courses; 18 units)

Candidates must possess a valid preliminary credential in M/M or M/S and be currently employed in special education. The program consists of 3 program courses and one elective course selected from an approved list of specialization courses.

SPD 660	Clear Orientation Seminar <i>Prerequisite: California Preliminary Education Specialist Credential (DHH, M/M, or M/S) and a full-time teaching position in special education in a P-12 school or a pre-approved long term contracted substitute position.</i>
SPD 661	Special Topics MM MS DHH <i>Prerequisite: SPD 660</i>
SPD 664	Clear Capstone <i>Prerequisite: SPD 660 and SPD 661 and the elective course must be completed prior to registering for SPD 664 Clear Capstone. A 3.0 grade point average is required to complete the program.</i>

Level I candidates wishing to clear their credential must take EXC 657 Community Resources and Transition in addition to one elective from the list below.

EXC 657 Comm. Resources & Transition

Program participants selects one course from the following electives depending on their teaching assignment or as specified in their IIP and approved by the site support provider and university supervisor.

Electives

SPD 642	Academic Instruction M/S
SPD 632	Charac./Instr. Stds. w/ M/M Disab.

SPD 672	Intro to ECSE <i>Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
EXC 658	Adv. Spc. Mild/Moderate
EXC 659	Adv. Spc. Moderate/Severe

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

EXC 621	Intro Students w/Autism Spect.
SPD 630	Tech for Teaching & Learning
SPD 695	Understanding Edu. Research

EARLY CHILDHOOD SPECIAL EDUCATION ADD-ON AUTHORIZATION

Academic Program Director: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

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

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

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

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

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

Program Learning Outcomes

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

- Demonstrate knowledge of developmental and learning characteristics, and evidence-based practices associated with young children (birth to Pre-K) with developmental delays, and all categories of disabilities.
- Demonstrate knowledge of family systems, the impact of child with disabilities on the family, engage 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.

Credential 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 (CALIFORNIA)

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@nu.edu

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.

Internship Option: The 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 hour requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, 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'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600 course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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:

- 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.

Credential Requirements

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 54 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 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 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 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-hour requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, 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'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600 course. After which, they would return to the ITL 602, ITL 604, ITL 606, ITL 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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).

This Internship Option requires the successful completion of the internship clinical practice experience (minimum 1 year and maximum of 2 years). 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. If, by the end of the first year, the intern's employment continues, and the program requirements have not been completely met, 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 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) 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; 54 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 602.

Foundation Core Requirements

(4 courses; 18 quarter units)

ITL 602 Context: Education in the U.S.
Prerequisite: ITL 600 students must complete credential packet.

ITL 604 Learners and Learning I
Prerequisite: ITL 602

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 internship. The clinical practice (K12 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)

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
Prerequisite: ITL 550A, Corequisite: ITL 551B

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

* Does NOT grant graduate credit.

OR

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 CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the 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 a multiple subject credential. For a third year as an intern, the 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, and 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
Prerequisite: ITL 650A, Corequisite: ITL 651B

ITL 651B CP Intern Seminar B (2.25 quarter units)
Prerequisite: ITL 651A, Corequisite: ITL 650B

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; 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. They 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 (CALIFORNIA)

Academic Program Director: Clara Amador-Lankster; (310) 662-2139; camadorl@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 K12 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. 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.

Internship Option: The 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 hour requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, 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'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600I (8-weeks) course. After which, they would return to the ITL 602, 604, 606, 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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:

- 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.

Credential Requirements

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 49.5 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, 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 Commission on Teacher Credentialing (CTC) mandates all approved internship programs require a minimum of 120 hours of pre-service coursework (ITL 600, ITL 602, ITL 604, ITL 606, ITL 608) prior to becoming eligible for the Internship Option.

Internship Option: The 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 hour requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 602, 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'. Or, if individuals come ready to start the program having already passed CBEST, passed CSET, and with a verification letter of employment as a 'teacher of record'; then, they would complete the ITL 600 course. After which, they would return to the ITL 602, 604, 606, 608 sequence designed to provide a deeper understanding beyond the 120-hour minimum.

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, the 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 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

(12 courses; 49.5 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 or ITL 600I, and credential packet prior to beginning ITL 602.

ITL 600 Becoming a Teacher

Foundation Core Requirements

(4 courses; 18 quarter units)

ITL 602 Context: Education in the U.S.
Prerequisite: ITL 600 students must complete credential packet.

ITL 604 Learners and Learning I
Prerequisite: ITL 602

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 550B, respectively.

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

* Does NOT grant academic credit.

OR

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 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 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
Prerequisite: ITL 650A, Corequisite: ITL 651B
- ITL 651B CP Intern Seminar B (2.25 quarter units)
Prerequisite: ITL 651A, Corequisite: ITL 650B
- 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 (CALIFORNIA OPTION)

Academic Program Director: 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 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.

Credential Requirements

(8 courses; 36 quarter units)

- EDA 655 School Improvement Leadership
EDA 653 Curriculum Leadership
EDA 654 Instructional Leadership
EDA 600A Applications in Leadership
EDA 652 Visionary Leadership
EDA 656 Professional Growth Leadership
EDA 657 Org./Systems Leadership
EDA 658 Community Leadership

PRELIMINARY EDUCATION SPECIALIST AUTHORIZATION TEACHING CREDENTIAL

Academic Program Director: Suzanne Evans; (858) 642-8438; sevans@nu.edu

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

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

Program Learning Outcomes

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

- Integrate professional, legal, and ethical practices when instructing students with disabilities.
- Teach students who are diverse learners including those who are English language learners.
- Communicate effective case management and collaborative practices with parents, professionals, and other stake holders, in order to facilitate access to the core curriculum for students with disabilities.

- Assess students using a variety of standardized and non-standardized assessments in order to make appropriate educational decisions for students with disabilities
- Develop evidence-based curriculum and instruction including the use of educational and assistive technology to provide access to the core standards for students with disabilities.
- Transition students between educational environments and programs into successful post-school experiences.

Credential Requirements

To receive a California Preliminary Education Specialist: Mild/Moderate, Moderate/Severe, or Language and Academic Development teaching credential candidates are required to successfully complete core courses, specific program (advanced) courses, and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate, Moderate/Severe, Deaf and Hard of Hearing, or Language and Academic Development teaching credential will need to meet the Internship Eligibility requirements.

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

Requirements for the Credential

(19-21 courses; 81-90 quarter units)

Corequisites

(2 courses; 9 quarter units)

HEDX 2301X Intro Health Ed: K-12
EDX 6001X Computer Tech in Classroom

Core Requirements

(10 courses; 45 quarter units)

TED 602 Educational Foundations
SPD 604 Psychological Fdns. of Educ.
TED 606 Equity and Diversity
SPD 608* Exceptionalities
TED 621A Lang. Dev. Methods: Elem. Sch.
Prerequisite: SPD 604, SPD 608, TED 602, TED 606, Pass CBEST and CSET

OR

TED 623 Lang. Dev. Methods: Secondary
Prerequisite: TED 602, SPD 604, TED 606, SPD 608, Pass CBEST and CSET

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

SPD 614 * Classroom and Behavior Mgmt.
SPD 616 Law, Collaboration & Transition
SPD 622 Assessment
Prerequisite: TED 621B or equivalent, and Pass CBEST and CSET

SPD 628 Teaching Reading/Lang. Arts
Prerequisite: TED 621B or equivalent and Pass CBEST and CSET.

* Internship Pre-Service course.

Students must also complete **one (1)** of the following specializations

Specialization in Language and Academic Development

Academic Program Directory: Bonnie Plummer; (916) 855-4107; bplummer@nu.edu

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

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

Program Learning Outcomes

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

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

Credential Requirements

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specific program (advanced) courses, and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate, Moderate/Severe, Language, and Academic Development (LAD) teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming 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.

The CTC mandates that interns must be supported during their entire internship experience.

Specialization Requirements

(4 courses; 18 quarter units)

LAD 632 Speech & Language Development
LAD 633 Academic Language Assessment
LAD 634 Curriculum and Instruction
LAD 635 Intensive Lang. Intervention

Clinical Practice Requirements

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

Internship

(4 courses; 13.5 quarter units)

- LAD 692A Internship LAD
Prerequisite: SPD 608, SPD 614, TED 621B with a minimum grade of B and candidates must be admitted to university internship program.
- LAD 692B Internship LAD
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must be admitted to university internship program.
- SPD 698A Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.
- SPD 698B Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.

Additional Requirements

This course may be required to fulfill internship hour requirements. It may be taken a maximum of three (3) times to complete internship hours. Does not grant graduate units towards graduate degree, however tuition is applied for each attempt.

- SPD 692C Internship Support (2.25 quarter units)
Prerequisite: SPD 692B with a minimum grade of S

OR

Student Teaching Option

(4 courses; 13.5 quarter units)

- LAD 682A Student Teaching I
- LAD 682B Student Teaching II
- SPD 688A Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682A or SPD 684A or LAD 682A
- SPD 688B Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682B or SPD 684B or LAD 682B

Specialization in Mild/Moderate

Academic Program Director: Nilsa Thorsos; (310) 662-2140; nthorsos@nu.edu

The Specialization in Mild/Moderate is designed for educators and other professionals who want to become knowledgeable about teaching strategies to enhance individuals with mild/moderate disabilities.

Program Learning Outcomes

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

- Analyze the implications of characteristics of students with M/M disabilities and autism for service delivery such as placement decisions, IEP development, and instruction.
- Evaluate a variety of appropriate assessments procedures and communicate results in order to use evidence-based strategies and the core curriculum in the development of IEP goals and instructional plans for students with M/M disabilities and autism.
- Maintain appropriate educational environments and positive behavioral support to include the school-wide behavior support process for students with M/M disabilities and autism.
- Implement effective methods for teaching reading, speaking, listening, written language, and mathematics to ensure access to the general education curriculum across instructional settings for students with M/M disabilities and autism.
- Exhibit collaborative case-management to coordinate the IEP process and address the legal and instructional requirements based on the individual needs of the student with M/M disabilities and autism.

Credential Requirements

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specific program (advanced) courses, and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate, Moderate/Severe, Language and Academic Development (LAD) Deaf and Hard of Hearing teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming 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.

The CTC mandates that interns must be supported during their entire internship experience.

Specialization Requirements

(8 courses; 31.5 quarter units)

Specialization Requirements

(4 courses; 18 quarter units)

- SPD 632 Charac./Instr. Stds. w/ M/M Disab
- SPD 634 Assess. of Std. w/ M/M Disab.
- SPD 636 Teaching Math/Writing for M/M
- SPD 638 Content Differentiation

Clinical Practice Requirements

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

Internship Option

(4 courses; 13.5 quarter units)

- SPD 692A Internship M/M
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must be admitted to the University internship program.
- SPD 692B Internship M/M
Prerequisite: SPD 692A
- SPD 698A Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.
- SPD 698B Internship Seminar (2.25 quarter units)
Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.

Additional Requirements

This course may be required to fulfill internship hour requirements. It may be taken a maximum of three (3) times to complete internship hours. Does not grant graduate units towards graduate degree, however tuition is applied for each attempt.

- SPD 692C Internship Support (2.25 quarter units)
Prerequisite: SPD 692B with a minimum grade of S

Student Teaching Option

(4 courses; 13.5 quarter units)

- SPD 682A Student Teaching M/M
Corequisite: SPD 688A
- SPD 682B Student Teaching M/M
Corequisite: SPD 688B
- SPD 688A Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682A or SPD 684A or LAD 682A
- SPD 688B Clinical Practice Seminar (2.25 quarter units)
Corequisite: SPD 682B or SPD 684B or LAD 682B

Specialization in Moderate/Severe

Academic Program Director: Britt Ferguson; (916) 855-4140; mferguson@nu.edu

The Specialization in Moderate/Severe program meets the professional program specific standards required by CTC for credentials. Candidates will meet California Standards for the Teaching Profession and Teacher Performance Expectations.

Program Learning Outcomes

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

- Analyze the implications of the characteristics of students with Moderate/Severe/Profound disabilities for service delivery impacting assessments, IEP development, instruction, and program options.
- Analyze students verbal and non-verbal communication abilities to develop needed augmentative, alternative or signed systems, including assistive

technology, to enhance communication, social interaction, academic performance, and skill development.

- Evaluate a variety of assessments and procedures to maximize students participation in standards and evidence-based academic/life skills/wellness curriculum within IEP goals and objectives across school/community settings.
- Establish and maintain educational environments based upon positive behavior support processes at the individual and school-wide levels.
- Analyze the movement, mobility, sensory, and specialized health care needs to access school and community to the fullest extent using appropriate techniques, procedures, materials, assistive technology, and adaptive equipment.
- Exhibit collaborative case management to coordinate the IEP process and the various transitions experienced by students with Moderate/ Severe/Profound disabilities, while addressing the legal and instructional requirements of their IEPs.

Credential Requirements

To receive a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete core courses, specific program (advanced) courses, and a clinical practice path to supervised teaching (student teaching or internship).

Candidates choosing the Internship option to obtain the Preliminary Education Specialist: Mild/Moderate, Moderate/Severe, Language and Academic Development (LAD) teaching credential will need to meet the Internship Eligibility requirements.

The CTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming 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.

The CTC mandates that interns must be supported during their entire internship experience.

Specialization Requirements

(4 courses; 18 quarter units)

SPD 642	Academic Instruction M/S
SPD 644	Life Skills & Transitions M/S
SPD 646	PBS., Comm. & Social Skills M/S
SPD 648	Medical & Asst. Tech. Issues M/S

Clinical Practice Requirements

Students will need to choose from **one (1)** of the following options: Internship or Student Teaching

Internship

(4 courses; 13.5 quarter units)

SPD 694A	Internship M/S <i>Prerequisite: SPD 608, SPD 614, TED 621B and candidates must be admitted to the University internship program.</i>
SPD 694B	Internship M/S <i>Prerequisite: SPD 694A</i>
SPD 698A	Internship Seminar (2.25 quarter units) <i>Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.</i>
SPD 698B	Internship Seminar (2.25 quarter units) <i>Prerequisite: SPD 608, SPD 614, TED 621B and candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.</i>

Additional Requirement

This course may be required to fulfill internship hour requirements. It may be taken a maximum of **three (3)** times to complete internship hours. Does not grant graduate units towards graduate degree, however tuition is applied for each attempt.

SPD 692C	Internship Support (2.25 quarter units) <i>Prerequisite: SPD 692B with a minimum grade of S</i>
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OR

Student Teaching

(4 courses; 13.5 quarter units)

SPD 684A	Student Teaching M/S <i>Corequisite: SPD 688A</i>
SPD 684B	Student Teaching M/S <i>Corequisite: SPD 688B</i>
SPD 688A	Clinical Practice Seminar (2.25 quarter units) <i>Corequisite: SPD 682A, or SPD 684A, or LAD 682A</i>
SPD 688B	Clinical Practice Seminar (2.25 quarter units) <i>Corequisite: SPD 682B, or SPD 684B, or LAD 682B</i>

PUPIL PERSONNEL SERVICES CREDENTIAL SCHOOL COUNSELING (PPSC)

Academic Program Director: 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. Candidate should see “Admissions to Credential Programs” for specific admission information.

Candidates who have completed an appropriate master’s degree in Counseling, Psychology, Social Work, or Education from National University or another regionally-accredited institution can work toward a Pupil Personnel Services Credential with a School Counseling Specialization (PPSC) (i.e. without receiving another master’s degree). To meet state-required competencies for the credential, candidates must complete either the entire Master of Science in Educational Counseling or the prerequisites and requirements for the MS in Educational Counseling not already met in previous graduate coursework. Course equivalence cannot be granted for life experiences.

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in 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 Academic Program Director. Candidates will meet with a Academic Program Director 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 Academic Program Director at the following times:

1. Upon admission into the program
2. After five classes
3. Before starting their clinical practice
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).
- 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 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 implement by the student, to professional practice.

Program Requirements

(17 courses; 72 quarter units)

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 and is one of several evaluative steps to help ensure that program objectives are met and that candidate-learning outcomes are attained.

After admission as a credential-seeking candidate, a candidate must also advance to candidacy. To qualify for candidacy, a candidate must:

- Complete 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

(12 courses; 54 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol. Development
CED 602	Societal Issues in the Schools <i>Prerequisite: CED 607</i>
CED 605	Instructional Design
CED 606	Development and Evaluation <i>Prerequisite: CED 607</i>
CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed. Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 614	Legal and Ethical Practices <i>Prerequisite: CED 607</i>

Candidates are required to complete 100 hours of practicum prior to starting internship. These hours will be completed throughout CED coursework.

Internship Requirements for Masters Degree with PPSC School Counseling Credential Students

(5 courses; 18 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 620	Internship Seminar (3 quarter units) <i>Prerequisite: Students must have completed ten (10) courses and must be enrolled in their internship and have permission of the Academic Program Director.</i>
CED 631	School Counseling Practicum (1.5 quarter units) <i>Corequisite: CED 620</i>
CED 616	School Counseling Intern. I <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <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 Academic Program Director and approval of internship site by Placement Specialist.</i>

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

Academic Program Director: 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 an elective.

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 Academic Program Director. Candidates will meet with a Academic Program Director for evaluation of prior coursework to meet program prerequisites. All candidates are expected to communicate with their assigned Academic Program Director 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.

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.

Credential Requirements

(20 courses; 90 quarter units)

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 Requirement

(15 courses; 67.5 quarter units)

PED 603	School Psychology Orientation
PED 680	Roles, Issues and Ethics <i>Prerequisite: PED 603</i>
PED 665	Test and Measurements <i>Prerequisite: PED 603</i>
PED 667	Developmental Psychopathology <i>Prerequisite: PED 603</i>
CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
PED 662	Leadership in School Psych. <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 671	Cognitive Assessment <i>Prerequisite: PED 665 and PED 680</i>
PED 672	Psycho-Academic Assessment <i>Prerequisite: PED 671 with a minimum grade of B</i>
PED 663	Curriculum Interventions <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 673	Social/Emotional Assessment <i>Prerequisite: PED 672 with a minimum grade of B</i>
PED 664	Crisis Response & Intervention <i>Prerequisite: PED 603 with a minimum grade of B</i>
PED 676	Applied Behavior Analysis
PED 674	Special Populations Assessment <i>Prerequisite: PED 673 with a minimum grade of B</i>
PED 678	Practicum in School Psychology <i>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).</i>

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, 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)

(1200 hours/2 levels)

A minimum of 1200 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 <i>Prerequisite: Students must have completed all program core requirements (except PED 625 and PED 637), 450 hours of practicum, eligible to be enrolled in the internship and have permission of the Academic Program Director.</i>
PED 689	School Psych Internship I

PED 690

Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Academic Program Director.

School Psychology Intern II

Prerequisite: Students must have completed all program coursework, must be enrolled in their internship and have permission of the Academic Program Director.

*PED 685 course meets for two months during the entire internship.

Candidates are expected to complete their internship either on a full-time basis of 8 months (40 hours per week) or on part time basis of 17 months (20 hours per week). Less than 20 hours per week at the internship site will not be approved.

Electives

(2 courses; 9 quarter units)

Students must select graduate elective courses from the following course prefixes: ABA, CED, EDA, EXC, HUB, SPD or TED.

UNIVERSITY INTERNSHIP CREDENTIAL PROGRAM FOR PUPIL PERSONNEL SERVICES SCHOOL COUNSELING

Academic Program Director: 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.

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

This program is aligned with national standards and prepares candidates for the position of school counselor. Graduates of this program generally seek employment as school counselors in P-12 school districts and must hold a PPSC credential for public school employment.

Candidates enrolled in the degree and credential program are not awarded the master's degree until they have completed all coursework and have successfully completed the ETS PRAXIS-School Counseling exam. All coursework must be completed prior to the Preliminary PPSC credential recommendation. Course equivalence cannot be granted for life experiences.

Program Advisement

All PPSC candidates will be assigned a Academic Program Director. Candidates will meet with a Academic Program Director 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 Academic Program Director at the following times:

1. Upon admission into the program
2. After five classes
3. Before starting their internship hours
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's Degree or be in enrolled in the Master of Science in Educational Counseling program and meet the standard internship requirements: Verification of two years' relevant paid experience in a P-12 public school or related system or as a licensed counselor or therapist. Letter of recommendation from the Principal or Administrator of the hiring school. Completion of an American School Counseling Association (ASCA) National Model essay. Recommendation by Academic Program Director.

Exit Requirements

In order to receive a preliminary PPSC credential, candidates must complete all courses and internship within seven years and fulfill the following requirements:

- Successful completion of all coursework, portfolio, practicum and internship.
- Successful completion of the ETS Praxis (#0421 or #5421) examination in Professional School Counseling (passage score is 146 out of 200).
- Submission of written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- Schedule at exit appointment with Credential Program Specialist for final clearance and credential documents.
- Have a zero account balance.

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 Pre K-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 implement by the student, to professional practice.

Credential 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 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 Academic Program Director. 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

(5 courses; 22.5 quarter units)

CED 607	School Counseling Orientation
CED 600	Applied Child/Adol Development
CED 605	Instructional Design
CED 602	Societal Issues in the Schools <i>Prerequisite: CED 607</i>
CED 606	Development and Evaluation <i>Prerequisite: CED 607</i>

Program Requirements

(7 courses; 31.5 quarter units)

CED 610	Adv. Coun. Theories & Methods <i>Prerequisite: CED 600 or PED 667</i>
CED 603	Multicultural Counseling <i>Prerequisite: CED 610</i>
CED 611	Group Counseling <i>Prerequisite: CED 610</i>
CED 601	Consultation in the Schools <i>Prerequisite: CED 610</i>
CED 612	Career & Academic Counseling
CED 613	Assessment for Ed. Counselors <i>Prerequisite: CED 607 and Advancement to Candidacy</i>
CED 614	Legal and Ethical Practices <i>Prerequisite: CED 607</i>

Candidates are required to complete 100 hours of practicum throughout CED coursework.

Internship

(5 courses; 18 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 620*	Internship Seminar (3 quarter units) <i>Prerequisite: Students must have completed ten (10) courses and must be enrolled in their internship and have permission of the Academic Program Director.</i> <i>Corequisite: CED 631</i>
CED 631	School Counseling Practicum (1.5 quarter units) <i>Corequisite: CED 620</i>
CED 616	School Counseling Intern. I <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 617	School Counseling Intern. II <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 Academic Program Director and approval of internship site by Placement Specialist.</i>
CED 618	School Counseling Intern. III <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 Academic Program Director and approval of internship site by Placement Specialist.</i>

* Taken concurrently with internship

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CERTIFICATE PROGRAMS

GRADUATE CERTIFICATE IN APPLIED BEHAVIOR ANALYSIS

Academic Program Director: Sharlyn Crump; (714) 429-5151; scrump@nu.edu

Academic Program Director: Gerold Simon; (714) 429-5142; gsimon@nu.edu

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

Required CBA Learning Module Subscription

Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS) at www.behaviordevelopmentsolutions.com. Using someone else's account is not permissible. This program is an addition to the required textbook materials and will be used throughout the program. The current cost of this program for a twelve-month subscription is \$399. The CBA Learning Module Series will greatly improve your chances of passing the BCBA® and BCaBA® exams. Students will work on these modules during each class period, and between classes. There is a money-back guarantee from BDS if one uses the modules per BDS recommendations and does not pass the BCBA exam.

Program Learning Outcomes

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

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

Certificate Requirements

Qualifying to take the national Board Certified Behavior Analyst exam requires that candidates must do 1500 hours of Supervised Fieldwork, supervised by a Board Certified Behavior Analyst (BCBA). National University does not provide this supervision. Candidates for admission to the ABA Certificate Program must have a bachelor's degree.

Requirements for the Certificate

(6 courses; 27 quarter units)

ABA 600	Basics of Behavior Analysis
ABA 601	Assessment in ABA <i>Prerequisite: ABA 600 with a minimum grade of B</i>
ABA 602	Processes of ABA <i>Prerequisite: ABA 601</i>
ABA 603	Applications of ABA <i>Prerequisite: ABA 602</i>
ABA 604	Advanced Applications <i>Prerequisite: ABA 603</i>
ABA 606	Ethics for Behavior Analysts

GRADUATE CERTIFICATE IN AUTISM

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.
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

Academic Program Director: Lucinda Kramer; (714) 429-5132; lkramer@nu.edu

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

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

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

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

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

Program Learning Outcomes

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

- Demonstrates 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.
- Demonstrates 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.
- Demonstrates 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

Requirements for Authorization

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 <i>Prerequisite: SPD 672 Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 674	Collaborative Partners <i>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.</i>
SPD 676	ECSE Assessment & Intervention <i>Prerequisite: Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.</i>
SPD 678	ECSE Field Experience <i>Prerequisite: SPD 672, SPD 674 and SPD 676</i>

GRADUATE CERTIFICATE IN READING AND LITERACY CERTIFICATE (ADDED AUTHORIZATION) CALIFORNIA ONLY

Academic Program Director: 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 two years' 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 e-College.

Program Learning Outcomes

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

- Examine the theories and research related to effective reading and language arts instruction.
- 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 student's 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 <i>Prerequisite: ARL 645 and ARL 646</i>
ARL 647B	Fld. St.: Lag. Art Assess. & In. II <i>Prerequisite: ARL 645, ARL 646 and ARL 647A</i>

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' 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, please see your 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

Dean, Judy Mantle
Ph.D., Education, University of Kansas

Associate Dean, Donna Elder
Ed.D., Educational Leadership, University of La Verne

227 General Information for all Credential Programs



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.
- 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 a completed credential packet 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 qu. 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 the course work. 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.
- All 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.
- 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:

- Request for Field Experience Placement
- Proof of attempt or passage of Basic Skills Assessment is 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).
- Possess a 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 complete and return the following 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 (must be in the area of the credential held).
- All credential program coursework with minimum 3.0 GPA (D, F, and U grades are not accepted).
- Zero account balance.
- Passage of CalAPA.

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.

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 districts 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 Certificates 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:

- Complete 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 student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals in the area of specialization listed on the credential in the following settings: resource rooms or services; special education settings; general education settings; special schools; home/hospital settings; state hospitals; development centers; correctional facilities; non-public, non-sectarian schools and agencies; alternative and non-traditional instructional public school settings other than classroom. Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas.

Language and Academic Development (LAD)

Authorizes the holder to provide instructional services to students with academic communication and language needs to children in preschool, kindergarten, in grades 1 - 12 through age 22, and classes organized primarily for adults, but does not take the place of speech and language services as defined in Education Code section 56333. The Autism Spectrum Disorders (ASD) authorization appears as a separate authorization on the Education Specialist Instruction Credential.

**NATIONAL UNIVERSITY
PRELIMINARY EDUCATION SPECIALIST AUTHORIZATION TEACHING CREDENTIAL**

CORE REQUIREMENTS (10)

<p align="center">TED 602 SPD 604 TED 606 SPD 608* TED 621A or TED 623</p>	<p align="center">TED 621B* SPD 614* SPD 616 SPD 622 SPD 628</p>	<p align="center">Corequisites (2) HEDX 2301X EDX 6001X</p>
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SPECIALIZATION COURSES (4-5)

MILD/MODERATE (4)	MODERATE/SEVERE (4)	LANGUAGE & ACADEMIC DEVELOPMENT (4)
<p align="center">SPD 632 SPD 634 SPD 636 SPD 638</p>	<p align="center">SPD 642 SPD 644 SPD 646 SPD 648</p>	<p align="center">LAD 632 LAD 633 LAD 634 LAD 635</p>

STUDENT TEACHING ROUTE (4)

<p align="center">SPD 682A SPD 682B SPD 688A SPD 688B</p>	<p align="center">SPD 684A SPD 684B SPD 688A SPD 688B</p>	<p align="center">LAD 682A LAD 682B SPD 688A SPD 688B</p>
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INTERNSHIP ROUTE (4)

<p align="center">SPD 692A SPD 692B SPD 692C** SPD 698A SPD 698B</p>	<p align="center">SPD 694A SPD 694B SPD 694C** SPD 698A SPD 698B</p>	<p align="center">LAD 692A LAD 692B LAD 692C** SPD 698A SPD 698B</p>
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OPTIONAL MASTER OF SCIENCE IN SPECIAL EDUCATION (2)

SPD 695 and SPD 696

* Prerequisites for Internship

** This course may be required to fulfill internship hour requirements. It may be taken a maximum of eight times to complete internship hours. Does not grant graduate units toward graduate degree, however tuition is applied for each attempt. Interns are required to repeat TED 628C while employed as an intern until recommended for their preliminary credential.

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.

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.

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).
- Fingerprint Clearance through the CTC.
- Attend mandatory program information meeting with Faculty.
- 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 an NCLB Core Academic Subject Area may be shown by one of the scenarios listed below (Proof of passage is mandatory prior to scheduling specialization). The Education Specialist Credential programs admit only those candidates who meet one of the following criteria:
 - » The candidate provides evidence of registration for the next scheduled examination.
 - » The candidate provides evidence of having attempted the appropriate subject matter examination(s).
 - » The candidate provides evidence of having completed a Commission approved appropriate subject matter preparation program (Single Subject Candidates only).
 - » The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Core Coursework Requirements

Courses in the special education program may require hours of field experiences 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 TED 621A, TED 621B, TED 623, SPD 622 and SPD 628 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).
- Passage of the Generic Core Exam (Basic Skills and Subject Matter must be met prior to taking the Generic Core Exam).

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.

Clinical Practice must be completed in the appropriate credential area. It is understood that “credential area” is defined by two criteria:

1. The special education area for which I have completed the coursework for, Mild/Moderate, Moderate/Severe or Language and Academic Development.
2. That I must student teach in an environment supported by the core academic subject area in which I have 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:

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

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:

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

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

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

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 non-public 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 608, TED 621B and SPD 614).
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Agreement on file between the employing District, School, or Agency, and National University.
- Zero account balance.

University Internship Eligibility Requirements

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

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

CLEAR EDUCATION SPECIALIST TEACHING CREDENTIAL

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

Admission Requirements

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Approved Verification of Employment Form.
- Support Provider Agreement with Site Administrator Acknowledgement.
- Preliminary Special Education Credential or Level I Education Specialist Instruction Credential *
- Current employment in an appropriate special education position.
- Ongoing access to the following students: 1 emotional/behavior disorder, 1 student with a specific learning disability, 1 student with a disability that is supported with an IEP and 1 English Learner.
- No course waivers or unit transfers for any external coursework are accepted for this program.

* For Level I Education Specialist Instruction Credential holders: A Transition Plan will be developed for each candidate prior to the completion of their preliminary program. The Transition Plan will contain an Individualized Induction Plan (IIP), which may include professional development and/or additional coursework. In order to obtain a clear, all Level I Education Specialist

candidates are required to show proof of completed coursework in Educational Technology and Health Education, including valid CPR Certification for Infant, Child and Adult. Candidates will be evaluated for these courses.

Recommendation Requirements

In order to be recommended for a credential, candidates must:

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

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

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 includes 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 is 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).
- Proof of Fingerprint Clearance through the CTC.

Candidates must also successfully complete the orientation course CED 607 and meet with his/her faculty advisor for initial advisement to be fully admitted into 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 30 days prior to start:

- Proof of passage of a Basic Skills Assessment.
- Internship Application Form.
- Complete 10 (ten) CED courses including: CED 610, CED 611, CED 603 and CED 601 (excluding: CED 637, CED 694 and CED 620).
- 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, 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 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 prerequisite courses, CED 607 and four additional core CED courses.
 - » Verification of two years' 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 of 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; and coordinate intervention strategies for management of individuals 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 is required for admittance to the program (proof of passage is mandatory prior to internship).
- 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.

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 contain mandatory on-site class sessions. If a student fails to attend a mandatory on-site class session, they 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.

Internship Requirements

To begin internship hours, candidates must meet admissions requirements, and complete and return the following 30 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 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.

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

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.

TEACHING PERFORMANCE ASSESSMENT (TPA)

The California Commission on Teacher Credentialing (CTC) requires all (bachelor and graduate-level) Multiple and Single Subject Teaching Credential candidates to pass a Teaching Performance Assessment (TPA). National University uses the CalTPA model, including 1.0 and 2.0. Candidates starting or re-enrolling into their teacher preparation program on September 1, 2017 and after will complete CalTPA 2.0. Candidates enrolled in their credential program prior to September 1, 2017, will complete CalTPA 1.0.

CalTPA Model 2.0

This TPA Model is composed of two instructional cycles, scored anonymously by assessors calibrated by the CTC. Pearson will begin accepting submissions in October of 2018. 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 submission for Cal TPA 2.0 is \$150.

SIBME

SIBME 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 SIBME during their Student Teaching/Clinical Practice and Seminar courses. Student teachers will need a one-year subscription with a fee of \$100. University Interns will need a two-year subscription with a fee of \$180.

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).
- Submission of a successful Student Teaching Application (Single Subject Candidates).
- Zero account balance.
- Attend Screening 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) 2.0.
- 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 models 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 acknowledgment.
- 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.



SCHOOL OF ENGINEERING AND COMPUTING

P (858) 309-3426 • F (858) 309-3420 • E NU-SOEC-Staff@nu.edu

Interim Dean, Jodi Reeves
Ph.D., Materials Sciences, University of Wisconsin-Madison

- 238 Degrees Offered**
- 239 Degrees Offered by Department**
- 240 Faculty**
- 241 Undergraduate Degrees**
- 248 Minors**
- 248 Graduate Degrees**



DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Bachelor of Science

with Majors in:

- Computer Science [📄](#)
- Construction Engineering Technology [📄](#)
- 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 [📄](#)

MINORS

- Computer Science [📄](#)
- Information Technology Management [📄](#)
- Technology [📄](#)

TRANSITION PROGRAMS

- Bachelor of Science in Computer Science to Master of Science in Computer Science
- Bachelor of Science Information Systems to Master of Science in Management Information Systems

GRADUATE DEGREES

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 [📄](#)
- Electrical Engineering
- with Areas of Specialization in:*
 - » Computer Engineering
 - » Wireless Communication
- Engineering Management [📄](#)
- with Areas of Specialization in:*
 - » Project Management [📄](#)
 - » Systems Engineering [📄](#)
 - » Technology Management [📄](#)
- Management Information Systems [📄](#)

Graduate Certificate

- Project Management [📄](#)

The following programs are also listed in the School of Business and Management





- Master of Science in Management Information Systems [📄](#)

DEGREE PROGRAMS BY DEPARTMENT

DEPARTMENT OF APPLIED ENGINEERING








Bachelor of Science

with Majors in:

- Construction Engineering Technology 
- Construction Management 
- Electrical & Computer Engineering 
- Manufacturing Design Engineering 

Master of Science

with Fields of Study in:

- Electrical Engineering 
- with Areas of Specialization in:
 - » Computer Engineering 
 - » Wireless Communication 
- Engineering Management 
- with Areas of Specialization in:
 - » Project Management 
 - » Systems Engineering 
 - » Technology Management 



Graduate Certificate


- Project Management 

DEPARTMENT OF COMPUTER SCIENCE AND INFORMATION SYSTEMS

Bachelor of Science

with Majors in:

- Computer Science 
- Cybersecurity 
- with Concentrations in:
 - » Computer Network Defense
 - » Digital Forensics







- Information Systems 

with Concentrations in:




- » Business Management
- » Information Management
- Information Technology Management


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 
- Management Information Systems 

MINORS

- Computer Science 
- Information Technology Management 
- Technology 

 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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SCHOOL OF ENGINEERING AND COMPUTING

UNDERGRADUATE DEGREES

BACHELOR OF SCIENCE

MAJOR IN COMPUTER SCIENCE

Academic Program Director: 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, CSC 606, and CSC 607. 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:

- Apply mathematical foundations, algorithmic principles, and computer science theory in the modeling, design and optimization of computer-based systems.
- Analyze a problem and design the computing requirements appropriate to its solution.
- Implement and evaluate a computer-based system, process, component, or program to meet objectives.
- Discuss the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.
- Use current techniques, skills, and tools necessary for computing practice that supports the recognized need for continual professional development.

- Apply design and development principles in the construction of software systems.
- Function effectively on teams to accomplish a common goal.
- Demonstrate written and oral communication skills expected of a computer science professional.

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 and CSC 480B), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

Prerequisites for the Major

(12 courses; 48 quarter units)

Students must select **two (2)** science related courses with labs from Area F of the General Education for a total of 12 quarter units. Students must select **one (1)** additional mathematics or science course without duplicating any of the courses in the program. The mathematics course must be beyond pre-calculus and beyond the level of MTH 215 (i.e. have MTH 215 as a prerequisite). The program director must approve your course selection.

MTH 215*	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
CSC 208*	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
CSC 209	Calculus for Comp. Science II <i>Prerequisite: CSC 208</i>
CSC 220	Applied Probability & Stats. <i>Prerequisite: MTH 215</i>
CSC 242*	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252*	Programming in C++ <i>Prerequisite: CSC 242</i>
CSC 262*	Programming in JAVA <i>Prerequisite: MTH 215</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(17 courses; 70.5 quarter units)

CSC 300	Object Oriented Design <i>Prerequisite: CSC 252</i>
CSC 310	Linear Algebra and Matrix Comp <i>Prerequisite: CSC 300</i>
EGR 320	Scientific Problem Solving <i>Prerequisite: CSC 208 or EGR 220</i>
EGR 320L	Scientific Problem Solving-LAB (1.5 quarter units) <i>Prerequisite: EGR 320</i>
CSC 331	Discrete Structures and Logic <i>Prerequisite: CSC 252 and CSC 310</i>
CSC 335	Data Structures and Algorithms <i>Prerequisite: CSC 300 and CSC 331</i>
CSC 338	Algorithm Design <i>Prerequisite: CSC 335</i>
CSC 340	Digital Logic Design <i>Prerequisite: CSC 208 or EGR 220, Corequisite: CSC 340L</i>
CSC 340L	Digital Logic Design Lab (1.5 quarter units) <i>Corequisite: CSC 340</i>
CSC 342	Computer Architecture <i>Prerequisite: CSC 340 and CSC 340L</i>
CSC 350	Computer Ethics
CSC 400	OS Theory and Design <i>Prerequisite: CSC 335</i>
CSC 422	Database Design <i>Prerequisite: CSC 300</i>

CSC 430	Programming Languages <i>Prerequisite: CSC 300</i>
CSC 436	Comp. Communication Networks <i>Prerequisite: CSC 335 or CSC 340 and CSC 340L</i>
CSC 480A	Computer Science Project I <i>Prerequisite: Completion of core courses</i>
CSC 480B	Computer Science Project II <i>Prerequisite: CSC 480A</i>

Approved Electives

(2 courses; 9 quarter units)

Students must complete **two (2)** 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 courses in the computer science major. Permission of the Academic Program Director is required.

MAJOR IN CONSTRUCTION ENGINEERING TECHNOLOGY

Academic Program Director: Dirk Epperson; (858) 309-3474; depperson@nu.edu

The Construction Engineering Technology program provides students with a well-rounded education in construction principles and practices in preparation for a career in the construction industry. Upon completion of this degree, students will be prepared for careers such as construction superintendent, field engineer, project coordinator, facilities engineer, cost estimator, CAD drafter, and quality and safety controller. Additionally, graduates of this program with experience, interest, and/or knowledge about specific construction trades will be capable of performing in a large number of positions within those respective subcontracting firms.

Program Learning Outcomes

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

- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics and its application in problem solving.
- Analyze structural systems.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Work effectively in a team environment.

Degree Requirements

To receive a Bachelor of Science in Construction Engineering Technology, students must complete at least 180 quarter units 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; 39 quarter units)

MTH 215 *	College Algebra & Trigonometry <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
PHS 104 *	Introductory Physics <i>Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PHS 104A *	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104 or PHS 171 for science majors</i>

OR

PHS 130A ^	Physics Lab for Engineering (1.5 quarter units)
CHE 101 *	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
CHE 101A *	Introductory Chemistry Lab (1.5 quarter units) <i>Prerequisite: CHE 101 or CHE 141 for science majors</i>

OR

CHE 120A ^	Intro to Chemistry Lab for Eng (1.5 quarter units) <i>Prerequisite: CHE 101</i>
CSC 208 *	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
CSC 220	Applied Probability & Stats. <i>Prerequisite: MTH 215</i>
EGR 220	Engineering Mathematics <i>Prerequisite: MTH 215</i>
EGR 225	Statics & Strength of Material <i>Prerequisite: EGR 220</i>
EGR 219	Intro to Graphics and Auto CAD <i>Prerequisite: MTH 215</i>

^ For online students only

* May be used to meet a General Education requirement.

Requirements for the Major

(15 courses; 64.5 quarter units)

EGR 310	Engineering Economics <i>Prerequisite: MTH 215</i>
EGR 320	Scientific Problem Solving <i>Prerequisite: CSC 208 or EGR 220</i>
EGR 320L	Scientific Problem Solving-LAB (1.5 quarter units) <i>Prerequisite: EGR 320</i>
EGR 316	Legal Aspects of Engineering
DEN 308	Computer Aided Engineering I <i>Prerequisite: EGR 219</i>
CEN 320	Surveying, Metrics and GIS <i>Prerequisite: EGR 219</i>
CEN 323	Structural Analysis <i>Prerequisite: EGR 220 and EGR 225</i>
CEN 325	Soil Mechanics and Foundation <i>Prerequisite: CEN 323</i>
CEN 410	Constr. Materials and Methods <i>Prerequisite: MTH 215</i>
CEN 413	Plans and Specifications <i>Prerequisite: EGR 219</i>
CEN 416	Mech. and Electrical Systems <i>Prerequisite: MTH 215</i>
CEN 419	Est., Scheduling and Control <i>Prerequisite: CEN 410</i>
EGR 440	Project Management Fundamental
CEN 420	Est., Scheduling & Control II <i>Prerequisite: CEN 419</i>
CEN 422	Field Inspection and Safety <i>Prerequisite: CEN 410</i>

Construction Senior Project

(3 courses; 13.5 quarter units)

CEN 486A	Construction Senior Project I <i>Prerequisite: Completion of 10 core courses in construction program.</i>
CEN 486B	Construction Senior Project II <i>Prerequisite: CEN 486A</i>
CEN 486C	Construction Senior Project III <i>Prerequisite: CEN 486B</i>

MAJOR IN CONSTRUCTION MANAGEMENT

Academic Program Director: Dirk Epperson; (858) 309-3474; depperson@nu.edu

The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in written and verbal communication, technical construction fundamentals, mathematics, business, law, humanities, fine arts, and social, behavioral and natural sciences that will prepare them for a career in management, administrative, and ownership positions in the construction industry.

This degree program will prepare the student for careers such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost engineer, cost estimator, quality and safety controller, construction superintendent, and facilities engineer. Additionally, graduates with experience, interest, and/or knowledge about specific construction trades will be capable of performing in a large number of management and administrative positions within respective subcontracting companies.

Program Learning Outcomes

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

- Effectively communicate through written, verbal, and graphical media.
- Demonstrate knowledge of engineering science and mathematics and its application in problem solving.
- Analyze structural systems.
- Recognize ethical issues and apply professional standards in decision-making.
- Utilize appropriate computer tools for engineering problems.
- Apply modern methods for surveying and metrics.
- Exhibit a fundamental understanding of building mechanical and electrical systems.
- Demonstrate cost estimating and scheduling techniques.
- Integrate and apply field inspection techniques and safety standards.
- Apply the principles of project management and control.
- Apply construction accounting principles and analyze financial reports.
- Demonstrate knowledge of the legal aspects of construction contracting.
- Work effectively in a team environment.

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

(13 courses; 55.5 quarter units)

- COM 103* Public Speaking
 ILR 260* Information Literacy
Prerequisite: ENG 100 and ENG 101
- 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)
 EGR 220 Engineering Mathematics
Prerequisite: MTH 215
- EGR 225 Statics & Strength of Material
Prerequisite: EGR 220
- EGR 219 Intro to Graphics and Auto CAD
Prerequisite: MTH 215
- CSC 220 Applied Probability & Stats.
Prerequisite: MTH 215
- ACC 201 Financial Accounting Funds.
 ECO 203* Principles of Microeconomics
 ECO 204* Principles of Macroeconomics

- ENG 334A* Technical Writing
Prerequisite: ENG 100 and ENG 101 (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)

^ For online students only

* May be used to meet a General Education requirement.

Requirements for the Major

(18 courses; 78 quarter units)

- MGT 309C 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.

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 CYBERSECURITY

Academic Program Director: Christopher Simpson; (858) 309-3418; csimpson@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 (4)** 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 183 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.

Introduction

(1 course; 4.5 quarter units)

CYB 200 Introduction to Cybersecurity

Foundation Technologies

(6 courses; 27 quarter units)

CYB 211 Operating System Fundamentals
Prerequisite: CYB 200

CYB 212 Introduction to Networking
Prerequisite: CYB 200

CYB 213 Data Fundamentals for Cybersec
Prerequisite: CYB 200

CYB 214 Quant Tools for Cybersec Pro
Prerequisite: CYB 213

CYB 215 Fund of Virt and Cloud Comp
Prerequisite: CYB 211 and CYB 212

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 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, 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 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, 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

Academic Program Director: 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.

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 (CEE 498, CEE 499A and CEE 499B), 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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
PHS 104*	Introductory Physics <i>Prerequisite: 2 years of high school algebra, and MTH 204, or MTH 215, or MTH 216A, and MTH 216B</i>
PHS 130A	Physics Lab for Engineering (1.5 quarter units)
CSC 208*	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>
CSC 209	Calculus for Comp. Science II <i>Prerequisite: CSC 208</i>
CSC 220	Applied Probability & Stats. <i>Prerequisite: MTH 215</i>
CSC 242*	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252*	Programming in C++ <i>Prerequisite: CSC 242</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(24 Courses; 93 quarter units)

CSC 300	Object Oriented Design <i>Prerequisite: CSC 252</i>
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CSC 310	Linear Algebra and Matrix Comp <i>Prerequisite: CSC 300</i>
CEE 300	Engineering Numerical Methods <i>Prerequisite: CSC 209 and CSC 310</i>
PHS 231	Calculus-based Physics 1 <i>Prerequisite: PHS 104 and MTH 220 or CSC 208 and MTH 221 or CSC 209</i>
PHS 232	Calculus-based Physics 2 <i>Prerequisite: PHS 104, PHS 231 and MTH 220 or CSC 208 and MTH 221 or CSC 209</i>
CSC 331	Discrete Structures and Logic <i>Prerequisite: CSC 252 and CSC 310</i>
CEE 310	Circuit Analysis <i>Prerequisite: CEE 300</i> <i>Corequisite: CEE 310L</i>
CEE 310L	Circuit Analysis Lab (1.5 quarter units) <i>Corequisite: CEE 310</i>
CSC 340	Digital Logic Design <i>Prerequisite: CSC 208 or EGR 220, Corequisite: CSC 340L</i>
CSC 340L	Digital Logic Design Lab (1.5 quarter units) <i>Corequisite: CSC 340</i>
CSC 342	Computer Architecture <i>Prerequisite: CSC 340 and CSC 340L</i>
CSC 350	Computer Ethics
CSC 436	Comp. Communication Networks <i>Prerequisite: CSC 335 or CSC 340 and CSC 340L</i>
CEE 340	Embedded Systems <i>Prerequisite: CSC 208 and CSC 252 or CSC 262</i>
CEE 340L	Embedded Systems Lab (1.5 quarter units) <i>Corequisite: CEE 340</i>
CEE 324	Linear Systems and Signals <i>Prerequisite: CSC 208 or MTH 220 and CEE 310</i> <i>Corequisite: CEE 324L</i>
CEE 324L	Linear Systems and Signals Lab (1.5 quarter units) <i>Corequisite: CEE 324</i>
CEE 420	Microelectronics <i>Prerequisite: CEE 310</i> <i>Corequisite: CEE 420L</i>
CEE 420L	Microelectronics Lab (1.5 quarter units) <i>Corequisite: CEE 420</i>
CEE 430	Digital Signal Processing <i>Prerequisite: CEE 420</i>
CEE 440	VLSI Design <i>Prerequisite: CEE 430</i>
CEE 498	Capstone Design Project I <i>Prerequisite: Complete all core courses except CEE499 OR Permission of the program lead.</i>
CEE 499A	Capstone Design Project II <i>Prerequisite: CEE 498</i>
CEE 499B	Capstone Design Project III <i>Prerequisite: CEE 499A</i>

MAJOR IN INFORMATION SYSTEMS

Academic Program Director: 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, IT infrastructure, and IS strategy, management and acquisition.

A transition program is available for students in the BSIS to Master of Science in Management Information Systems. Students must meet certain requirements as detailed.

BSIS/ Master of Science in Management Information Systems Transition Program

Students can select CIS 601 and any one of the following two courses: CSC 675 and CIS 602. The number of courses required to earn an MSMIS degree for Transition program students is reduced from 12 to 10 courses, depending on courses selected and grades earned. Students must complete graduate-level coursework taken as

part of the BSIS degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate-level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Students must apply for and begin the MSMIS program within six months after completing their final BSIS course. Students must complete their MSMIS program within four years with no break exceeding 12 months.

Program Learning Outcomes

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

- Apply 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 <i>Prerequisite: CIS 301</i>
CIS 422	IT Infrastructure <i>Prerequisite: CIS 421</i>
CIS 423	IS Strategy, Mgt. & Acquisition <i>Prerequisite: CIS 422</i>
CSC 350	Computer Ethics
CIS 420A	Information Systems Project I <i>Prerequisite: CIS 310 and 80 percent of courses in the major, except CIS 420B</i>
CIS 420B	Information Systems Project II <i>Prerequisite: CIS 420A</i>

UPPER DIVISION ELECTIVES

(3 courses; 13.5 quarter units)

Select **three (3)** upper-division courses from the following list:

CIS 430	Web/EB Design & Development
CIS 460	Human Factor /Ergonomic Design
ITM 420	Local Area Network Management
ITM 430	Wide Area Network Management <i>Prerequisite: ITM 420</i>
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 courses from SOBM 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

Degree Requirements

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 309C	Prin. of Mgmt. & Organizations
BIM 400	Info Mgmt. in Organizations
MGT 483	E-Business

AND

Select **one (1)** upper-division undergraduate course from the School of Business and Management.

Concentration in Information Management

Following is the list of recommended courses for student to choose from. However, students will need approval of the BSIS Academic Program Director before registering in these courses.

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 (4)** upper-division undergraduate courses from the School of Engineering and Computing programs to create their own specialized concentration. This concentration requires prior approval from the Academic Program Director.

MAJOR IN INFORMATION TECHNOLOGY MANAGEMENT

Academic Program Director: 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:

1. Client and Server Management, Administration, and Technical Support
2. IT Project Management Associate
3. Information Security Analyst
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 <i>Prerequisite: ITM 320</i>
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 <i>Prerequisite: ITM 420</i>
ITM 434	Wireless LAN Administration
ITM 435	Wireless LAN Security <i>Prerequisite: ITM 434</i>
ITM 438	Role of Programming in IT
ITM 440	Database Concepts & Data Model
ITM 450	DB Processing & Administration <i>Prerequisite: ITM 440</i>
ITM 470	Information Security Management
ITM 475	Information Security Technology <i>Prerequisite: ITM 470</i>
ITM 490A	Info Technology Project I <i>Prerequisite: ITM 325; 10 of the core ITM courses must be successfully completed. Must be taken consecutively with ITM490B.</i>
ITM 490B	Info Technology Project II <i>Prerequisite: ITM 490A with a minimum grade of S Must be taken consecutively with ITM490A.</i>
ITM 490C	Info Technology Project III <i>Prerequisite: ITM 490B with a minimum grade of S Must be taken consecutively with ITM 490B</i>

MAJOR IN MANUFACTURING DESIGN ENGINEERING

Academic Program Director: Ronald Uhlig; (858) 309-3415; 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 of 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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
PHS 104*	Introductory Physics <i>Prerequisite: 2 years of high school algebra and MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PHS 104A*	Introductory Physics Lab (1.5 quarter units) <i>Prerequisite: PHS 104 or PHS 171 for science majors</i>
OR	
PHS 130A	Physics Lab for Engineering (1.5 quarter units)
CHE 101*	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>

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.

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 Academic Program Director

DEN 496B Senior Capstone Project II
Prerequisite: DEN 496A

MINORS

MINOR IN COMPUTER SCIENCE

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

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

Prerequisites for the Minor

(5 courses; 22.5 quarter units)

MTH 215* College Algebra & Trigonometry
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B

CSC 200 Orientation to Comp. Science

CSC 208* Calculus for Comp. Science I
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.

Requirements for the Minor

(6 courses; 27 quarter units)

CSC 300 Object Oriented Design
Prerequisite: CSC 252

CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252 and CSC 310

CSC 335 Data Structures and Algorithms
Prerequisite: CSC 300 and CSC 331

CSC 340 Digital Logic Design
Prerequisite: CSC 208 or EGR 220, Corequisite: CSC 340L

Choose **two (2)** upper-division level (300-400) Computer Science (CSC) courses provided that all required prerequisites have been met. Students may not take CSC 480A or CSC 480B.

MINOR IN INFORMATION TECHNOLOGY MANAGEMENT

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

A Minor in Information Technology Management is available to students in any bachelor's degree program other than the BS in Information Technology Management. To fulfill the requirements for the minor, students can take any six courses listed as upper-division requirements for the major and beginning with ITM prefixes. See Bachelor of Science in Information Technology Management section. Prerequisites may be required.

Requirements for the Minor

(6 courses; 27 quarter units)

To constitute a technology minor, students must select any six (6) upper-division courses from the following technology areas. All prerequisites must be met for courses selected.

- Information Technology Management (ITM)
- Information Systems (CIS)

MINOR IN TECHNOLOGY

Academic Program Director: Mudasser Wyne; (858)309-3433; mwyne@nu.edu

Requirements for the Minor

(6 courses; 27 quarter units)

To constitute a technology minor, students must select any six upper-division courses from the following technology areas. All prerequisites must be met for courses selected.

- Information Technology Management (ITM)
- Information Systems (CIS)

GRADUATE DEGREES

MASTER OF SCIENCE IN COMPUTER SCIENCE

Academic Program Director: 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 are proficient in analytical and critical thinking skills, have a sense of professionalism, and are instilled with a strong set of values essential for success in computer science. This program reflects current and future industry needs, and graduates are trained and prepared to assume a leadership role in the field.

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, CSC 252 and CSC 262 before starting the 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 capstone course sequence CSC 686, CSC 687 and CSC 688 needs 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 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 taking a course challenge exam for CSC 242, CSC 252 and CSC 262 before starting MSCS program.

CSC 242	Intro to Programming Concepts <i>Prerequisite: MTH 215</i>
CSC 252	Programming in C++ <i>Prerequisite: CSC 242</i>
CSC 262	Programming in JAVA <i>Prerequisite: MTH 215</i>

Core Requirements

(13 courses; 58.5 quarter units)

CSC 600	Advanced Programming <i>Prerequisite: CSC 242, CSC 252 and CSC 262</i>
CSC 603	Software Eng. Fundamentals
CSC 605	Software Architecture Principl. <i>Prerequisite: CSC 603</i>
CSC 606	Modern Operating Systems <i>Prerequisite: CSC 600</i>
CSC 607	Security in Computing <i>Prerequisite: CSC 606</i>
CSC 670	User Interface Engineering <i>Prerequisite: CSC 600</i>
CSC 675	Database Design and Impl. <i>Prerequisite: CSC 600</i>
CSC 678	Advanced Database Programming <i>Prerequisite: CSC 675</i>
CSC 680	Database Web Interface <i>Prerequisite: CSC 678</i>
CSC 685	Topics in Computing
CSC 686	Computer Science Project I <i>Prerequisite: CSC 605, CSC 607, CSC 670 and CSC 680</i>
CSC 687	Computer Science Project II <i>Prerequisite: CSC 686</i>
CSC 688	Computer Science Project III <i>Prerequisite: CSC 687</i>

MASTER OF SCIENCE IN CYBERSECURITY

Academic Program Director: 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 Academic Program Director 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 <i>Prerequisite: CYB 600 with a minimum grade of B</i>
CYB 602	Threat Modeling & Intel <i>Prerequisite: CYB 601</i>
CYB 603	Cyber Security Ethical Issues <i>Prerequisite: CYB 602</i>
CYB 604	Wireless and Mobile Security <i>Prerequisite: CYB 603</i>
CYB 606	Net Defense & Cloud Security <i>Prerequisite: CYB 604</i>
CYB 699A	Cyber Security Project I <i>Prerequisite: CYB 608 and completion of one specialization area.</i>
CYB 699B	Cyber Security Project II <i>Prerequisite: CYB 699A</i>
CYB 699C	Cyber Security Project III <i>Prerequisite: CYB 699B with a minimum grade of S</i>

All students must choose **one (1)** specialization defined below:

Specialization in Ethical Hacking & 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.
- **Specialization:** Produce a pen test authorization and rules of engagement document.
- **Specialization:** Prepare and synthesize process specifications of Red Team actions against a Blue Team defense of a computer infrastructure.
- **Specialization:** 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 <i>Prerequisite: CYB 606</i>
CYB 632	Info. Sys. Vulnerab. & Attacks <i>Prerequisite: CYB 608</i>
CYB 633	Red Teaming <i>Prerequisite: CYB 632</i>
CYB 634	Red vs. Blue Team Exercise <i>Prerequisite: CYB 633</i>

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.
- **Specialization:** Prepare an IT risk mitigation and security plan.
- **Specialization:** Prepare and create an enterprise disaster recovery and business continuity plan.
- **Specialization:** Derive information assurance from an INFOSEC perspective.

Program Requirements

(4 courses; 18 quarter units)

CYB 608	Ethical Hacking <i>Prerequisite: CYB 606</i>
CYB 612	Disaster Rec./Bus. Continuity <i>Prerequisite: CYB 608</i>
CYB 613	Information Assurance <i>Prerequisite: CYB 608</i>
CYB 616	Certification & Accreditation <i>Prerequisite: CYB 613</i>

MASTER OF SCIENCE IN DATA SCIENCE

Academic Program Director: Jodi Reeves; (858) 309-3426; jreeves@nu.edu

The Master of Science in Data Science program is designed to provide students with a comprehensive foundation for applying statistical methods to solve real-world problems. One goal of this program is to prepare students for careers in data science with a broad knowledge of the application of statistical tools, techniques, and methods as well as the ability to conduct in-depth analysis, synthesis, and evaluation. Another goal is to prepare students for careers with analytical database knowledge, the ability to apply analytical database tools, techniques, and methods, and the ability to design, develop, implement, program, and maintain data marts and data warehouses.

To address the spectrum of issues in data science, this curriculum has been designed to include core courses in statistical topics as well as areas for advanced applications of data science in unique fields. Core topics include data modeling, data management, data mining, continuous and categorical data methods and applications, teamwork, and communication. Advanced 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. State-of-the-art analytical software will be used in all courses.

The culmination of this program is a three-month capstone project where real data from sponsoring organizations or publicly available data will be used to solve specialized problems in analytical database design, programming, implementation, or optimization.

Previous academic studies or industrial experience in such areas as math, statistics, computer programming, engineering, or science are helpful prerequisites for this master's 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:

- 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.
- 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.

Degree Requirements

To obtain the Master of Science in Data Science, students must complete at least 54 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.

Core Requirements

(13 courses; 58.5 quarter units)

BAN 600	Fundamentals of Analytics
ANA 605	Analytic Models & Data Systems <i>Prerequisite: BAN 600</i>
ANA 610	Data Management for Analytics
ANA 615	Data Mining Techniques
ANA 620	Continuous Data Methods, Appl. <i>Prerequisite: ANA 615</i>
ANA 625	Categorical Data Methods, Appl. <i>Prerequisite: ANA 620</i>

ANA 630	Advanced Analytic Applications <i>Prerequisite: ANA 625</i>
ANA 650	Database Design for Analytics
ANA 655	Data Warehouse Design & Devel. <i>Prerequisite: ANA 650</i>
ANA 660	Advanced SQL Programming <i>Prerequisite: ANA 655</i>
ANA 665	Data Mining & Machine Learning <i>Prerequisite: ANA 660</i>
ANA 699A	Analytic Capstone Project I <i>Prerequisite: All core in an analytics program with a minimum GPA of 3.0 or approval of Academic Program Director.</i>
ANA 699B	Analytic Capstone Project II <i>Prerequisite: ANA 699A</i>

MASTER OF SCIENCE IN ELECTRICAL ENGINEERING

Academic Program Director: Mohammad Amin; (858) 309-3422; mamin@nu.edu

The Master of Science in Electrical Engineering (MSEE) program will provide students with the mathematical and theoretical foundation and hands-on skills required for solving real-world problems in electrical engineering and other related fields. The MSEE program provides a balanced approach to studying core topics in electrical engineering along with specializations in wireless communication and computer engineering. Core topics include engineering mathematics, advanced engineering computing, digital signal processing, network systems and security, and engineering economics. In addition to the core topics, students will be able to study a specific specialization such as wireless communication or computer engineering. The wireless communication specialization topics include electromagnetic field theory, communications standards and protocols, and wireless sensor networks. The computer engineering specialization topics include computer architecture, system modeling and simulation, real-time systems, digital image processing, and information storage and retrieval.

Candidates seeking admission to the program need to have a baccalaureate degree in electrical engineering, computer engineering, physics, or a related engineering field from a regionally accredited university. No other baccalaureate degrees are eligible for admission into the MSEE program.

Program Learning Outcomes

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

- Integrate theoretical ideas and practical electrical engineering and computing skills to design and develop new applications in the engineering field.
- Design and conduct engineering experiments or simulations for new product development.
- Analyze engineering problems with both mathematical principles and scientific theories.
- Evaluate the impact of evolving engineering systems on the global economy.
- Design specifications and implement, analyze and solve engineering problems.
- Analyze advanced network systems to meet technological demands, ethical values, and legal standards.
- Assemble a team to work productively and successfully on a technical project.

Degree Requirements

To obtain the Master of Science in Electrical Engineering (MSEE), students must complete 54 quarter 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 7 core courses and five Specialization courses in one area of specialization. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

Program Prerequisites

(2 courses; 9 quarter units)

Students with a physics or engineering baccalaureate degree in a field other than electrical engineering can qualify for admission to the program by taking one or both of the following courses, or receive permission from the academic program director based on equivalent coursework supported by verifiable documented proof:

- EEC 501 Application Software Dev.
Recommended Preparation: Baccalaureate degree in electrical engineering, computer engineering, or related field from a regionally accredited university.
- EEC 502 Electronic Circuits & Systems
Recommended Preparation: Baccalaureate degree in electrical engineering, computer engineering, or related field from a regionally accredited university.

Core Requirements

(5 courses; 22.5 quarter units)

- EEC 605 Adv. Engr. Problem Solving
Prerequisite: EEC 501 and EEC 502
- EEC 610 Advanced Engineering Math
Prerequisite: EEC 605
- EEC 615 Digital Signal Processing
Prerequisite: EEC 610
- EEC 620 Network Systems & Security
Prerequisite: EEC 615
- EEC 625 Engr. Economics & Ecosystems

All students must choose one specialization and complete the specialization courses before enrolling in the capstone project courses.

Project Capstone Requirements

(2 courses; 9 quarter units)

The following courses can only be taken after the completion of the core courses and the required area of **Specialization**:

- EEC 690 Master's Research Project I
Prerequisite: EEC 659, or EEC 669
- EEC 695 Master's Research Project II
Prerequisite: EEC 690

Specialization in Computer Engineering

Academic Program Director: Mohammad Amin; (858) 309-3422; mamin@nu.edu

This specialization is designed to prepare students for a dynamic computer industry as well as for post-graduate students in the field of computer engineering and other related fields. Students take courses to analyze computer architecture, modeling and simulation of real time systems, image processing, and information storage and retrieval. This specialization emphasizes the use of simulation tools to understand various computer engineering concepts.

Program Learning Outcomes

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

- Compare various computer architectures and evaluate their benefits.
- Evaluate various simulation models for engineering problems.
- Analyze real-time systems.
- Analyze current technologies and various algorithms used for image processing.
- Synthesize principles and functionality of information storage and retrieval systems.

Students must successfully complete the core requirements before starting the specialization.

Requirements for the Specialization

(5 courses; 22.5 quarter units)

- EEC 661 Advanced Computer Architecture
Prerequisite: EEC 620
- EEC 663 System Modeling & Simulation
Prerequisite: EEC 620
- EEC 665 Real-Time Systems
Prerequisite: EEC 661
- EEC 667 Digital Image Processing
Prerequisite: EEC 663

- EEC 669 Info Storage & Retrieval
Prerequisite: EEC 661

Specialization in Wireless Communication

Academic Program Director: Mohammad Amin; (858) 309-3422; mamin@nu.edu

Students in this specialization will develop skills to analyze different communication systems, apply electromagnetic signal propagation principles, modulation techniques, coding, standards and technologies to build secure and efficient wireless communication systems.

Program Learning Outcomes

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

- Analyze electromagnetic radiation and propagation principles and apply to wireless communication systems.
- Analyze wireless communication systems for improvement to meet technological, business, and consumer demands.
- Evaluate modulation and demodulation techniques for constructing coding/decoding schemes and detecting and filtering wireless communication signals.
- Evaluate wireless networking, protocols, architectures, and standards to the development and design of wireless communication systems.
- Create a strategic analysis to develop different wireless sensor networks and applications.

Students must successfully complete the core requirements before starting the specialization.

Requirements for the Specialization

(5 courses; 22.5 quarter units)

- EEC 651 Electromagnetic Theory, Appl.
Prerequisite: EEC 620
- EEC 653 Wireless Principles & Systems
Prerequisite: EEC 651
- EEC 655 Wireless Mod Theories & Coding
Prerequisite: EEC 653
- EEC 657 Wireless Standards & Protocol
Prerequisite: EEC 653
- EEC 659 Wireless Sensor Networks
Prerequisite: EEC 653

MASTER OF SCIENCE IN ENGINEERING MANAGEMENT

Academic Program Director: Shekar Viswanathan; (858) 309-3416; svswana@nu.edu

Engineering Management leadership has become a highly sought skill 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/technologists interested in furthering their skills in engineering management with specialization in the following areas:

- Project Management to become effective future project managers.
- Systems Management to manage the life cycle of systems including definition, development, deployment and decommissioning.
- Technology Management to manage and lead technology in global marketplace.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these programs emphasize management skills that are specifically built on the students' technical backgrounds and experience. The custom-designed mix of management concepts and technical expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines such as applied sciences, engineering, natural sciences, mathematics, economics, business, and social sciences.

Program Learning Outcomes

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

- Demonstrate quantitative analytical and critical thinking skills and techniques to manage projects and processes (products and services).
- Examine a multidisciplinary approach involving the integration of engineering, management, quality, and risk analysis in projects, and processes (products and services).
- Identify, prioritize, and select relevant solutions in solving complex engineering problems and processes.
- 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 detailed 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 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. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

Program Prerequisites

(2 courses; 9 quarter units)

Candidates for the program must possess a bachelor's degree in engineering, engineering technology, or physical sciences or a closely related area from a regionally accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisites:

MGT 309C Prin. of Mgmt. & Organizations
 CSC 220 Applied Probability & Stats.
Prerequisite: MTH 215

OR

MNS 205 Intro to Quantitative Methods

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 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

Academic Program Director: Shekar Viswanathan; (858) 309-3416; svswana@nu.edu

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

Academic Program Director: Shekar Viswanathan; (858) 309-3416; svswana@nu.edu

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

Specialization in Technology Management

Academic Program Director: Shekar Viswanathan; (858) 309-3416; svswana@nu.edu

This specialization prepares individuals to manage and lead the technology in any organizations. Information technology has expanded the technological management responsibilities beyond desks, offices, labs, manufacturing sites, cities, and countries. Technology has become the essential force in any industry. Over the past decade the synergy of business, technology, and people have created the abundance of opportunities in all fields of technology management, especially information technology.

Program Learning Outcomes

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

- Implement and manage technologies aligned with the business of an organization.
- Perform organizational systems analysis, design, planning, and integration of technology.
- Evaluate hardware, software, and systems applications that support technologies.
- Develop strategic technology management policies and procedures required by the organization.

Program Requirements

(4 courses; 18 quarter units)

TMG 620	Principles of Technology Mgmt.
TMG 635	Mgmt. of Tech & Innovation
TMG 640	Managing Technology Change
TMG 625	Systems Analysis and Design

MASTER OF SCIENCE IN MANAGEMENT INFORMATION SYSTEMS

Academic Program Director: Farnaz Sharifrazi; (858) 642-8468; fsharifrazi@nu.edu
Academic Program Director: Patrick Olson; (408) 236-1152; polson@nu.edu

The Master of Science in Management Information Systems (MSMIS) program is designed to provide students with the requisite management, business, strategic, and technical skills needed to help them apply information systems technology more efficiently and effectively. The MSMIS program's objective is to close this gap by providing the needed education and career development foundations, including oral, written, and presentation skills; technical skills; people and business skills; and ethics and professionalism, which are integrated throughout its individual courses. The curriculum is designed as a set of interrelated building blocks consisting of foundations, core, integration, and career tracks.

Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree. This program is designed to offer information systems expertise to those from various education backgrounds. Enrolling students must have an undergraduate degree in information systems, information technology, computer science, software engineering, business or must have approval of the Academic Program Director and have some background in business and technology.

Program Learning Outcomes

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

- Use analytical and critical thinking skills to develop organizational project management strategies and strategic solutions for information system processes.
- Perform systems analysis that addresses requirements among information systems technology, people and organizational goals.
- Evaluate current and emerging systems integration and distributed computing alternatives to maximize efficiencies and meet organizational goals.
- Develop decision support system solutions inclusive of knowledge-based systems, expert systems and artificial intelligence.
- Illustrate managerial principles and applications of networking and telecommunications.
- Communicate and advise organizations using written and oral skills required for IS professionals.
- Integrate legal, ethical, and global implications in decision making processes.

Degree Requirements

To receive a Master of Science in Management Information Systems, student must complete 54 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree. The degree program consists of ten courses plus the two-part MSMIS graduate project (two courses; 4.5 quarter units each) that cannot be taken until all other core courses have been completed or by approval of the Academic Program Director.

Core Requirements

(12 courses; 54 quarter units)

CIS 601	Information Systems Strategies
CIS 602	Network Services & Protocols <i>Prerequisite: CIS 601</i>
CSC 675	Database Design and Impl. <i>Prerequisite: CSC 600; CSC 600 course prerequisite is not required for students registered for MSMIS program</i>
CIS 604	Management and Security <i>Prerequisite: CIS 601</i>
MGT 604	Project and Program Management
BIM 606	Info Mgmt. for Leaders
BIM 600	Human-Computer Interaction
BIM 610	Strategic Decision Systems
TMG 625	Systems Analysis and Design
CIS 607	Systems Integration <i>Prerequisite: CIS 601</i>
CIS 620A	Master's Research Project I <i>Prerequisite: All core requirements with a GPA of 3.0 approval of lead faculty.</i>
CIS 620B	Master's Research Project II <i>Prerequisite: CIS 620A</i>

GRADUATE CERTIFICATE

GRADUATE CERTIFICATE IN PROJECT MANAGEMENT

Academic Program Director: Shekar Viswanathan; (858) 309-3416; svswana@nu.edu

From small companies to giant global institutions, project managers are fueling much of the successful development of exciting business enterprises. Talented and knowledgeable project managers command the best assignments, salaries, other compensation, and bonuses. They are the future leaders and entrepreneurs. Good project managers are not born, but are nurtured from a combination of experience, time, talent, and training. Successful projects don't happen spontaneously; they require preparation, planning, and organization. This certificate program is designed to provide systematic training to students pursuing a project management certification offered by the Project Management Institute. To earn this certificate, students are required to take the following courses in the order specified below:

CERTIFICATE REQUIREMENTS

ENM 601	Project Management Principles
ENM 602	Risk, Contracts, and Legal Iss.
PME 601	Advanced Project Management <i>Prerequisite: ENM 600, ENM 601, ENM 602 and ENM 603</i>
PME 602	Skills Management
PME 604	Project Financing Management <i>Prerequisite: ENM 600, ENM 601, ENM 602 and ENM 603</i>

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Ph.D., Higher Education Administration, University of Pennsylvania

- 256 Degree Programs Offered**
- 257 Degree Programs by Department**
- 258 Faculty**
- 261 Undergraduate Degrees**
- 268 Nursing Programs**
- 276 Graduate Degrees**
- 286 Undergraduate Certificates**
- 287 Graduate Certificates**



DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES






Bachelor of Arts

with a Major in:

- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Bachelor of Science

with Majors in:




- Allied Health 
- with Concentration in:*
 - » Health Informatics
- Clinical Lab Science 
- Healthcare Administration 
- Nursing (Generic Entry)
- Nursing (Second Bachelor Degree)
- Nursing (Licensed Vocational Nurse/Licensed Practical Nurse to BSN)
- Nursing (RN Completion) 
- Public Health 
- Radiation Therapy

GRADUATE DEGREES

Master of Healthcare Administration


Master of Public Health

with Specializations in:





- » Health Promotion 
- » Healthcare Administration 
- » Mental Health 

Master of Science

with Fields of Study in:

- Clinical Regulatory Affairs
- Complementary & Integrative Healthcare 
- Health Informatics 
- Health and Life Science Analytics 
- Nurse Anesthesia
- Nursing 

with Specialization in:

- » Family Nurse Practitioner 
- » Nursing Administration 
- » Nursing Informatics 
- » Psychiatric-Mental Health Nurse Practitioner - Lifespan 




Doctorate Program

- Doctor of Nurse Anesthesia Practice (DNAP)

UNDERGRADUATE CERTIFICATES

- LVN “30 UNIT” Option

GRADUATE CERTIFICATES

- Clinical Lab Science Didactic
- Health Coaching
- Health Informatics 
- Integrative Health
- Post-Graduate Family Nurse Practitioner 
- Post-Graduate Mental Health Nurse Practitioner 

The following program is also listed in the School of Education Section:

Bachelor of Arts

with a Major in:

- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

DEGREE PROGRAMS BY DEPARTMENT

DEPARTMENT OF COMMUNITY HEALTH

Bachelor of Arts

with a Major in:

- Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)

Bachelor of Science

with Majors in:

- Healthcare Administration [☞](#)
- Public Health [☞](#)

Master of Healthcare Administration [☞](#)

Master of Public Health [☞](#)

with Specializations in:

- » Health Promotion [☞](#)
- » Healthcare Administration [☞](#)
- » Mental Health [☞](#)

Master of Science

with Fields of Study in:

- Health and Life Science Analytics [☞](#)

DEPARTMENT OF HEALTH SCIENCES

Bachelor of Science

with Majors in:

- Allied Health [☞](#)
with Concentration in:
 - » Health Informatics
- Clinical Lab Science [☞](#)
- Radiation Therapy

Master of Science

with Fields of Study in:

- Clinical Regulatory Affairs
- Complementary & Integrative Healthcare [☞](#)
- Health Informatics [☞](#)

GRADUATE CERTIFICATES

- Clinical Lab Science Didactic Certificate
- Health Coaching
- Health Informatics [☞](#)
- Integrative Health

DEPARTMENT OF NURSING

Bachelor of Science

- Nursing (Generic Entry)
- Nursing (Second Bachelor Degree)
- Nursing (Licensed Vocational Nurse/Licensed Practical Nurse to BSN)
- Nursing (RN Completion) [☞](#)

Master of Science

with Fields of Study in:

- Nurse Anesthesia
- Nursing [☞](#)
with Specialization in:
 - » Family Nurse Practitioner [☞](#)
 - » Nursing Administration [☞](#)
 - » Nursing Informatics [☞](#)
 - » Psychiatric-Mental Health Nurse Practitioner – Lifespan [☞](#)

Doctorate Program

- Doctor of Nurse Anesthesia Practice (DNAP)

CERTIFICATE PROGRAMS

UNDERGRADUATE CERTIFICATES

- LVN “30 UNIT” OPTION CERTIFICATE

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SCHOOL OF HEALTH AND HUMAN SERVICES

UNDERGRADUATE DEGREES

BACHELOR OF ARTS

MAJOR IN HEALTH SCIENCES WITH AN INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT CREDENTIAL (CALIFORNIA)

Academic Program Director: Alba Diaz; (858)309-3497; adiaz@nu.edu

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@nu.edu

The Bachelor of Arts in Health Sciences with a California Inspired Teaching and Learning Preliminary Single Subject Credential provides a broad-based foundation in the liberal arts and sciences and a fundamental knowledge of health education and prepares a candidate for a career as a teacher in the middle and secondary school levels. The students are required to think critically, write clearly, and speak articulately. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a health science 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 Learning Outcomes

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

- Demonstrate knowledge of developmentally appropriate grade level health education content domains.
- Describe the relationship of personal, family, school, community, cultural and environmental factors as related to health behavior and physical, emotional, and mental well-being.
- Identify cognitive, social, and physical characteristics, growth, and development of healthy adolescents, at-risk adolescents and those who have health problems.
- Examine components of research-based health education and health promotion programs/practices including coordinated school health programs.
- Discuss the evolving role of a health science teacher as a culturally responsive health educator, counselor, advocate, and resource for individuals, families, and communities.
- Analyze the role of mass media, technology and the internet in promoting physical, mental and emotional health literacy and behaviors.
- Utilize health promotion materials, lessons, and programs to reduce health risk behavior and increase positive health behaviors.
- Discuss the personal, social, and legal requirements and appropriate prevention and intervention strategies in providing a safe, inclusive school environment.

Degree Requirements

To receive a Bachelor of Arts in Health Sciences with an Inspired Teaching and Learning Preliminary Single Subject 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. All undergraduate students must complete 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.

Preparation for the Major

(11 courses; 46.5 quarter units)

CHE 101*	Introductory Chemistry <i>Recommended Preparation: MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>
PSY 100*	Introduction to Psychology
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
COH 100	Personal Health
MTH 204*	Mathematics for Science <i>Prerequisite: MTH 12A and MTH 12B or Accuplacer test placement</i>
MTH 209A*	Fundamentals of Mathematics I <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
COM 220*	Media Literacy
BIO 100*	Survey of Bioscience
BIO 100A*	Survey of Bioscience Lab (1.5 quarter units) <i>Prerequisite: BIO 100 for non-science majors (GE) or BIO 163 for science majors</i>
BIO 110	Introduction to Human Biology
SOC 344	Marriage, Sex and the Family <i>Prerequisite: ENG 100 and ENG 101</i>

* May be used to meet a General Education requirement.

Requirements for the Major

(25 courses; 108 quarter units)

Health Science Requirements

(11 courses, 49.5 quarter units)

COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>
COH 321	Health Behavior <i>Prerequisite: ILR 260</i>
COH 416	PH & Physical Activity <i>Prerequisite: COH 401</i>
COH 317	Public Health Nutrition <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 318	Drug Use and Abuse <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 319	Human Sexuality <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 420	Health of Vulnerable Groups
HED 311	Health Literacy
HED 414	Violence & Bullying Prevention
HED 308	Mental and Emotional Health <i>Recommended: Prior completion of: COH 318</i>
HED 351	Coordinated School Health <i>Prerequisite: COH 100, Recommended: Prior completion of: COH 321</i>

INSPIRED TEACHING AND LEARNING PRELIMINARY SINGLE SUBJECT TEACHING CREDENTIAL REQUIREMENTS

Academic Program Director: Jyothi Bathina; (559) 256-4945; jbathina@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 (grades 7-12) classrooms representing the candidate's single subject credentials 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
Prerequisite: ITL 550A, Corequisite: ITL 551B

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

BACHELOR OF SCIENCE

MAJOR IN ALLIED HEALTH

Academic Program Director: Ricardo Parker; (714)429-5149; 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 & Hlth. Pr.
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 (6)** 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
	<i>Prerequisite: HSC 410 with a minimum grade of C</i>
COH 320	Chronic & Communicable Disease
	<i>Prerequisite: ILR 260</i>
COH 310	Culture and Health
	<i>Prerequisite: ILR 260</i>
COH 321	Health Behavior
	<i>Prerequisite: ILR 260</i>
BIO 305	Genetics
	<i>Prerequisite: BIO 163, BIO 169A, CHE 143 and CHE 149A</i>
HTM 310	Health Informatics
HCA 402	Intro to HA QA Management
	<i>Prerequisite: Completion of all coursework in preparation for the major.</i>
CIS 301	Mgmt. Information Systems

Concentration in Health Informatics

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 the 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.

Degree Requirements

Students in the Health Informatics Concentration are required to complete six specialized courses in addition to the core major requirements for the BS with a Major in Allied Health.

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
	<i>Prerequisite: HSC 410 with a minimum grade of C</i>
HTM 310	Health Informatics
HCA 402	Intro to HA QA Management
	<i>Prerequisite: Completion of all coursework in preparation for the major.</i>

MAJOR IN CLINICAL LABORATORY SCIENCE

Academic Program Director: Patric Schiltz; (858) 309-3476; pschiltz@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, 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 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 <i>Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.</i>
BIO 201A*	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>
BIO 203*	Introductory Microbiology <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 203A*	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
CHE 150	Introductory Organic Chemistry <i>Prerequisite: CHE 101 and CHE 101A, or CHE 141, CHE 142, CHE 143 and CHE 149A</i>
CHE 150A	Introductory Organic Chem Lab (1.5 quarter units) <i>Prerequisite: CHE 150</i>
CHE 141*	General Chemistry 1 <i>Prerequisite: MTH 215 or equivalent and CHE 101</i>
CHE 142*	General Chemistry 2 <i>Prerequisite: CHE 141</i>
CHE 350	Organic Chemistry I <i>Prerequisite: CHE 142</i>
PHS 104*	Introductory Physics <i>Prerequisite: 2 years of high school algebra, and MTH 204 or MTH 215 or MTH 216A and MTH 216B</i>

* 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 & Hlth. Pr.
CLS 320	Clinical Lab Management
CLS 301	Clinical Biochemistry <i>Recommended: Prior completion of: CHE 142</i>
CLS 401	Quantitative Analysis <i>Recommended: Prior completion of: CHE 142</i>
CLS 305	Clinical Immunology <i>Recommended: Prior completion of: CHE 101, BIO 161 and BIO 203 or equivalent</i>
CLS 315	Molecular Diagnostics <i>Recommended: Prior completion of: BIO 162 and CHE 142</i>
CLS 310	Clinical Virology <i>Recommended: Prior completion of: CHE 101, BIO 161 and BIO 203 or equivalent</i>
CLS 405	Clinical Microbiology <i>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</i>
CLS 410	Clinical Hematology <i>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</i>
CLS 495	Clinical Lab Science Capstone <i>Prerequisite: Must have completed all required core classes.</i>

Upper-Division Electives

(7 courses; 31.5 quarter units)

Students must complete a minimum of 31.5 quarter units of upper-division electives to fulfill the upper-division unit requirements for the BS with a Major in Clinical Laboratory Science.

The following courses are strongly recommended:

COM 354	Professional Presentations <i>Prerequisite: ENG 101</i>
HSC 410	Informatics for Health Profs.
HSC 400	Mgmt. for Health Professionals
HSC 310	Issues & Trends in Healthcare
HSC 420	Healthcare Research

MAJOR IN HEALTHCARE ADMINISTRATION

Academic Program Director: Peggy Ranke; (858)309-3485; pranke@nu.edu

The Bachelor of Science 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 capstone experiences. 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.

Background Checks

Agencies used by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of a student into an internship or practicum. Students who do not pass the background check and/or drug test may be unable to attend the internship or practicum course and, therefore, may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

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 health care 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. <i>Prerequisite: ACC 201</i>

PSY 100*	Introduction to Psychology
OR	
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
BST 322*	Intro to Biomedical Statistics
COH 310	Culture and Health <i>Prerequisite: ILR 260</i>
COH 315	Introduction to Epidemiology <i>Prerequisite: BST 322 and ILR 260</i>
COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>
COH 321	Health Behavior <i>Prerequisite: ILR 260</i>
ECO 203 *	Principles of Microeconomics
ECO 204 *	Principles of Macroeconomics
SOC 350 *	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>

* 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 <i>Recommended Preparation: Completion of all coursework in preparation for the major</i>
HSC 300	Legal/Ethical Issues & Hlth. Pr.
HSC 310	Issues & Trends in Healthcare
HTM 310	Health Informatics
HCA 401	Intro to HA HR Management <i>Recommended: Prior completion of: all coursework in preparation for the major</i>
HCA 402	Intro to HA QA Management <i>Prerequisite: Completion of all coursework in preparation for the major.</i>
HSC 430	Case and Outcomes Management
HCA 403	Intro to Health Economics <i>Recommended: Prior completion of all coursework in preparation for the major.</i>
HCA 405	Basic HA Budgeting & Finance <i>Recommended: Prior completion of all coursework in preparation for the major.</i>
HCA 407	Intro to HC Planning and Eval <i>Recommended Preparation: completion of all courses in preparation for the major, prior completion of: HSC 410, HCA 402, HCA 403 and HCA 405</i>
HCA 409	Intro to HC Marketing <i>Recommended Preparation: Completion of all courses in preparation for the major, prior completion of: HCA 407</i>
ODV 420	Intro to Organizational Behavi.
HCA 425	Healthcare Politics & Policy <i>Recommended: Prior completion of all coursework in preparation for the major.</i>
HCA 450	Global Health Systems <i>Recommended: Prior completion of all coursework in preparation for the major.</i>
HCA 494A*	Healthcare Internship <i>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</i>

OR

HSC 440	Allied Health Capstone Project <i>Prerequisite: Completion of the major requirements.</i>
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COH 500	Global Health Experience
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* This internship course is only available to students who reside in California.

MAJOR IN PUBLIC HEALTH

Academic Program Director: 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 increasing quality of life. Graduates of the program will possess an understanding of the contributions of core public health disciplines to the nation's health. At the same time, graduates will also learn how to apply knowledge and skills relating to the interactions and interdependencies of health behavior, the physical and social environment, and public policy to affect health at local, state, national, and international levels. The program is designed to prepare entry-level 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 <i>Prerequisite: ENG 100 and ENG 101</i>
BIO 201*	Human Anatomy & Physiol I <i>Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.</i>
BIO 201A*	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>

BIO 202*	Human Anatomy & Physiol II <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 202A*	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203*	Introductory Microbiology <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 203A*	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
HTM 310	Health Informatics
BST 322*	Intro to Biomedical Statistics
COH 317*	Public Health Nutrition <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 318*	Drug Use and Abuse <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>
COH 319*	Human Sexuality <i>Prerequisite: ENG 100, Recommended Preparation: COH 100</i>

* May be used to meet a General Education requirement.

Satisfactory completion of all courses in “Preparation for the Major” is needed prior to enrolling in “Core Requirements.”

Core Requirements

(4 courses; 18 quarter units)

COH 310	Culture and Health <i>Prerequisite: ILR 260</i>
COH 315	Introduction to Epidemiology <i>Prerequisite: BST 322 and ILR 260</i>
COH 320	Chronic & Communicable Disease <i>Prerequisite: ILR 260</i>
COH 321	Health Behavior <i>Prerequisite: ILR 260</i>

Satisfactory completion of all courses in “Core Requirements” is needed prior to enrolling in “Requirements for the Major.”

Requirements for the Major

(11 courses; 49.5 quarter units)

COH 300	The Ecology of Public Health <i>Prerequisite: COH 100, PSY 100, SOC 100, BIO 203A, COH 310 and COH 320</i>
COH 380	HP Program Planning & Eval. <i>Prerequisite: COH 300, COH 315 and HTM 310</i>
COH 400	Environmental Health <i>Prerequisite: COH 380</i>
COH 401	Health Promotion Concepts <i>Prerequisite: COH 300, COH 315, COH 400 and HTM 310</i>
COH 412	Injury Prevention <i>Prerequisite: COH 401</i>
COH 416	PH & Physical Activity <i>Prerequisite: COH 401</i>
COH 422	Global Health Promotion <i>Prerequisite: COH 401</i>
COH 430	HP Strategies & Tactics <i>Prerequisite: COH 401</i>
COH 435	PH Communications & Advocacy <i>Prerequisite: COH 430</i>
COH 440	Preparedness & Disaster Mgmt. <i>Prerequisite: COH 401</i>
COH 499	Public Health Field Practicum. <i>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 412, COH 416, COH 422, COH 430, COH 435 and COH 440</i>

MAJOR IN RADIATION THERAPY

Academic Program Director: 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 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 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 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.
- 2.1 Effectively communicate with patients and their families.
- 2.2 Effectively communicate with health providers.
- 3.1 Formulate priorities in daily clinical practice.
- 3.2 Demonstrate the ability to think critically by applying knowledge to new situations.
- 4.1 Demonstrate the concepts of teamwork.
- 4.2 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 from radiation therapists in the department where the student observed, and 1 letter of reference 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 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 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; and 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 Academic Program Director about strategies to strengthen their application.

Before participating in clinical internship, students must submit proof of the 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 costs of anti-HIV drugs if the physician determines the medications are warranted. **Please Note:** if the 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.

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 screenings prior to internship. Students who do not pass the background check and/or drug test may be unable to attend the internship, 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 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 health care 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 <i>Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B</i>
BST 322*	Intro to Biomedical Statistics
BIO 161*	General Biology I
BIO 201*	Human Anatomy & Physiol I <i>Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.</i>
BIO 201A*	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>
BIO 202*	Human Anatomy & Physiol II <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101, and CHE 101A or equivalent courses</i>
BIO 202A*	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203*	Introductory Microbiology <i>Recommended: Prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 203A*	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
PHS 181*	Physics for Non-Sci Majors I <i>Prerequisite: 2 years of high school algebra, and MTH 204 or MTH 215 or MTH 216A or MTH 216B</i>

OR

PHS 171*	General Physics 1 <i>Prerequisite: MTH 215 or MTH 216A and MTH 216B</i>
PHS 182*	Physics for Non-Sci Majors II <i>Prerequisite: PHS 181</i>

OR

PHS 172*	General Physics 2 <i>Prerequisite: PHS 171</i>
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 <i>Prerequisite: BIO 201 with a minimum grade of C and BIO 202 with a minimum grade of C</i>
RTT 300	Medical Imaging <i>Prerequisite: RTT 200 with a minimum grade of C, acceptance into the Radiation Therapy Program or RTT 201</i>
RTT 305	Patient Care I (3 quarter units) <i>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</i>

	<i>of C and RTT 300 with a minimum grade of C, Corequisite: RTT 320</i>
RTT 320	Pro Ethics and Legal Issues (1.5 quarter units) <i>Prerequisite: RTT 300, Corequisite: RTT 305</i>
RTT 315	Clinical Concepts I <i>Prerequisite: RTT 305 with a minimum grade of C and RTT 306 with a minimum grade of C</i>
RTT 480	Internship I <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</i>
RTT 410	Clinical Radiation Physics I <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</i>
RTT 411	Clinical Radiation Physics II <i>Prerequisite: RTT 410 with a minimum grade of C</i>
RTT 306	Patient Care II <i>Prerequisite: RTT 305 with a minimum grade of C</i>
RTT 415	Clinical Oncology I (2.25 quarter units) <i>Prerequisite: RTT 305 with a minimum grade of C, and RTT 306 with a minimum grade of C, and RTT 310 with a minimum grade of C and RTT 480 with a minimum grade of C, Corequisite: RTT 316</i>
RTT 316	Clinical Concepts II (2.25 quarter units) <i>Prerequisite: RTT 315 with a minimum grade of C and RTT 480, Corequisite: RTT 415</i>
RTT 416	Clinical Oncology II (2.25 quarter units) <i>Prerequisite: RTT 415 with a minimum grade of C</i>
RTT 317	Clinical Concepts III (2.25 quarter units) <i>Prerequisite: RTT 316 with a minimum grade of C, Corequisite: RTT 416</i>
RTT 481	Internship II <i>Prerequisite: RTT 480 with a minimum grade of C</i>
RTT 420	Radiation Biology (3 quarter units) <i>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, Corequisite: RTT 460</i>
RTT 460	Operational Issues (1.5 quarter units) <i>Prerequisite: RTT 316 with a minimum grade of C and RTT 416 with a minimum grade of C, Corequisite: RTT 420</i>
RTT 455	Medical Dosimetry <i>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</i>
RTT 440	Research in Radiation Therapy (2.25 quarter units) <i>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, Corequisite: RTT 450</i>
RTT 450	Quality Management (2.25 quarter units) <i>Prerequisite: RTT 410 with a minimum grade of C and RTT 411 with a minimum grade of C, Corequisite: RTT 440</i>
RTT 482	Internship III (6 quarter units) <i>Prerequisite: RTT 481 with a minimum grade of C</i>
RTT 490	Advanced Capstone <i>Prerequisite: Completion of major requirements.</i>

NURSING PROGRAMS

BACHELOR OF SCIENCE IN NURSING (BSN)(CALIFORNIA)

Academic Program Director: Hope Farquharson; (858) 512-3947; hfarquharson@nu.edu

INFORMATION APPLICABLE TO ALL PRELICENSURE NURSING PROGRAMS

1. Generic Entry
2. LVN to BSN
3. 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 a nursing program.

Admission Requirements

Students seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.75 cumulative GPA 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.
6. Complete all non-nursing courses prior to starting nursing courses.
7. Attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of Nursing courses, sequence of courses, requirements for progression in the Program. ***Note:** Prospective Students must attend a Pre-Nursing Forum before submitting the application packet. These Forums will be offered monthly (schedules are available by e-mailing the student’s assigned advisor or advisor@nu.edu).
8. Attend the mandatory new nursing student orientation and sign the attendance roster to complete the admission process.

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 “Academic Information for Undergraduate Degrees” 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 sent to the Department of Nursing, to the campus at which you plan to enroll; San Diego, Fresno, or Los Angeles. These addresses are found on the nursing application, online, and in the University Catalog. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

A prospective student should first meet with an Admissions Advisor. The Advisors are located at each of the university campus offices. The prospective student will arrange to have transcripts from all other colleges and universities sent to National University.

Transfer 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 prior to enrollment in the first nursing course.

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) and a proctored essay
- CLEP English Composition Exam

Please Note: Students will be contacted by the Department of Nursing to schedule tests (such as the proctored essay and TEAS exam) once a complete nursing application packet is on file, after the application deadline.

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 3 times (see Re-Application Process below), with no less than 60 days between tests.

All prospective students must take the CLEP English Composition Exam and request to have the exam score sent to National University. Students will be required to obtain a score of 50 on the exam, which assesses writing skills taught in the first year college composition courses. Those skills include analysis, argumentation, synthesis, usage, ability to recognize logical development and research. Students may register for the CLEP English Composition Exam at <http://clep.collegeboard.org/exam/college-composition>. Students with disabilities who wish to request accommodations for any of the placement exams may contact NU Student Accessibility Services at sas@nu.edu or call (858) 521-3967.

Following the receipt of all application items, the prospective student’s packet will be reviewed by the Admissions Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort. Final admission is confirmed upon the student 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. The prospective student will receive a letter confirming admission to the nursing program.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. If the prospective student chooses to re-take the TEAS, she/he will need to follow the TEAS application process and is responsible for any associated fees. If the prospective student chooses to re-do the essay question, she/he must contact the Nursing Department at the campus where the student applied for admission.

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.

POLICY ON AWARDING CREDIT FOR PRIOR MILITARY EXPERIENCE

The National University Department of Nursing grants the awarding of college credit for prior military training and experience. Scores obtained on Advanced Placement, CLEP, DSST, DLPT, Excelsior/Regents credit and StraighterLine examinations are used to assess cognitive learning and to award college-level credit for the general education course requirements. These standardized and validated tools are used to document the students’ level of knowledge of the sciences and humanities. To assess the acquisition of nursing clinical skills, military nursing students are afforded the opportunity to demonstrate clinical competency in simulated laboratory settings, using standardized patients and human patient simulators. Faculty designed clinical evaluation tools are used to validate clinical proficiency. For non-clinical nursing courses, military nursing students are given the opportunity to demonstrate prior knowledge through challenge examinations. These clinical and non-clinical course credit options obviate the need to repeat nursing courses for which prior learning has been demonstrated.

Clinical Facilities Requirements

National University wishes to inform prospective students of the general nature of qualifications and restrictions of the clinical facilities. Further, National University wishes to assist applicants in meeting all essential qualifications. Applicants should assess their own capability to meet requirements of nursing prior to application to the program.

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, 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. Students must possess a social security number to disclose to the California Board of Registered Nursing (BRN) at the time of Application for Licensure by Examination.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). The

student is responsible to determine if his/her personal health insurance coverage includes provisions for emergency room visits in the event of a needle stick or other high-risk exposure in the clinical setting, as well as the costs of anti-HIV drugs if the physician determines the medications are warranted. Please note, if a student is out of the program for 5 months or more, they must re-do the drug screen and background check. Students are responsible to meet all requirements established by clinical facilities. 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 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 is required for access to clinical facilities located on military installations.

Mental and Physical Qualifications for Professional Nursing

Please be advised that there are minimum 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' decisions 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 also 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 frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites or in performing CPR.
- Respond and react immediately to auditory instructions/requests, monitor equipment and perform auditory auscultation without auditory impediments.
- Physically perform 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 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.

Program Advisement

All accepted students will be assigned a Nursing Faculty Counselor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and the Admissions Advisor throughout the program.

Progression Requirements

All transfer courses accepted from another college or university must be equivalent in content and credit. Students with previous preparation in nursing are admitted to the program as space is available, providing requirements are met for admission to the University and the Department of Nursing. Prior nursing courses will be evaluated for equivalence and comparable content to nursing courses at National University. 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.

Students who have not had continual enrollment in National University's nursing program (defined as not taking nursing coursework for more than a one calendar year) or who are transferring from another nursing program must demonstrate level-appropriate proficiency skills prior to readmission to the program and may be required to pass proficiency examinations for prior courses to demonstrate current competency. Likewise, these students will need to retake the medication calculation examinations successfully. The pre-licensure nursing programs at National University are cohort programs. 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; that is if, and when, openings in the class are available. If a student leaves his/her original cohort for any reason, there is no guarantee of space in another cohort and the student might not be able to finish his/her nursing program.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program and must re-apply and will be held to the nursing requirements of the catalog requirements in force when they are readmitted. For students who take a break from the program, 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.

Students must be aware that grading, scheduling, clinical and other Department of Nursing policies may change at any time during the program. Students will receive notice, if possible, at least 30 days in advance of policy changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented with no 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, students are strongly urged to avoid working during the nursing program.

Any student who wishes to challenge a nursing course (with an NSG prefix) or earn academic credit by examination must successfully complete the culminating examination(s) appropriate to the course. University policies, found in this catalog, should be followed to apply for Challenge or Credit by Examination opportunities. In the nursing theory or non-clinical courses, the terminal measures are often a final exam and/or term paper. In nursing theory courses, the challenge exam is typically a nationally standardized comprehensive test for which the passing standards are provided by the vendor of the test, or a course final exam, which must receive a passing grade of 80 percent or higher. In the nursing clinical laboratory classes students will demonstrate competent clinical care by way of return demonstration for all skills listed in the course syllabus being challenged. In the clinical courses where critical or life-threatening maneuvers are required, the student must perform the return demonstration with 100 percent skill and accuracy. Regardless of how many courses students take as challenge/credit by exam, they must still meet National University residency requirements.

Students requesting to take one or more NSG courses in a nondegree status are required to submit a letter of intent to the Nursing Department Director in San Diego 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.

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 (BRN), 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.
- 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 being dismissed from the program due to failing nursing courses.

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

Learning Support Plan will be used by faculty to notify students of low performance in either the classroom or clinical lab. If the student fails to meet the standard set forth in the learning contract, the following may result:

1. Immediate removal from a clinical laboratory or facility site
2. Immediate removal from a theory course
3. Recommendation of dismissal from the program of study if the situation warrants.

Students will receive a copy of the contract and an additional copy will be maintained in the student's file in the Department of Nursing.

Procedures Governing Problems with Progress in the Program

When a student is having 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 (if the deficit is in clinical practice) with the course lead and the clinical nursing faculty. The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Student/Faculty Learning Contract.

Following the receipt of an unsatisfactory grade of C- or below (graded courses) or a U (a non-graded course) for any nursing course, the student will receive a letter via mail notifying her/him of this unsatisfactory grade with a reminder that one more unsatisfactory grade of C-/U or below in any nursing course will result in dismissal from the program. The only appeal to dismissal for unsatisfactory grades

as defined is if one of the unsatisfactory grades meets the grounds for a grade appeal. In that case students should 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 four to six months before their graduation date. All requests for transcript forms must be signed after the completion/graduation date. All first time applicants are required to submit fingerprints with the application.

The Board requires applicants to take an examination 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.

Program Description

The Bachelor of Science in Nursing (BSN) program provides the foundation for professional nursing practice as a beginning generalist clinician who provides care to individuals, families, communities and populations. The baccalaureate degree prepares nurses for leadership in providing direct care and collaborating within care teams that work to improve the quality and safety of health care. Graduates are eligible to take the professional licensure exam (NCLEX) to earn a state license to practice as a Registered Nurse (RN).

BACHELOR OF SCIENCE IN NURSING GENERIC ENTRY (B.S.N.) (CALIFORNIA)

Academic Program Director: Hope Farquharson; (858) 512-3947; hfarquharson@nu.edu

The Bachelor of Science in Nursing (BSN) program prepares degree candidates to develop critical thinking, communication and therapeutic nursing skills within the framework of trans-cultural nursing. Graduates are able to manage the nursing care of culturally diverse clients in a variety of settings.

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families and groups.
- 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 health care 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 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

(18 courses; 69 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 course; 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

(1 course; 4.5 quarter units)

BST 322 Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY AND TECHNOLOGY

(1 course; 4.5 quarter units)

ILR 260 Information Literacy
Prerequisite: ENG 100 and ENG 101

AREA D: ARTS, HUMANITIES, AND LANGUAGES

(4 courses; 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

(2 courses; 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

(6 courses; 18 quarter units)

BIO 201 Human Anatomy & Physiol I
Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.

BIO 201A Human Anatomy & Physiol Lab I (1.5 quarter units)
Prerequisite: BIO 201

BIO 202 Human Anatomy & Physiol II
Recommended: Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses

BIO 202A Human Anatomy & Physiol Lab II (1.5 quarter units)
Prerequisite: BIO 202

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

BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisite: BIO 203

AREA A-G: GENERAL EDUCATION

(1 course; 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

Preparation for the Major

(9 courses; 34.5 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
NSG 212 Health Assessment (3 quarter units)
Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA

2.75, *Corequisite: NSG 212A*

NSG 212A Health Assessment Clinical (2 quarter units)
Corequisite: NSG 212

NSG 304 Pharmacology in Nursing
NSG 422 Nursing Research
Prerequisite: BST 322

NSG 240 Foundations of Nursing
Prerequisite: "C" or better in NSG 212 and "S" in NSG 212A, Corequisite: NSG 240A

NSG 240A Foundations Clinical Lab (3.5 quarter units)
Prerequisite: "C" or better in NSG212 and "S" in NSG 212A, Corequisite: NSG 240

NSG 245 Medical-Surgical Nursing I
Prerequisite: NSG 240 and NSG 240A, Corequisite: NSG 245A

NSG 245A Medical-Surgical I Clinical (3.5 quarter units)
Prerequisite: NSG 240 and NSG 240A, Corequisite: NSG 245

Nursing Core Courses

(16 courses; 59 quarter units)

NSG 330** Medical-Surgical Nursing II
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A

NSG 330A** Medical-Surgical II Clinical (3.5 quarter units)
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A

NSG 333** Child-Bearing Family Nursing
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A, Corequisite: NSG 333A

NSG 333A** Child-Bearing Family Clinical (3.5 quarter units)
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A, Corequisite: NSG 333

NSG 334** Pediatric Nursing
Prerequisite: NSG 333 and NSG 333A, Corequisite: NSG 334A

NSG 334A** Pediatric Nursing Clinical (3.5 quarter units)
Prerequisite: NSG 333 and NSG 333A, Corequisite: NSG 334

NSG 335** Psychosocial Nursing
Prerequisite: "C" or better in NSG 330, "S" in NSG 330A and completion of previous nursing courses with a passing grade, Corequisite: NSG 335A

NSG 335A** Psychosocial Nursing Clinical (3.5 quarter units)
Prerequisite: "C" or better in NSG 330 and "S" in NSG 330A or all previous NSG courses in the sequence or as approved by the Academic Program Director, Corequisite: NSG 335

NSG 305 Pharmacology in Nursing II
Prerequisite: NSG 304, NSG 335 with a minimum grade of "C" and NSG 335A with a minimum grade of "S"

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
Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462A

NSG 462A Community Healthcare II Lab (1.5 quarter units)
Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462

NSG 340** Nursing Leadership/Management
Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A

NSG 340A** Leadership/Management Clinical (1.5 quarter units)
Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A

NSG 440 Professional Issues in Nursing

** Content required for licensure by CA Board of Registered Nurses

BACHELOR OF SCIENCE IN NURSING (B.S.N.) SECOND-BACHELOR DEGREE (CALIFORNIA)

Academic Program Director: Hope Farquharson; (858) 512-3947; hfarquharson@nu.edu

This program is for individuals with prior earned bachelor's degree (i.e., B.A., B.S.) who wish to be prepared for licensure as a registered nurse while simultaneously earning a Bachelor of Science in Nursing degree.

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families and groups.

- 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 health care 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 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.

Preparation for the Major

(19 courses; 70.5 quarter units)

COM 103	Public Speaking
BST 322	Intro to Biomedical Statistics
PSY 100	Introduction to Psychology
SOC 100	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>
BIO 201	Human Anatomy & Physiol I <i>Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.</i>
BIO 201A	Human Anatomy & Physiol Lab I (1.5 quarter units) <i>Prerequisite: BIO 201</i>
BIO 202	Human Anatomy & Physiol II <i>Recommended: Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 202A	Human Anatomy & Physiol Lab II (1.5 quarter units) <i>Prerequisite: BIO 202</i>
BIO 203	Introductory Microbiology <i>Recommended: Prior completion of: BIO 201, BIO 201A, BIO 202, BIO 202A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses</i>
BIO 203A	Introductory Microbiology Lab (1.5 quarter units) <i>Prerequisite: BIO 203</i>
NSG 403	Nursing Theories and Models
NSG 212	Health Assessment (3 quarter units) <i>Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75, Corequisite: NSG 212A</i>
NSG 212A	Health Assessment Clinical (2 quarter units) <i>Corequisite: NSG 212</i>
NSG 304	Pharmacology in Nursing
NSG 422	Nursing Research <i>Prerequisite: BST 322</i>
NSG 240**	Foundations of Nursing <i>Prerequisite: "C" or better in NSG 212 and "S" in NSG 212A, Corequisite: NSG 240A</i>
NSG 240A**	Foundations Clinical Lab (3.5 quarter units) <i>Prerequisite: "C" or better in NSG212 and "S" in NSG 212A, Corequisite: NSG240</i>
NSG 245**	Medical-Surgical Nursing I <i>Prerequisite: NSG 240 and NSG 240A, Corequisite: NSG 245A</i>
NSG 245A**	Medical-Surgical I Clinical (3.5 quarter units) <i>Prerequisite: NSG 240 and NSG 240A, Corequisite: NSG 245</i>

** Content required for licensure by CA Board of Registered Nursing

Nursing Core Courses

(16 courses; 59 quarter units)

NSG 330**	Medical-Surgical Nursing II <i>Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A</i>
NSG 330A**	Medical-Surgical II Clinical (3.5 quarter units) <i>Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A</i>
NSG 333**	Child-Bearing Family Nursing <i>Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A, Corequisite: NSG 333A</i>
NSG 333A**	Child-Bearing Family Clinical (3.5 quarter units) <i>Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A, Corequisite: NSG 333</i>
NSG 334**	Pediatric Nursing <i>Prerequisite: NSG 333 and NSG 333A, Corequisite: NSG 334A</i>
NSG 334A**	Pediatric Nursing Clinical (3.5 quarter units) <i>Prerequisite: NSG 333 and NSG 333A, Corequisite: NSG 334</i>
NSG 335**	Psychosocial Nursing <i>Prerequisite: "C" or better in NSG 330, "S" in NSG 330A and completion previous nursing courses with a passing grade, Corequisite: NSG 335A</i>
NSG 335A**	Psychosocial Nursing Clinical (3.5 quarter units) <i>Prerequisite: "C" or better in NSG 330 and "S" in NSG 330A or all previous NSG Courses in the sequence or as approved by the Academic Program Director, Corequisite: NSG 335</i>
NSG 305	Pharmacology in Nursing II <i>Prerequisite: NSG 304, NSG 335 with a minimum grade of C and NSG 335A with a minimum grade of C</i>
NSG 460	Community Healthcare I <i>Corequisite: NSG 460A</i>
NSG 460A	Community Healthcare I Lab (1.5 quarter units) <i>Corequisite: NSG 460</i>
NSG 462	Community Healthcare II <i>Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462A</i>
NSG 462A	Community Healthcare II Lab (1.5 quarter units) <i>Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462</i>
NSG 340**	Nursing Leadership/Management <i>Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A</i>
NSG 340A**	Leadership/Management Clinical (1.5 quarter units) <i>Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A</i>
NSG 440	Professional Issues in Nursing

** Content required for licensure by CA Board of Registered Nursing

LICENSED VOCATIONAL NURSE TO BACHELOR OF SCIENCE IN NURSING (L.V.N.-TO-B.S.N.)(CALIFORNIA)

Academic Program Director: Hope Farquharson; (858) 512-3947;
hfarquharson@nu.edu

Departmental Admission Requirements

To be eligible for admission to the LVN-BSN program, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Hold a current, active license to practice as a licensed vocational nurse in the state of California.
- Submit the appropriate Nursing program application.
- Attend a pre-nursing program information forum.
- Complete all prerequisite courses.
- Take the Test of Essential Academic Skills.
- Complete a proctored written essay.
- Submit the appropriate nursing program application.

Program Learning Outcomes

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

- Develop caring, therapeutic nursing relationships with individuals, families and groups.
- 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 health care 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 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. Students exiting after completing the courses required for licensure by the California Board of Registered Nursing (as designated below) without completing at least 180 quarter units (at National University or through credit transfer) will not be granted the BSN degree. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

Required General Education Preparation

(18 courses; 69 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, B, C, D E, and 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

(1 course; 4.5 quarter units)

BST 322 Intro to Biomedical Statistics

AREA C: INFORMATION LITERACY AND TECHNOLOGY

(1 course; 4.5 quarter units)

ILR 260 Information Literacy
Prerequisite: ENG 100 and ENG 101

AREA D: ARTS, HUMANITIES AND LANGUAGES

(4 courses; 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

(2 courses; 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

(6 courses; 18 quarter units)

BIO 201 Human Anatomy & Physiol. I

Recommended: Prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.

BIO 201A Human Anatomy & Physiol. Lab I (1.5 quarter units)

Prerequisite: BIO 201

BIO 202 Human Anatomy & Physiol. II

Recommended: Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses

BIO 202A Human Anatomy & Physiol. Lab II (1.5 quarter units)

Prerequisite: BIO 202

BIO 203 Introductory Microbiology

Recommended: Prior completion of: BIO 201, BIO 201A, BIO 202, BIO 202A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses

BIO 203A Introductory Microbiology Lab (1.5 quarter units)

Prerequisite: BIO 203

AREA A-G: GENERAL EDUCATION

(1 course; 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

Nursing Core Courses

(18 courses; 66 quarter units)

NSG 212 Health Assessment (3 quarter units)

Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75, Corequisite: NSG 212A

NSG 212A Health Assessment Clinical (2 quarter units)

Corequisite: NSG 212

NSG 304 Pharmacology in Nursing

NSG 305 Pharmacology in Nursing II

Prerequisite: NSG 304, NSG 335 with a minimum grade of "C" and NSG 335A with a minimum grade of "S"

NSG 310** Professional Nursing Values

NSG 330** Medical-Surgical Nursing II

Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A

NSG 330A** Medical-Surgical II Clinical (3.5 quarter units)

Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A

NSG 335** Psychosocial Nursing

Prerequisite: "C" or better in NSG 330, "S" in NSG 330A and completion previous nursing courses with a passing grade, Corequisite: NSG 335A

NSG 335A** Psychosocial Nursing Clinical (3.5 quarter units)

Prerequisite: "C" or better in NSG 330 and "S" in NSG 330A or all previous NSG Courses in the sequence or as approved by the Academic Program Director, Corequisite: NSG 335

NSG 340** Nursing Leadership/Management

Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A

NSG 340A** Leadership/Management Clinical (1.5 quarter units)

Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A

NSG 403 Nursing Theories and Models

NSG 422 Nursing Research

Prerequisite: BST 322

NSG 440 Professional Issues in Nursing

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

Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462A

NSG 462A Community Healthcare II Lab (1.5 quarter units)

Prerequisite: NSG 460 and NSG 460A, Corequisite: NSG 462

** Content required for licensure by CA Board of Registered Nursing

BACHELOR OF SCIENCE IN NURSING (B.S.N.) RN COMPLETION ACADEMIC

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), and Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

- Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
- Have obtained a 2.0 cumulative GPA from all regionally accredited institutions attended.
- Submit a separate application for admission into the RN to BSN program.
- Provide proof of a current, active, and unencumbered RN license in the state of residence.
- Provide evidence of current AHA Healthcare Provider BLS CPR card throughout the program.
- Provide evidence of current, active professional liability and malpractice insurance coverage for practicum courses.
- 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
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 Enrollment Specialist 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 Admission 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. To be connected with an Admissions Advisor near you, email advisor@nu.edu.

Following the receipt of all application items, the prospective student's items 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. Eligibility will be determined by the financial aid office. Email finaidinfo@nu.edu for more information.

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 location selection.

Program Advisement

All accepted students will be assigned a Nursing Faculty Advisor. Students are encouraged to periodically communicate with both the Nursing Faculty Advisor and their assigned Admissions 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 health care 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 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. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

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 <i>Prerequisite: BST 322</i>
NSG 442	NSG Leadership and Management <i>Corequisite: NSG 442A</i>
NSG 442A	NSG LDRSHP & Mgmt. Practicum (3 quarter units) <i>Corequisite: NSG 442</i>
NSG 444	Community Population NSG (6 quarter units) <i>Corequisite: NSG 444A</i>
NSG 444A	Comm Pop NSG Practicum (3 quarter units) <i>Corequisite: NSG 444</i>
NSG 447	Qual Improvement <i>Prerequisite: BST 322, Corequisite: NSG 447A</i>
NSG 447A	Qual Improvement Practicum <i>Prerequisite: NSG 443, Corequisite: NSG 447</i>

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 & Hlth. Pr.
SPN 340A	Spanish for the Work Place
SPN 341	Cross-Cultural Communication
PHL 337	Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
GER 310	Healthy Aging

GRADUATE DEGREES

MASTER OF HEALTHCARE ADMINISTRATION

Academic Program Director: 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 <i>Prerequisite: HCA 600</i>
COH 602	Biostatistics
HCA 620	Health Organization Management <i>Prerequisite: COH 602</i>
HCA 626	Healthcare Information Systems <i>Prerequisite: HCA 620</i>
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600, HCA 610, HCA 620 and COH 606</i>
COH 606	Epidemiology <i>Prerequisite: COH 602</i>
HCA 660	Health Economics
HCA 628	HA Human Resources Management <i>Prerequisite: HCA 622</i>
HCA 630	Healthcare Law & Ethics
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>
HCA 624	Healthcare Planning & Marketing <i>Prerequisite: COH 611</i>
COH 611	Public Health Research Methods
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>
HCA 691	Healthcare Internship <i>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</i>
HCA 692	Healthcare Capstone <i>Prerequisite: HCA 691 or permission by instructor.</i>

Recommended Elective

(1 course, 4.5 quarter units)

HCA 650	Medical Practice Management
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MASTER OF PUBLIC HEALTH

Academic Program Director: Tyler Smith; (858) 309 3487; tsmith@nu.edu

The Master of Public Health (MPH) is a professional graduate 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 in Public Health (CEPH).

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education in Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

Program Learning Outcomes

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

- Analyze and interpret health data.
- Describe the distribution and determinants of disease, disabilities and death in human populations.
- Evaluate the environmental factors that affect the health of a community.
- Analyze the planning, organization, administration, and policies of healthcare organizations.

- Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.

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; 36 quarter units)

HCA 600	U.S. Healthcare System
COH 602	Biostatistics
COH 606	Epidemiology <i>Prerequisite: COH 602</i>
COH 604	Theories of Health Behavior <i>Prerequisite: COH 603 or COH 621 or HCA 620</i>
COH 608	Public Health & the Enviro. <i>Prerequisite: COH 606</i>
COH 611	Public Health Research Methods
COH 500	Global Health Experience

OR

COH 691	Public Health Internship <i>Prerequisite: HCA 600, COH 602, COH 604, COH 606, COH 608, COH 611, COH 613 or COH 619 or HCA 670</i>
COH 692	Public Health Capstone <i>Prerequisite: COH 691</i>

Area of Specialization

(8 courses; 36 quarter units)

Specialization in Health Promotion

Academic Program Director: Gina Piane; (714) 429-5194; gpiane@nu.edu

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 individual and community needs for health education.
- Plan health education strategies, interventions, and programs.
- Implement health education strategies, interventions, and programs.
- Conduct evaluation related to health education.
- Administer health education strategies and interventions.
- Serve as a health education resource person.
- Communicate and advocate for health and health education.
- Apply appropriate research principles and techniques in health education.

Requirements for the Specialization

(8 courses; 36 quarter units)

COH 601	Global Public Health <i>Prerequisite: HCA 600</i>
COH 603	Public Health Biology <i>Prerequisite: COH 602</i>
COH 607	Public Health Program Develop. <i>Prerequisite: COH 606</i>
COH 609	PH Program Evaluation <i>Prerequisite: COH 607 or COH 616</i>
COH 605	Public Health Promotion <i>Prerequisite: COH 604</i>

COH 618	Health Promotion Strategies <i>Prerequisite: COH 605 and COH 609</i>
COH 613	Public Health Informatics <i>Prerequisite: COH 606 and COH 612</i>
COH 612	Health Policy and Advocacy <i>Prerequisite: COH 611</i>

Specialization in Healthcare Administration

Academic Program Director: Gina Piane; (714) 429-5194; gpiane@nu.edu

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

(8 courses; 36 quarter units)

HCA 610	Health Policy <i>Prerequisite: HCA 600</i>
HCA 620	Health Organization Management
HCA 626	Healthcare Information Systems <i>Prerequisite: HCA 620</i>
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600, HCA 610, HCA 620 and COH 606</i>
HCA 628	HA Human Resources Management <i>Prerequisite: HCA 622</i>
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>
HCA 624	Healthcare Planning & Marketing
HCA 670	Healthcare Leadership

Specialization in Mental Health

Academic Program Director: Gina Piane; (714) 429-5194; gpiane@nu.edu

Students with a specialization in Mental Health 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.
- Plan mental health interventions and programs.
- Conduct evaluations related to mental health.
- Relate fundamental principles of epidemiology to mental and substance-abuse disorders.
- Apply appropriate research principles and techniques to mental health.
- Advocate for mental health in communities.

Requirements for the Specialization

(8 courses; 36 quarter units)

COH 601	Global Public Health <i>Prerequisite: HCA 600</i>
COH 621	PH Aspects of Drug Addiction
COH 616	Mental Health Promotion
COH 609	PH Program Evaluation <i>Prerequisite: COH 607 or COH 616</i>

COH 614	Psychosocial Epidemiology <i>Prerequisite: COH 606</i>
COH 617	PH Aspects of Violence <i>Prerequisite: COH 604 and COH 609</i>
COH 612	Health Policy and Advocacy <i>Prerequisite: COH 611</i>
COH 619	PH Aspects of Human Sexuality <i>Prerequisite: COH 604 and COH 612</i>

MASTER OF SCIENCE IN CLINICAL REGULATORY AFFAIRS

THIS PROGRAM IS NOT ACCEPTING APPLICATIONS AT THIS TIME

Academic Program Director: Irvin Kluth; (858) 309-3478; ikluth@nu.edu

The Master of Science in Clinical Regulatory Affairs provides a comprehensive program of graduate study in the field of clinical trials and the federal regulations associated with developing and performing clinical trials. The program will be based on didactic lectures, case studies, and comprehensive texts and articles associated with federal government regulations and clinical trial research monitoring and coordinating. This program will allow the student to have a comprehensive knowledge of the field, develop and implement appropriate protocols and documents, as well as understand data management and the clinical trial research industry.

Background Checks

Clinical agencies utilized by the School of Health and Human Services may require criminal background and/or drug screening prior to acceptance of the student into the clinical facilities. Students who do not pass the criminal background check and/or drug test may be unable to attend the clinical course and therefore may be unable to complete the program of study. Any fee or cost associated with background checks and/or drug testing is the responsibility of the student.

Program Learning Outcomes

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

- Understand the federal regulations in the approval process of a new drug, medical device, or biologic.
- Have a fundamental knowledge of human rights obligations, adverse events, clinical trial monitoring, and data collection.
- Understand good clinical and manufacturing processes.
- Develop and implement standard operating procedures, clinical data collection forms, electronic records, clinical trial protocols, and federal regulatory forms.
- Develop and implement a methodology for a clinical trial with supportive data management and data analysis.
- Design and implement an investigational device exemption.
- Design and implement an investigational new drug application.
- File for pre-market approval, new drug approval, or biologic license approval.
- Develop compliance documents and quality assurance and quality control documentation.
- Prepare for an FDA meeting.
- Understand evidence-based data and data management.
- Coordinate and monitor clinical trials.
- Understand and comply with FDA audits.
- Be proficient in statistical analysis of clinical results.

Degree Requirements

To receive a Master of Science in Clinical Regulatory Affairs, students must successfully complete at least 49.5 quarter units as required and identified in the curriculum. A total of nine (9) quarter units may be transferred and granted for graduate work successfully completed at another accredited institution. Students should refer to the section on graduate admission requirements for specific information regarding application, transfer and evaluation, and graduation policies, procedures, and requirements.

Core Requirements

(11 courses; 49.5 quarter units)

MRA 600	Intro to Regulatory Affairs
MRA 601	Clinical Documentation
MRA 602	Human Subjects in Clinical Tri.
HCA 609A	Healthcare Law, Policy, Politi.
HTM 605	Healthcare Info Technologies
HCA 605	Evidenced Based Healthcare
MRA 603	Medical Device and Pharmaceuti.
MRA 604	Coordinating and Monitoring Cl.
MRA 605	Analytical Methods for Regulat.
MRA 606	FDA Regulations & Submissions
MRA 610A	Regulatory Affairs Capstone

OR

MRA 610B Regulatory Affairs Internship

MASTER OF SCIENCE IN COMPLEMENTARY & INTEGRATIVE HEALTHCARE

Academic Program Director: Ellen Gerhke; (858) 309-3482; egerhke@nu.edu

The Master of Science in Complementary and Integrative Health (MSCIH) is a graduate professional degree designed to provide the student with advanced knowledge and skills in complementary and integrative health practices. The program prepares students to master their ability to develop a therapeutic relationship between clients and practitioners that highlights the integration of mind, body and spirit, identifies appropriate evidence-based practices, and incorporates multiple modalities to achieve optimal health and healing. The curriculum emphasizes prevention, health maintenance, early intervention and patient-driven care. Recognizing that integrative health is more than practicing modalities, students will also develop skills in communication and leadership, business management, and how to work within a transforming healthcare system.

Graduates with this degree will be able to apply their new knowledge and skills in many healthcare environments including hospitals, integrative health facilities, acute care facilities, private clinical practices, nursing homes, hospice, wellness centers, health clubs, and corporate settings.

The degree is divided into three distinct areas of concentration. Initially, students learn the evidence supporting the use of integrative health and the impact of the Affordable Care Act on integrative care delivery. Second, many of the proven modalities are studied and experienced including but not limited to Traditional Chinese Medicine (TCM), Ayurvedic medicine, mind-body medicine, energy healing practices, nutrition, fitness, meditation, compassion cultivation, and expressive arts. Lastly, leadership, business management skills, coaching and consulting are included to provide graduates with practical competencies to lead an integrative health system.

Program Learning Outcomes

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

- Evaluate the numerous domains and principles of complementary and integrative healthcare practices.
- Develop practices and skills to be a mindful, reflective and culturally competent integrative healthcare practitioner.
- Design responsible management and leadership practices for integrative healthcare settings.
- Create evidence-based health and healing strategies for implementation and assessment with self and clients.
- Formulate an evidence-based research project related to complementary and integrative healthcare.

Degree Requirements

To receive a Master of Science in Complementary and Integrative Healthcare 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 graduate institution as it applies to this degree and provided that 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

(12 courses; 54 quarter units)

CIH 600	Foundations of CIH
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CIH 610	Evidence Based Practice
CIH 620	Health Policies and Issues
CIH 630	The Energetic Body
CIH 640	Lifestyle Management
CIH 650	Healing Envir. & Modalities
CIH 660	Health Coaching & Consulting
CIH 670	Integrated Healing Modalities
CIH 680	Nutritional Medicine
CIH 685	Mindfulness & Stress Mgt.
CIH 690	Business Mgt & Leadership
CIH 699	Integrative Health Capstone

Prerequisite: CIH 630, CIH 640, CIH 650, CIH 660, CIH 670, CIH 680 and CIH 685

MASTER OF SCIENCE IN HEALTH INFORMATICS

Academic Program Director: Linda Travis 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 health care 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 Schools of 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 health care 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 a MS in Health Informatics, 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 <i>Prerequisite: HCA 620</i>
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600, HCA 610, HCA 620 and COH 606</i>
COH 611	Public Health Research Methods
HTM 660	System Management and Planning
HTM 520	Health Information Exchange
HTM 680	Health Informatics Case Study <i>Prerequisite: HTM 520, HTM 552 and HTM 660</i>
HTM 692	Health Informatics Capstone <i>Prerequisite: HTM 680</i>

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 Elective

(1 course; 4.5 quarter units)

LED 604	Leading Change and Adaptation
COH 613	Public Health Informatics <i>Prerequisite: COH 606 and COH 612</i>
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>
CIS 604	Management and Security <i>Prerequisite: CIS 601</i>
CIS 606	End User Information Systems <i>Prerequisite: CIS 601</i>
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>

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 HEALTH & LIFE SCIENCE ANALYTICS

Academic Program Director: Tyler Smith; (858) 309-3487; tsmith@nu.edu

The Master of Science in Health & Life Science Analytics program 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 program 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, health care information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication. State-of-the-art analytical software, such as SAS, will be used in all courses so that students completing the MS degree will also be well prepared for external certification. 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:

- Integrate components of data analytics 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.
- Evaluate health data management technologies through integration and interoperability of health data.
- Synthesize data analytics and data in a health setting to produce actionable information.
- Analyze the distribution and determinants of disease and health outcomes in human populations.
- Analyze the planning, organization, administration and policies of healthcare organizations using health analytic methods.
- 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.
- Develop team skills to design, coordinate, conduct, and disseminate an analytic strategy to frame a relevant healthcare issue and solution.

Degree Requirements

To obtain the Master of Science in Health & Life Science Analytics, students must complete at least 58.5 graduate 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 to earn another advanced degree. Please refer to the General Catalog section on graduate admissions requirements for specific information regarding application and evaluation.

Core Requirements

(13 courses; 58.5 quarter units)

BAN 600	Fundamentals of Analytics
ANA 605	Analytic Models & Data Systems <i>Prerequisite: BAN 600</i>
ANA 610	Data Management for Analytics
ANA 615	Data Mining Techniques
ANA 620	Continuous Data Methods, Appl. <i>Prerequisite: ANA 615</i>
ANA 625	Categorical Data Methods, Appl. <i>Prerequisite: ANA 620</i>
ANA 630	Advanced Analytic Applications <i>Prerequisite: ANA 625</i>
HCA 626	Healthcare Information Systems <i>Prerequisite: HCA 620</i>
COH 606	Epidemiology <i>Prerequisite: COH 602</i>
ANH 604	Clinical Research Analytics
ANH 607	Health Outcomes Research <i>Prerequisite: ANH 604</i>
ANA 699A	Analytic Capstone Project I <i>Prerequisite: All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.</i>
ANA 699B	Analytic Capstone Project II <i>Prerequisite: ANA 699A</i>

MASTER OF SCIENCE IN NURSE ANESTHESIA

Academic Program Director: Bryan Tune; (559) 256-4946; btune@nu.edu

The Nurse Anesthesia Program will provide graduate students with a solid

foundation in the basic sciences pertinent to anesthesia care delivery. The program will provide education and exposure to all aspects of clinical anesthesia to include, but not be limited to: regional anesthesia, general anesthesia, monitored anesthesia care, local infiltration techniques, and pain management. The curriculum is delivered in a two-phase model. Phase I is composed of didactic instruction only, with the majority of course work conducted on campus. Phase I is composed of four quarters and is one year in length. Phase II is dedicated to clinical practicum and follows directly after Phase I. Phase II is fifteen months in length following Phase I. All coursework in the first phase of the program must be completed prior to starting the second phase of the program and entry into the clinical setting. Clinical practicums provide the opportunity for administration of anesthesia under the direct supervision of a staff CRNA or anesthesiologists. Clinical rotations will be throughout California with supplemental rotations in Arizona, Washington, Oregon, Colorado, and Florida. Respective state nursing licensure for rotations out of California will be required. Housing and travel expense will be the responsibility of the student. The clinical rotations will provide the student with exposure to anesthesia delivery in large academic institutions as well as rural and outpatient settings. Specialty anesthesia rotations in cardiac, obstetrics, neurosurgery, pediatrics, transplant, and pain management will prepare the graduate to practice in a wide range of specialties.

The didactic and clinical education that the student receives throughout the Nurse Anesthesia Program will prepare them to take the national board certification exam administered by the National Board on Certification and Recertification of Nurse Anesthetists (NBCRNA) to become a Certified Registered Nurse Anesthetist. Application to the Master of Science in Nurse Anesthesia program is initiated by first applying to National University, then applying directly to the nurse anesthesia program via the supplemental nurse anesthesia application. The supplemental application will be submitted directly to the nurse anesthesia program office at the address listed on the application. The applications will be thoroughly screened for completeness and to assure all requirements have been met. Applicants who meet the screening criteria will be invited for a personal interview with program staff and local clinicians. Admission offers to the nurse anesthesia program will be given via letter, telephone, or email shortly after all interviews have been completed. All applicants to the program will be notified of their status for acceptance.

***Note:** The Nurse Anesthesia Program is fully accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA).

MS Anesthesia Fees:

Application Fee.....	\$60
Unit Fee.....	\$329.70
<i>(in addition to tuition fee)</i>	

Admission Requirements

- Successful admission to National University.
- Bachelor of Science in Nursing (BSN) from a ACEN or CCNE accredited College or University or Bachelor of Science in a related physical science with licensure as a registered nurse.
- 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.
- A cumulative grade point average (GPA) of 3.0 on all undergraduate courses or 3.0 on the last 60 units of undergraduate courses on a 4.0 scale.
- Science GPA of 2.75 or greater.
- A minimum of one full year of critical care experience in an intensive care unit within the past three years as a registered nurse. Trauma 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.
- Three favorable evaluations/recommendations from: a. Current clinical supervisor; b. CRNA, Anesthesiologist or RN; c. Academic faculty member familiar with your academic performance.
- Professional certification in any of the following preferred: CCRN, TNC, or CFRN.
- Current ACLS and PALS certification.
- Shadow experience in the OR with a CRNA or anesthesiologist.
- Undergraduate biochemistry course strongly recommended.

- Successful personal interview.
- Background check and drug screening test.

The successful completion of the following undergraduate prerequisite courses:

- Pharmacology: 3 semester/4 quarter
- Anatomy with Lab: 4 semester/6 quarter
- Physiology: 4 semester/6 quarter
- General Chemistry: 3 semester/4 quarter
- Statistics: 3 semester/4 quarter
- Biochemistry is not required but strongly recommended
- Basic Research (1 course); Statistics (1 course) must complete with a grade of B or better.

Program Learning Outcomes

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

- Appraise the integration of scholarship into evidence-based clinical anesthesia practice.
- Formulate anesthesia management plans for all complexities of anesthesia care through the entire perioperative phase using all available technologies.
- Appraise policy, issues, and trends in healthcare for their impact on anesthesia care and professional practice.
- Evaluate the broad context or system within which nurse anesthesia is practiced.
- Select, assemble, and maintain proper equipment, anesthetic agents, and accessories in preparation for sedation, general anesthesia, and/or regional anesthetic techniques.
- Develop critical thinking to anticipate and solve problems, make decisions, and apply basic science knowledge to nurse anesthesia practice.
- Appraise multi-system anesthesia-related problems in terms of pathogenesis, mechanisms of system-to-system interactions and potential complications.
- Develop and sustain relationships and partnerships with patients and other interdisciplinary professionals to facilitate optimal care and patient outcomes.
- Evaluate ethical principles to decision-making in nurse anesthesia practice and healthcare systems.
- Evaluate the patient's physical and psychological status identifying abnormalities that will have implications on the anesthesia care plan, including evaluation of all laboratory, radiographic, and other diagnostic test data.
- Select therapeutic interventions based on scientific knowledge and emerging approaches to nurse anesthesia practice and healthcare delivery to promote optimal outcomes.

Degree Requirements

To receive an MSNA, students must complete 100.5 graduate quarter units. The program is designed in a cohort model and all courses must be taken in the set sequence. Due to the nature of the program, no transfer credit is allowed. Further information on graduate admission and evaluation may be found in the Academic Information for Graduate Degrees section of the catalog.

Note: All course work must be completed with a grade of B- or higher to avoid academic probation and/or program dismissal.

Program Requirements

(24 courses; 100.5 quarter units)

Phase I

- ANE 600 Nurse Anesthesia Human Anatomy
Prerequisite: Admission to the Nurse Anesthesia Program and/or approval from the course lead and Nurse Anesthesia Program Lead.
- ANE 600A Nurse Anesthesia Anatomy Lab (1.5 quarter units)
Corequisite: ANE 600
- ANE 610 Nurse Anesthesia Assessment
Prerequisite: Admission to the Nurse Anesthesia Program and/or permission from course lead and Nurse Anesthesia Program Lead.

- ANE 620 Advanced Pharmacology I (2.25 quarter units)
Prerequisite: ANE 600 and ANE 610
- ANE 615 Advanced Physiology/Patho I
Prerequisite: ANE 600 and ANE 610
- ANE 630 Anesthesia Pharmacology I
Prerequisite: ANE 600 and ANE 610, Corequisite: ANE 620 and ANE 615
- ANE 635 Principles of Anesthesia I (7 quarter units)
Prerequisite: ANE 600 and ANE 610, Corequisite: ANE 615, ANE 620 and ANE 630
- ANE 616 Advanced Physiology/Patho II
Prerequisite: ANE 600, ANE 615, ANE 610, ANE 620, ANE 630 and ANE 635
- ANE 621 Advanced Pharmacology II (2.25 quarter units)
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630 and ANE 635, Corequisite: ANE 616 and ANE 640
- ANE 640 Principles of Anesthesia II (7 quarter units)
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630 and ANE 635, Corequisite: ANE 616
- ANE 631 Anesthesia Pharmacology II
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 621, ANE 630 and ANE 635, Corequisite: ANE 616 and ANE 640
- ANE 650 Nurse Anesthesia EBP/Research
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621 and ANE 631, Corequisite: ANE 645
- ANE 645 Principles of Anesthesia III (7 quarter units)
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621 and ANE 631
- ANE 655 Aspects of CRNA Practice

Phase II

- ANE 660 Nurse Anesthesia Clinical I
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650 and ANE 655
- ANE 661 Nurse Anesthesia Seminar I (3 quarter units)
Prerequisite: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650 and ANE 655
- ANE 666 Nurse Anesthesia Seminar II (3 quarter units)
Corequisite: ANE 665, Prerequisite: ANE 660 and ANE 661
- ANE 665 Nurse Anesthesia Clinical II
Prerequisite: ANE 660 and ANE 661
- ANE 671 Nurse Anesthesia Seminar III (3 quarter units)
Corequisite: ANE 670, Prerequisite: ANE 665 and ANE 666
- ANE 670 Nurse Anesthesia Clinical III
Prerequisite: ANE 665 and ANE 666, Corequisite: ANE 671
- ANE 675 Nurse Anesthesia Clinical IV
Prerequisite: ANE 670 and ANE 671, Corequisite: ANE 676
- ANE 676 Nurse Anesthesia Seminar IV (3 quarter units)
Corequisite: ANE 675, Prerequisite: ANE 670 and ANE 671
- ANE 680 Nurse Anesthesia Clinical V
Prerequisite: ANE 675 and ANE 676, Corequisite: ANE 681
- ANE 681 Nurse Anesthesia Seminar V (3 quarter units)
Corequisite: ANE 680, Prerequisite: ANE 675 and ANE 676

MASTER OF SCIENCE IN NURSING

Academic Program Director: Tina Ho; (714) 429-5137; tho@nu.edu

The Master of Science in Nursing (MSN) degree program is for baccalaureate prepared nurses. 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. Masters-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 health care delivery process.

This program is accredited by the Commission on Collegiate Nursing Education (CCNE).

Admission Requirements

To be eligible for admission to the MSN program at National University, candidates

must:

- Meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.
- Hold a BSN degree meeting these criteria 1) State Board of Nursing approved, 2) Nationally accredited School of Nursing, 3) Regionally accredited University.
- Provide proof of current, active, and unencumbered RN license in the state of residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Applicants 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, including the application fee.
- Provide one official transcript from each college or university attended to the registrar's office.
- Have completed the MSN application packet.
- Provide three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees.
- Provide a completed Course Waiver Form demonstrating completion of pre-requisites:
 1. MTH 210 or an undergraduate course in statistics
 2. NSG 422 or an undergraduate course in nursing research methodology and application
 3. NSG 212 & NSG 212A or undergraduate course in physical assessment with a lab component within the past 5 years as of date of nursing application or a department approved competency-based exam (applicable for FNP & PMHNP specializations only) must be completed prior to beginning the practicum coursework.
- Mandatory Pre-MSN & Post Graduate Certificate Forum: View the Pre-MSN & Post Graduate Certificate Program Information Forum, which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of nursing courses, sequence of courses, requirements for progression in the program. **Note:** Prospective Students must have viewed a Pre-MSN & Post Graduate Certificate Forum before submitting the application packet.
- Family Nurse Practitioner (FNP) and Psychiatric-Mental Health Nurse Practitioner (PMHNP) Area of Specialization requires one (1) year of acute care RN experience.

Additional Prerequisite Requirements

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.

This is a hybrid program that includes both online, onsite and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study, using online synchronous meetings in an executive weekend format once per month (e.g. Thursday - Saturday). All accepted applicants must attend all orientation activities, including virtual online meetings and a one-day mandatory campus orientation. Students in the FNP and PMHNP specializations are required to attend once every three months onsite Objective Structured Clinical Examination (OSCE). In addition, FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

Additional Program Information

To be eligible for clinical placement students must provide these items upon acceptance to the program as requested by the Department of Nursing:

- 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 BLSAED certification.

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 admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing Application E-form in SOAR by the admissions advisor.

Students who withdraw from the program or withdraw their application prior to beginning the program will not need to re-apply 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.

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, health care delivery, and quality of health care.
- 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 49.5-91.5 quarter units of graduate credit, with 45 of those units completed at National University. A total of 4.5-13.5 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.

FNP and PMHNP Area of Specializations carry additional program fees

Program Fees.....\$11,325

NA and NI Area of Specializations carry additional program fees

Program Fees.....\$475

Prerequisite Courses

(2 courses; 9 quarter units)

- MTH 210 Probability and Statistics
Prerequisite: Accuplacer test placement evaluation or MTH 12A and MTH 12B
- NSG 422 Nursing Research
Prerequisite: BST 322

Core Requirements

(6 courses; 27 quarter units)

Students must take all core courses in sequence.

- NSG 600 Advanced Practice Nursing
NSG 620 Theory in Advanced Practice
NSG 623 Biomedical Statistics
NSG 606 Health Policy & Finance
NSG 622 QI & Project Management
NSG 607 EBP for Advanced NSG Practice

Students must pass all core courses before beginning specialization courses.

Choose one of the following Specializations

(5 courses; 22.5 quarter units or 12 courses; 55.5 quarter units)

Specialization in Family Nurse Practitioner

Academic Program Director: Tina Ho; (714) 429-5137; 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 Baccalaureate Degree in Nursing (BSN) who wish to advance their knowledge, education, and skills to practice in an Advanced Practice role as a 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 have:

- **One (1)** year of acute care RN experience.
- Provide a completed Course Waiver Form demonstrating completion of pre-requisites:

NSG 212 & NSG 212A or undergraduate course in physical assessment with a lab component within the past 5 years as of date of nursing application or a department approved competency-based exam (applicable for FNP & PMHNP specializations only) must be completed prior to beginning the practicum coursework.

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 health-care 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 all core courses before beginning the FNP specialty courses. Students must maintain a cumulative GPA of 3.0, and must maintain a B average (84%) in all core and specialty courses. Students must obtain 645 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Note: Program Fees.....\$11,325

Required Preparation for Specialization

(2 courses; 5 quarter units)

These **two (2)** courses must have been completed within five (5) years, or successfully pass a department approved competency-based exam.

- NSG 212 Health Assessment (3 quarter units)
Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75. Corequisite: NSG 212A
- NSG 212A Health Assessment Clinical (2 quarter units)
Corequisite: NSG 212

Specialization Requirements

(12 courses; 55.5 quarter units)

Students must pass all MSN Core Courses before beginning any specialization courses.

- NSG 681 Advanced Physical Assessment (6 quarter units)
- NSG 682 Advanced Pathophysiology
- NSG 641 Advanced Pharmacology I
- 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
- NSG 680 Diversity Issues in APN
- 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

Academic Program Director: Barbara F. Piper; (858) 309-3469; bpiper@nu.edu

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 being prepared to meet eligibility requirements to take the American Nurses Credentialing Center (ANCC) Nurse Executive-Advanced - Board Certified (NEA-BC) competency-based examination (<https://www.nursingworld.org/our-certifications/nurse-executive-advanced/>) or the Association of Nurse Executives (AONE) competency-based examination for Certification in Executive Nursing Practice (CENP)(<http://www.aone.org/>).

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

Student 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.

Note: Program Fees.....\$475

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 <i>Prerequisite: COH 602</i>
HCA 624	Healthcare Planning & Marketing <i>Prerequisite: COH 611</i>
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>
HCA 692	Healthcare Capstone <i>Prerequisite: HCA 691 or permission by instructor.</i>

Please Note: COH and HCA prerequisites are NOT required for students in the Specialization in Nursing Administration.

Specialization in Nursing Informatics

Academic Program Director: Barbara F. Piper; (858) 309-3469; bpiper@nu.edu

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 health care 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 value of health services in the United States. The goal is to equip 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 (<http://www.himss.org/tiger>).

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 being 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 (CAHIMS), or Certified Professional in Healthcare Information and Management Systems (CPHIMS) <http://www.himss.org/health-it-certification/eligibility>. Graduates also are being prepared to take the American Nurses Credentialing Center (ANCC) competency-based certification examination in nursing informatics (RN-BC) <http://www.nursecredentialing.org/Informatics-Eligibility.aspx>.

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. Student 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.

Note: Program Fees.....\$475

Specialization Requirements

(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 <i>Prerequisite: HTM 520, HTM 552 and HTM 660</i>
HTM 692	Health Informatics Capstone <i>Prerequisite: HTM 680</i>

Specialization in Psychiatric-Mental Health Nurse Practitioner - Lifespan

Academic Program Director: Liberty Olive Macias; (714) 429-5179; lmacias@nu.edu

The Psychiatric-Mental Health Nurse Practitioner-Lifespan (PMHNP) is a registered nurse prepared at the master's degree level who specializes in primary mental health care for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a Bachelor of Science 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 health-care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care 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 (formerly known as Family Psychiatric-Mental Health Nurse Practitioner) competency-based examination.

Admission Requirements

Students applying for the PMHNP area of specialization must have:

- One year of RN experience.
- Provide a completed Course Waiver form demonstrating completion of prerequisites: NSG 212 & NSG 212A or undergraduate course in physical assessment with a lab component within the past 5 years as of date of nursing application or a department approved competency-based exam (applicable for FNP & PMHNP specializations only) must be completed prior to beginning the practicum coursework.

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 health care 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 health care 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 health care and services to individuals, families, and identified populations.

Degree Requirements

Students must complete all core courses before beginning the PMHNP specialty courses. Students must maintain a cumulative GPA of 3.0, and must maintain a B average (84%) in all core and specialty courses. Students must obtain 555 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

Note: Program Fees.....\$11,325

Required Preparation for Specialization

(2 courses; 5 quarter units)

These **two (2)** courses must have been completed within five (5) years, or successfully pass a department approved competency-based exam.

NSG 212	Health Assessment (3 quarter units) <i>Prerequisite: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75. Corequisite: NSG 212A</i>
NSG 212A	Health Assessment Clinical (2 quarter units) <i>Corequisite: NSG 212</i>

Specialization Requirements

(12 courses; 55.5 quarter units)

Students must pass all MSN core courses before beginning any specialization courses.

NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 682	Advanced Pathophysiology
NSG 641	Advanced Pharmacology I
MNP 643	Psychopharmacology in MH Care
MNP 694	MH Care: Adults/Aging Adults
MNP 696A	Adults/Aging Adults Practicum <i>Corequisite: MNP 694</i>
MNP 687	MH Care: Children/Adolescents
NSG 680	Diversity Issues in APN
MNP 696B	Children/Adoles Practicum <i>Corequisite: MNP 687</i>
MNP 688A	Introduction to Psychotherapy <i>Corequisite: MNP 688B</i>
MNP 688B	Intro Psychotherapy Practicum <i>Corequisite: MNP 688A</i>
MNP 697	PMHNP Capstone

DOCTORAL DEGREE

DOCTOR OF NURSE ANESTHESIA PRACTICE (DNAP)

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 bachelors 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 on-line synchronous and asynchronous delivered courses, nineteen onsite 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. nu.edu

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 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 health care 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 regionally accredited and ACCN 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 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 health care 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 <i>Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director</i>
ANE 815	Adv Human Anatomy for Anesth. <i>Prerequisite: Admission to the Nurse Anesthesia Program or approval from Academic Program Director</i>

AND

ANE 816	Advanced Human Anatomy Lab (1.5 quarter units) <i>Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director</i>
ANE 820	Nurse Anesthesia Physiology I
ANE 824	Principles of Anesthesia I
ANE 825	Advanced HiFi Sim I (1.5 quarter units) <i>Corequisite: ANE 824 with a minimum grade of B-</i>
ANE 818	Anesthesia Pharmacology I <i>Corequisite: ANE 824 with a minimum grade of B-</i>
ANE 821	Nurse Anesthesia Physiology II
ANE 826	Principles of Anesthesia II <i>Prerequisite: ANE 824 with a minimum grade of B-</i>
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) <i>Corequisite: ANE 828 (Lab component of the POA III lecture course)</i>
ANE 822	Anesthesia Physiology III <i>Prerequisite: ANE 821 with a minimum grade of B-</i>

ANE 823	Anesthesia Physical Assessment
ANE 830	Principles of Anesthesia IV <i>Prerequisite: ANE824, ANE826, ANE828 with a minimum grade of B- curriculum in a cohort, lock-step model</i>
ANE 831	Advanced HiFi Sim IV (1.5 quarter units) <i>Corequisite: ANE 830 with a minimum grade of B-</i>
ANE 840	Anesth. Professional Aspects
ANE 801	Biostat for Nurse Anesthesia
ANE 850	Clinical and Seminar I <i>Prerequisite: ANE800, ANE801, ANE810, ANE815, ANE816, ANE818, ANE819, ANE820, ANE821, ANE822, ANE823, ANE824, ANE825, ANE826, ANE827, ANE828, ANE829, ANE830, ANE831, & ANE840 (Satisfactory completion of the didactic phase of the program.)</i>
ANE 851	Implementing EBP in Anesthesia <i>Prerequisite: ANE 800 with a minimum grade of B-</i>
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 <i>Prerequisite: ANE 801 with a minimum grade of B-</i>
ANE 870	Clinical Rotation-Seminar V <i>Corequisite: ANE 865 with a minimum grade of B-</i>
ANE 871	Healthcare Economics - Finance
ANE 875	Clinical Rotation-Seminar VI <i>Prerequisite: ANE 870 with a minimum grade of B-</i>
ANE 876	Capstone Project
ANE 880	Clinical Specialization <i>Prerequisite: ANE 870 with a minimum grade of B-</i>
ANE 881	DNAP Role - Healthcare Impact

UNDERGRADUATE CERTIFICATES

LVN "30 UNIT" OPTION CERTIFICATE

Academic Program Director: Hope Farquharson; (858) 512-3947; 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- Unit Option' method to satisfy the requirements for licensure as a registered nurse should consult the Chair of the Department of Nursing for an individual program consultation to discuss the advantages and disadvantages of this option.

Departmental Admission Requirements

To be eligible for admission to the '30 Unit' Option certificate, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Hold a current, active license to practice as a licensed vocational nurse.
- Have successfully completed the required preparation courses.
- Submit the appropriate nursing program application.
- For advising purposes only, complete the Accuplacer math test.

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

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 '30 Unit' Option certificate, students must complete the 38.5 quarter units as outlined below. The following courses are specific certificate requirements.

Required Preparation

(4 courses; 12 quarter units)

- BIO 202 Human Anatomy & Physiol. II
Recommended: Prior completion of: BIO 201, BIO 201A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses
- BIO 202A Human Anatomy & Physiol. Lab II (1.5 quarter units)
Prerequisite: BIO 202
- BIO 203 Introductory Microbiology
Recommended: Prior completion of: BIO 201, BIO 201A, BIO 202, BIO 202A, BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses
- BIO 203A Introductory Microbiology Lab (1.5 quarter units)
Prerequisite: BIO 203

Nursing Core Courses

(7 courses; 26.5 quarter units)

- NSG 310** Professional Nursing Values
- NSG 330** Medical-Surgical Nursing II
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A
- NSG 330A** Medical-Surgical II Clinical (3.5 quarter units)
Prerequisite: "C" or better in NSG 245 and "S" in NSG 245A
- NSG 335** Psychosocial Nursing
Prerequisite: "C" or better in NSG 330, "S" in NSG 330A and completion previous nursing courses with a passing grade, Corequisite: NSG 335A
- NSG 335A** Psychosocial Nursing Clinical (3.5 quarter units)
Prerequisite: "C" or better in NSG 330 and "S" in NSG 330A or all previous NSG Courses in the sequence or as approved by the Academic Program Director, Corequisite: NSG 335
- NSG 340** Nursing Leadership/Management
Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A
- NSG 340A** Leadership/Management Clinical (1.5 quarter units)
Prerequisite: "C" or better in NSG 335 and "S" in NSG 335A

** Content required for licensure by CA Board of Registered Nursing

GRADUATE CERTIFICATES

CLINICAL LAB SCIENCE DIDACTIC CERTIFICATE

Academic Program Director: Gabriel Pineda; (858) 309-3548; gpineda@nu.edu

THIS PROGRAM IS CURRENTLY NOT ACCEPTING ENROLLMENTS

The Clinical Laboratory Science (CLS) Training Program is a full-time, post-baccalaureate one-year educational program that leads to a career in diagnostic laboratory medicine. This program is an internship in a clinical setting consisting of two components, a didactic component and a clinical practical training component. The lecture courses required for this program are offered through Extended Learning in special sessions to students accepted into the program. In the learning environments of National University and its clinical affiliates, participants acquire the academic knowledge, technical skills, and critical thinking experiences necessary to become proficient healthcare professionals. Participants put their scientific knowledge into practice and are prepared to perform laboratory procedures related to patient diagnosis and treatment. Upon successful completion of the program, participants are awarded the CLS Training Program Certificate and are prepared to take the California CLS licensing exam. Graduates are also eligible to take national certification exams.

Application and Admission Procedure

Admission is by application only. A minimum science GPA of 2.75 is required. Transcripts from all schools attended must be provided along with 3 letters of recommendation. A resume and a one or two page letter of interest in CLS must accompany other application materials. Applications are obtained from the program director. Applications must be complete, and applicants must meet all minimum requirements to be considered for the program. The admission committee, comprised of the program director and faculty involved in the program, reviews all eligible applicants for admission into the program. Top applicants are contacted for a scheduled interview by the selection committee and the education coordinators from the clinical affiliates. A standardized set of questions is asked of all candidates and ample time is provided for the applicants to ask any questions that they may have regarding the program. Student applications are accepted by the program director in conjunction with the availability of clinical site placements. Unless otherwise specified by the program director, applications will be accepted

starting in April of each year, with the application deadline being the 3rd week of May. Selected students are offered interviews in June. After the interviews, students are asked to rank order their clinical site preferences, and clinical sites are asked to rank order the interviewed candidates. The two lists are reconciled and offers of positions in the program at a specific training site are sent to accepted students shortly after the interview process. Students offered positions must confirm acceptance via email. Training starts in September. Work hours vary from section to section depending on the laboratory. Typical workdays begin at 7 or 7:30 AM and end at 3:30 or 4 PM. Students are not required to work weekends or holidays. Some clinical sites are able to offer supplemental employment and/or a stipend if so desired, but it is NOT required as part of the training.

Program Learning Outcomes

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

- Demonstrate basic knowledge and technical ability essential to the practice of Clinical Laboratory Science.
- Interpret clinical significance, clinical procedures, and laboratory test data accurately.
- Apply principles and concepts of lab operations to clinical decision making.
- Comply with established laboratory safety regulations and regulations governing regulatory compliance related to lab/pathology services.
- Exhibit analytical and critical thinking skills necessary to succeed in laboratory medicine.
- Practice professionalism through ethical behavior and attitudes.

Certificate Requirements

One of the following:

- A. A Bachelor of Science Degree in CLS, or
- B. A Bachelor of Science Degree in a related science that contains the following course work:
 - a. 18 semester or equivalent quarter hours of Biological Science with courses in Medical Microbiology, Hematology, and Immunology
 - b. 16 semester or equivalent quarter hours in Chemistry with courses in Analytical Chemistry (Quantitative Analysis) and Biochemistry
 - c. 3 semester or equivalent quarter hours in Physics including instruction in Principles of Light and Electricity
- C. A pending application to Laboratory Field Services for a Clinical Laboratory Scientist Trainee License (<https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/CLS-Trainee.aspx>). Final acceptance for admission to the program is contingent upon receiving this license.
- D. A signed Statement of General Health form from the student's primary healthcare provider.

Requirements for the Certificate

(8 courses; 36 quarter units)

- CLSX 6005X Microbiology Didactic Lectures
Prerequisite: CLS 405 with a minimum grade of A Completion of BS degree in Biological Science or Clinical Laboratory Science. Within the degree requirements, the student should have previously completed an Introductory Microbiology (with laboratory) and Clinical Microbiology.
- CLSX 6010X Urinalysis Didactic Lectures
Recommended: Prior completion of: CLS 301 with a minimum grade of B. Trainees would benefit from having previously taken and completed Introduction to Chemistry (with laboratory), Introduction to Biochemistry, Organic Chemistry, Microbiology to include Parasitology.
- CLSX 6020X Serology Didactic Lectures
Recommended: Prior completion of: CLS 305 with a minimum grade of B. Trainees would benefit from having previously taken and completed Introduction to Chemistry, Biochemistry, Organic Chemistry, Introduction to Immunology (if available).
- CLSX 6030X Chemistry Didactic Lectures
Recommended: Prior completion of: CLS 301 with a minimum grade of B. Trainees would benefit from having previously taken and completed Introduction to Chemistry (with laboratory), Introduction to Biochemistry, Organic Chemistry, Analytical Chemistry, and Quantitative Analysis.

CLSX 6040x Hematology Didactic Lecture
Recommended: Prior completion of: CLS 410 with a minimum grade of B. Completion of BS degree in Biological Science or Clinical Laboratory Science. Within the degree requirements, the student should have previously completed an Introductory Hematology course to include laboratory or similar, and the CLS 410 Clinical Hematology.

CLSX 6050x Blood Bank Didactic Lectures
Recommended: Prior completion of: CLS 305 with a minimum grade of B. Students would benefit from having taken the upper-division CLS Biochemistry, CLS Immunology, and lower-division Chemistry, Organic Chemistry, Biochemistry, and Anatomy and Physiology.

CLSX 6060X Phlebotomy Didactic Lectures
Prerequisite: Must have completed BS degree in Clinical Laboratory Science and currently accepted and enrolled in the National University Clinical Laboratory Scientist training programs.

CLSX 6070X Lab. Mgmt. Didactic Lectures
Prerequisite: Must have completed BS degree in Clinical Laboratory Science and currently accepted and currently enrolled in affiliate National University Clinical Laboratory Scientist 52 weeks California State licensed training program.

GRADUATE CERTIFICATE IN HEALTH COACHING

Academic Program Director: Patric Schiltz; (858) 309-3476; pschiltz@nu.edu

This certificate is designed for integrative health professionals seeking to extend and improve their ability to coach patients through lifestyle and health changes. Potential students include physicians, nurses, chiropractors, nutritionists, pharmacists, acupuncture practitioners, naturopathy practitioners, physical fitness trainers, weight management coaches, and physical therapists, among others.

For admission to the graduate certificate program, students must meet all requirements for admission to a graduate degree program. For integrative practitioners and other interested individuals who are professionally prepared and licensed, but may not have completed a bachelor's degree, six of the eight courses are offered in partnership with Extended Learning and may be taken for nonacademic credit. Please see Extended Learning Catalog for more information on nonacademic coursework.

Program Learning Outcomes

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

- Demonstrate an understanding of coaching the “whole person.”
- Recognize how to use self awareness tools to facilitate personal development and growth in self and in coaching clients.
- Evaluate health coaching models and methods.
- Demonstrate knowledge of the coaching relationship.
- Be able to discuss the three phases of transition: endings, neutral zone, and new reality; recognize how to use exercises/tools to facilitate transition through coaching.
- Demonstrate an understanding of the core skills of motivational interviewing and when to use it, as well as why it is important for health coaching.
- Demonstrate knowledge of emotional intelligence and social intelligence.
- Demonstrate an understanding of the use of EQ assessment tools and how assessment results are useful in the coaching practice.
- Practice core coaching competencies with clients.
- Write a project-focused research paper, which results in the development of a coaching application, tool or training method.
- Describe the key elements of healing environments
- Demonstrate understanding of the elements and implications of holistic stress management
- Differentiate between allopathic and complementary and integrative health care practices.

Certificate Requirements

(8 courses; 36 quarter units)

To receive a Certificate in Health Coaching, students must complete the eight courses listed below. These include the six core courses, a practicum experience that requires students to complete 120 hours of coaching, and an independent study course that requires a project-focused research paper.

IHC 600	Intro to Complementary Healing
IHC 610	Self as Coach
IHC 615	Fundamentals of Health Coaching
IHC 620	The Coaching Relationship
IHC 635	Multiple Intelligences in Heal
IHC 630	Advanced Health Coaching Semin.
IHC 632	Practicum in Health Coaching
IHC 640	Independent Study

GRADUATE CERTIFICATE IN HEALTH INFORMATICS

Academic Program Director: Linda Travis 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 the over 3-trillion-dollar US and the larger global healthcare industry. 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 towards 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
<i>Prerequisite: HTM 520, HTM 552, HTM 660</i>	

GRADUATE CERTIFICATE IN INTEGRATIVE HEALTH

Academic Program Director: Ellen Kaye Gehrke; (858) 309-3482; ekayegerke@nu.edu

The Certificate in Integrative Health and Wellness is designed for health care practitioners, students, and those interested in seeking to understand more about

the emerging field of integrative health and healing. Combining the therapies and practices of conventional medicine and complementary and alternative medicine, integrative health focuses on healing rather than disease. It emphasizes a therapeutic relationship between client and practitioner, utilizes a holistic perspective, and supports the integration of mind, body, and spirit.

Topics in this unique Certificate Program examine spirituality and health, stress management, legal and ethical issues of integrative health, healing environments, energy medicine, Chinese medicine, Ayurveda, and nutrition and fitness.

The Certificate in Integrative Health and Wellness will enhance the learner's knowledge, skill, and experience through a thoughtfully designed curriculum that:

- Provides a broad foundation of evidence-based information addressing the complexities of this field of study.
- Addresses the interconnectedness of mind, body and spirit.
- Explores healing philosophies and health systems as well as the impact of social, cultural, environmental and global perspectives on healing.
- Describes the importance of personal responsibility and the dynamic, integral relationship between client and practitioner in the healing process.
- Examines the emerging and complex ethical and legal issues surrounding this field of study.

Graduates of this certificate program will be able to apply their new knowledge and skills in many settings including acute care facilities, private clinical practices, nursing homes, wellness centers, chronic disease centers, health clubs, and corporate settings.

Program Learning Outcomes

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

- Examine the nature of stress as an integrative approach to balance the mind, body, and spirit.
- Describe the philosophies that support healing environments and describe creating the sacred spaces and spiritually healing environments.
- Examine energy medicine as an integrative approach to balance the mind, body, and spirit, and differentiate the meridians as energy pathways.
- Explain the role of herbs and herbalism in nutrition and health.
- Describe the physiological effects of movement and exercise.
- Compare and contrast spirituality in different groups.
- Differentiate between religion and spirituality.
- Describe the origins of Ayurvedic medicine and explain how diseases are manifested in the doshas.
- Explain the seven elements used by states to define the practice of medicine.
- Explain the impact of key food and drug laws and clinical drug trials relative to complementary and alternative therapies.

Certificate Requirements

(8 courses; 36 quarter units)

IHM 600	Integrative Stress Management
IHM 605	Healing Environments
IHM 615	Nutrition and Fitness
IHM 625	Energy Medicine
IHM 630	Spirituality, Health & Healing
IHM 632	Chinese Medicine
IHM 635	Ayurveda
IHM 640	Legal and Ethical Issues

POST-GRADUATE FAMILY NURSE PRACTITIONER CERTIFICATE

Academic Program Director: Tina Ho; (714) 429-5137; 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), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a 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, participant receives a Post-Graduate Family Nurse Practitioner Certificate.

This program is approved 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 meeting these criteria 1) State Board of Nursing approved, 2) Nationally accredited School of Nursing, 3) Regionally accredited University.
- Provide proof of current, active, and unencumbered RN license in the state of residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Applicants with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case-by-case basis.
- Have 1-year recent clinical practice as a professional nurse.
- Have completed the University Application for Graduate Admissions, including the application fee.
- Have completed the Post-Graduate Certificate application packet.
- Provide one official transcript from each college or university attended to the Office of the Registrar.
- Have three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees.
- Mandatory Pre-MSN & Post Graduate Certificate Forum: View the Pre-MSN & Post Graduate Certificate Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of nursing courses, sequence of courses, requirements for progression in the program.

Note: Prospective Students must have viewed the Pre-MSN & Post Graduate Certificate Forum before submitting the application packet.

Additional Prerequisite Requirements

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.

This is a hybrid program that includes both online, onsite and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once per month (e.g. Thursday - Saturday). All accepted applicants must attend all orientation activities, including virtual online meetings and a one-day mandatory campus orientation. Students in the FNP and PMHNP Certificate programs are required to attend once every three months onsite Objective Structured Clinical Examination (OSCE). In addition, FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

Additional Information

Students who request a change in certificate programs 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 admissions into the new certificate program. The new application will

be re-submitted via the Graduate Nursing Application E-form in SOAR by the admissions advisor.

Students who withdraw from the program or withdraw their application prior to beginning the program will not need to re-apply 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.

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 health care 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 645 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain cumulative GPA of 3.0 and must maintain a B average (84%) in all courses.

Note: Program Fees.....\$10,125

Students must take courses in sequence.

Certificate Requirements

(10 courses; 46.5 quarter units)

NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 641	Advanced Pharmacology I
NSG 682	Advanced Pathophysiology
FNP 642	Advanced Pharmacology II
FNP 683A	Primary Care of Adult and Aged <i>Corequisite: FNP 683B</i>
FNP 683B	Care of Adult & Aged Practicum <i>Corequisite: FNP 683A</i>
FNP 684A	Primary Care-Women & Children <i>Corequisite: FNP 684B</i>
FNP 684B	Women and Children Practicum <i>Corequisite: FNP 684A</i>
FNP 685A	FNP Residency <i>Corequisite: FNP 685B</i>
FNP 685B	FNP Residency Practicum <i>Corequisite: FNP 685A</i>

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682. 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.

POST-GRADUATE PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CERTIFICATE

Academic Program Director: Liberty Olive Macias; (714) 429-5179; lmacias@nu.edu

The Post-Graduate PMHNP certificate program will prepare advanced practice nurses to provide primary mental health care 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. This advanced practice nurse maintains a critical role in the health care team and ensures collaboration and the provision of safe, effective, coordinated care. As an independent member of the health care 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 approved 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 meeting these criteria 1) State Board of Nursing approved, 2) Nationally accredited School of Nursing, 3) Regionally accredited University.
- Provide proof of current, active, and unencumbered RN license in the state of residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Applicants with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case-by-case basis.
- Have 1-year recent clinical practice as a professional nurse.
- Have completed the University Application for Graduate Admissions, including the application fee.
- Have completed the post-graduate certificate application packet.
- Provide one official transcript from each college or university attended to the Office of the Registrar.
- Have three professional recommendation forms, preferably from individuals who hold graduate or doctoral degrees.
- Mandatory Pre-MSN & Post Graduate Certificate Forum: View the Pre-MSN & Post Graduate Certificate Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. The specifics described are: number of nursing courses, sequence of courses, requirements for progression in the program.

Note: Prospective Students must have viewed the Pre-MSN & Post Graduate Certificate Forum before submitting the application packet.

Additional Prerequisite Requirements

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.

This is a hybrid program that includes online, onsite and clinical preceptored learning activities. It is offered at an accelerated pace of full-time study using an executive weekend format once per month (e.g. Thursday - Saturday). All accepted applicants must attend all orientation activities, including virtual online meetings and a one-day mandatory campus orientation. Students in the FNP and PMHNP specializations are required to attend once every three months onsite Objective Structured Clinical Examination (OSCE). In addition, FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.

Additional Information

Students who request a change in certificate program after they have been admitted to a prior certificate 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 admissions into the new certificate program. The new application will be re-submitted via the Graduate Nursing Application E-form in SOAR by the admissions advisor.

Students who withdraw from the program or withdraw their application prior to beginning the program will not need to re-apply 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.

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 health-care 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 health care 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 health care 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 555 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 average (84%) in all courses.

Note: Program Fees.....\$10,125

Certificate Requirements

(10 courses; 46.5 quarter units)

NSG 681	Advanced Physical Assessment (6 quarter units)
NSG 641	Advanced Pharmacology I
NSG 682	Advanced Pathophysiology
MNP 643	Psychopharmacology in MH Care
MNP 694	MH Care: Adults/Aging Adults
MNP 696A	Adults/Aging Adults Practicum <i>Corequisite: MNP 694</i>
MNP 687	MH Care: Children/Adolescents
MNP 696B	Children/Adoles. Practicum <i>Corequisite: MNP 687</i>
MNP 688A	Introduction to Psychotherapy <i>Corequisite: MNP 688B</i>
MNP 688B	Intro Psychotherapy Practicum <i>Corequisite: MNP 688A</i>

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682. 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.



SCHOOL OF PROFESSIONAL STUDIES

P (858) 642-8480 • F (858) 642-8560 • E sops@nu.edu

Dean, Daniel Donaldson
Ph.D., Geography, Kent State University

- 294 Degree Programs Offered**
- 295 Degree Programs by Department**
- 296 Faculty**
- 297 Undergraduate Degrees**
- 303 Minors**
- 304 Graduate Degrees**
- 312 Undergraduate Certificates**



DEGREE PROGRAMS OFFERED

UNDERGRADUATE DEGREES

Associate of Science

with Majors in:

- Paralegal Studies

Bachelor of Arts

with Majors in:

- Digital Journalism [📄](#)
- Digital Media Design
- Film Arts
- Pre-Law Studies [📄](#)

Bachelor of Public Administration [📄](#)

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 [📄](#)
- Journalism [📄](#)
- Pre-Law Studies [📄](#)

Transition Programs

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

with Fields of Study in:

- Digital Journalism [📄](#)

Master of Criminal Justice [📄](#)

Master of Fine Arts

with Fields of Study in:

- Digital Cinema Production [📄](#)
- Professional Screenwriting [📄](#)

Master of Public Administration [📄](#)

with Specializations in:

- » Human Resource Management [📄](#)
- » Organizational Leadership [📄](#)

Master of Science

with Fields of Study in:

- Homeland Security and Emergency Management [📄](#)
- Juvenile Justice Studies

CERTIFICATES


UNDERGRADUATE CERTIFICATES

- Alternative Dispute Resolution
 - Criminal Justice Administration
 - Paralegal Specialist Certificate
- with Concentrations in*
- » Corporations
 - » Criminal Law
 - » Litigation

DEPARTMENT OF JOURNALISM, FILM AND ENTERTAINMENT ARTS

Bachelor of Arts

with Majors in:

- Digital Journalism 
- Digital Media Design
- Film Arts

GRADUATE DEGREES



Master of Arts

with Fields of Study in:

- Digital Journalism 

Master of Fine Arts

with Fields of Study in:

- Digital Cinema Production 
- Professional Screenwriting 

MINORS

- Journalism

DEPARTMENT OF PROFESSIONAL STUDIES


Associate of Science

with Majors in:

- Paralegal Studies

Bachelor of Arts



with Majors in:

- Pre-Law Studies 


Bachelor of Public Administration

Bachelor of Science



with Majors in:

- Criminal Justice Administration 
- Homeland Security and Emergency Management 
- Paralegal Studies

GRADUATE DEGREES


- Master of Public Administration 

with Specializations in:





- » Human Resource Management 
- » Organizational Leadership 

Master of Science

with Fields of Study in:

- Homeland Security and Emergency Management 
- Juvenile Justice Studies


MINORS


- Alternative Dispute Resolution 
- Business Law 
- Criminal Justice Administration 
- Pre-Law Studies 


CERTIFICATES

UNDERGRADUATE CERTIFICATES

- Alternative Dispute Resolution
- Criminal Justice Administration
- Paralegal Specialist Certificate
with Concentration in
 - » Corporations
 - » Criminal Law
 - » Litigation

 Entire program can be completed online.

 Online program with residency in Los Angeles.

 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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SCHOOL OF PROFESSIONAL STUDIES

UNDERGRADUATE DEGREES

ASSOCIATE OF SCIENCE

MAJOR IN PARALEGAL STUDIES

Academic Program Director: 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 and Woodland Hills campuses and housed within the School 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 <i>Prerequisite: PLA 202, PLX 2100X and PLX 2102X</i>
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 JOURNALISM

Academic Program Director: Sara Kelly; (858) 642-8505; skelly@nu.edu

The Bachelor of Arts in Digital Journalism is a pre-professional program that provides students with both a solid foundation in journalism fundamentals and mastery in delivering news and information using multiple media and platforms. The course of study includes the theory and methods of gathering information, and reporting and writing for specialized audiences. The program also introduces students to the professional responsibilities faced by journalists and news organizations through in-depth study of the ethical and legal ramifications of news gathering and dissemination.

Throughout their course of study, students will report, write and produce news stories that will contribute to a professional employment portfolio. Students are expected to have access to a high-speed internet connection on a laptop or desktop computer, as well as an Internet-enabled mobile device such as a tablet computer or smart phone. Program graduates will be prepared to embark on varied journalism career paths at print, broadcast and online news outlets, or to work as journalism entrepreneurs.

Program Learning Outcomes

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

- Tell compelling stories across platforms in a variety of forms.
- Demonstrate mastery of the elements of style and structure across story forms.
- Demonstrate mastery of copyediting and fact-checking techniques.
- Exhibit mastery of journalism ethics in reported stories.
- Balance journalistic freedom with responsibility in reported stories.
- Exhibit a global perspective in reported stories.
- Evaluate the impact of one's own published stories.

Degree Requirements

To receive a Bachelor of Arts degree with a Major in Digital Journalism, students must complete at least 180 quarter units as articulated below. Forty-five (45) quarter units must be completed in residence at National University and 76.5 must be completed at the upper-division level, 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. All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution.

Prerequisites for the Major

(4 courses; 15 quarter units)

ENG 100*	Effective College English I (3 quarter units)
ENG 101*	Effective College English II (3 quarter units) <i>Prerequisite: ENG 100</i>
COM 100*	Intro to Mass Communication
JRN 200*	History of Journalism

* May be used to meet a General Education requirement.

Requirements for the Major

(13 courses; 58.5 quarter units)

JRN 301	News Writing and Editing <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 302	New Journalism Technology <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 303	Global Journalism <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 306	Mobile Reporting <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 309	Documentary Techniques <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 311	Editing Multimedia <i>Prerequisite: JRN 306</i>
JRN 326	Enterprise Reporting <i>Prerequisite: JRN 306</i>

JRN 330	Investigative Reporting <i>Prerequisite: JRN 200 and JRN 301</i>
JRN 360	Journalism on Screen <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 421	Journalism Law and Ethics <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 422	Long-Form Nonfiction <i>Prerequisite: ENG 100 and ENG 101</i>
JRN 492	Journalism Business Skills
JRN 495	Capstone Project in Journalism <i>Prerequisite: JRN 310, JRN 330, JRN 335, JRN 340 or JRN 430, JRN 431</i>

Upper Division Elective Courses

(3 courses; 13.5 quarter units)

To complete the requirements for the major in journalism students must take at least three elective courses. Elective courses should be chosen based on student career plans and may be taken in any subject that provides the student with an expertise in a particular area or field of journalism (i.e., business, economics, political science, the arts). Students should seek guidance from the program lead faculty before selecting elective courses.

MAJOR IN DIGITAL MEDIA DESIGN

Academic Program Director: 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) <i>Prerequisite: ENG 100</i>
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 <i>Prerequisite: COM 220, ENG 100 with a minimum grade of "B" and ENG 101 with a minimum grade of "B"</i>
BRO 305	Media Storytelling <i>Prerequisite: ENG 100, ENG 101 and COM 100 or COM 103 or COM 220</i>
MUL 305	Graphic Design and Artistry <i>Prerequisite: ENG 100 with a minimum grade of "B"</i>
MUL 309	Camera and Image <i>Prerequisite: ENG 100 with a minimum grade of "B"</i>
MUL 365	Digital Video Editing <i>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 require fluent communication</i>
MUL 461	Motion Graphics <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 345	Applied Web Design <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 370	Digital Interactivity <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 315	Video Game Design <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 355	Game Scripting <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 375	3-D Modeling for Game Art <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 462	Digital Audio Creation <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 399	Emerging Technologies <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 445	Digital Project Management <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 430	Advanced Design Project <i>Prerequisite: COM 100 or COM 103 and COM 220</i>
MUL 471	Adv. Digital Interactivity Proj <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>

Capstone Core Course

(1 course; 4.5 quarter units)

MUL 420 *	Multimedia Arts Portfolio Proj <i>Prerequisite: All general core courses.</i>
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* This is a two-month long class occurring after concentration courses.

MAJOR IN FILM ARTS

Academic Program Director: Brian Arnold; (310) 425-5822; barnold@nu.edu

This Bachelor of Arts in Film Arts prepares graduates for entry-level positions in professional film and media content. Students develop skills and techniques necessary to collaborate with creative partners in writing, production and post-production of visual content for a distributed digital media environment. The curriculum includes the origin and development of contemporary cinematic techniques, creative story development, script and proposal writing, professional digital film-making and post-production techniques, and digital media asset management.

Program Learning Outcomes

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

- Demonstrate the principles of film by communicating assessments in oral, written or visual modes.

- Analyze the communication objectives of media content creators by communicating assessments in oral, written or visual modes.
- Generate coherent pre-production assets usable in the development of narrative media.
- Apply collaborative creative processes to the development of narrative media.
- Utilize storytelling techniques to present a coherent digital media-based narrative.

Degree Requirements

To earn a bachelor's degree, students must complete 180 units, 45 of which must be completed at National University, 76.5 units must be at the upper-division level, and a minimum 70.5 units of general education units are required.

Requirements for the Major

(17 courses; 76.5 quarter units)

FLM 300	Film Foundations <i>Recommended Preparation: COM 101</i>
FLM 305	Narrative Film History <i>Prerequisite: FLM 300</i>
FLM 310	Sound Editing <i>Prerequisite: FLM 300</i>
FLM 320	Screenplay Writing I <i>Prerequisite: FLM 300</i>
FLM 325	Video Editing <i>Prerequisite: FLM 310</i>
FLM 330	Producing <i>Prerequisite: FLM 300</i>
FLM 340	Directing I <i>Prerequisite: FLM 330</i>
FLM 355	Post-production I <i>Prerequisite: FLM 325</i>
FLM 370	Screenplay Writing II
FLM 380	Directing II Cinematography <i>Prerequisite: FLM 340</i>
FLM 405	Narrative Film Contemporary <i>Prerequisite: FLM 305</i>
FLM 420	Screenplay Writing III <i>Prerequisite: FLM 370</i>
FLM 440	Directing III <i>Prerequisite: FLM 380</i>
FLM 455	Post-production II <i>Prerequisite: FLM 355</i>
FLM 460	Crowdsource Production Team <i>Prerequisite: FLM 405, FLM 420, FLM 440, FLM 455</i>
FLM 480	Capstone I <i>Prerequisite: All courses required in the student's advanced area of study must be completed prior to taking Capstone I.</i>
FLM 490	Capstone II <i>Prerequisite: FLM 480</i>

Elective

(1 course; 4.5 quarter units)

Student select **one (1)** of the following electives. Other upper-division electives can be proposed. Contact lead faculty for more information.

ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
ART 400	Expressive and Integrative Art
COM 385	Interactive Storytelling <i>Prerequisite: ENG 101</i>
COM 394	Strategic Writing <i>Prerequisite: ENG 101</i>
ENG 401	Fiction Workshop <i>Prerequisite: ENG 301</i>
MUL 315	Video Game Design <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>
MUL 345	Applied Web Design <i>Prerequisite: ENG 100 with a minimum grade of B, ENG 101 with a minimum grade of "B" and COM 220</i>

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

MAJOR IN PRE-LAW STUDIES

Academic Program Director: 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) <i>Prerequisite: ENG 100</i>
SOC 100*	Principles of Sociology <i>Prerequisite: ENG 100 and ENG 101</i>

OR

PSY 100*	Introduction to Psychology
POL 201*	American Politics <i>Prerequisite: ENG 100 and ENG 101</i>

OR

PHL 100*	Introduction to Philosophy <i>Prerequisite: ENG 100 and ENG 101</i>
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 <i>Prerequisite: LAW 204</i>
LAW 310	Litigation
LAW 400	Current Legal Issues
LAW 402	The Art of Negotiation

OR

ADR 405	Negotiation Fundamentals
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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 units)

Choose **eight (8)** 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 PUBLIC ADMINISTRATION

Academic Program Director: Kenneth Goldberg; (858) 642-8217; kgoldberg@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, training assignments, or research in the government and nonprofit organizations.

Bachelor of Public Administration/Master of Public Administration 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.

General Education Program Requirements

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

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 unit of BPA major coursework.

Upper Division Electives

(4 courses; 18 quarter units)

Students are encouraged to take any minors or electives in the following prefix areas: CJA, MGT, HRM, ODV, LAW, ACC, FIN, BKM, HUB, LED, and ECO.

BACHELOR OF SCIENCE

MAJOR IN CRIMINAL JUSTICE ADMINISTRATION

Academic Program Director: 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 in law enforcement who are interested in professional development or career advancement. It also prepares individuals for challenging and dynamic careers in the justice system at the local, state, and federal levels. Individuals completing the program are prepared for entry- and advanced-level positions, teaching, or training assignments, private security employment, research, or employment as consultants within the field.

The major consists of upper-division courses that include basic forensic science, research methods, juvenile justice, corrections, criminology, leadership and management, civil and criminal investigations, court systems, criminal law, and a senior 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 **four (4)** transition programs available to students in the Criminal Justice program:

- BS in Criminal Justice Administration/Master of Criminal Justice Program
- BS in Criminal Justice Administration/Master of Forensic Science Program
- BS in Criminal Justice Administration/Master of Public Administration Program
- BS in Criminal Justice Administration/Master of Science in Juvenile Justice Program

The CJA BS/Master 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 MCJA, 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 Program

BS in Criminal Justice Administration/Master of Forensic Science 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 Program

Students pursuing the BSCJA/MPA Program can take any two courses, with the exception of PAD 631 and PAD 644.

BS in Criminal Justice Administration/Master of Science in Juvenile Justice Program

For the BSCJA/MSJJS, students can choose one 600-level juvenile justice course, with the exception of JJS 625 or JJS 690 as long as prerequisites have been met.

The number of courses required to earn a MCJ, MFS, or MPA degree for transition program students is reduced from 12 to as few as 10 courses. For MSJJS students, the MSJJS required courses can be reduced from 11 to 10.

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, Master of Public Administration Program, or the Master of Science in Juvenile Justice 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 of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.

** 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.

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.

Upper Division Electives

(7 courses; 31.5 quarter units)

Students must complete a minimum of **seven (7)** courses 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 HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Academic Program Director: 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), nonprofit 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 onsite 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 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 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 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 HSE690B.

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 "B."S. 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 contact the Division of Extended Learning at extlearning@nu.edu for more detailed information.

*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 HSE 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 HSEM 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 HSE 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, and Elective courses requirements prior to beginning this course.

Upper Division Electives

(5 courses; 22.5 quarter units)

Students are strongly recommended to choose elective courses listed below to complete this requirement:

CYB 453	Network Defense
BKM 400	Business Knowledge Mgmt. Strat.
EMTX2381X	EMT I Basic (3 quarter units) <i>Prerequisite: BLS HCP (CPR) Cert.</i>
EMTX2382X	EMT II Basic (3 quarter units) <i>Prerequisite: EMTX 2381X with a minimum grade of "B"</i>
HED 311	Health Literacy
ITM 340	IT Clients Using MS Windows
ITM 345	IT Servers Using Linux
LAW 445	Administrative Law for Busines
LED 430	Conflict/Negotiation for Ldrs.
MGT 451	Production & Ops Management I
MKT 302A	Marketing Fundamentals

MAJOR IN PARALEGAL STUDIES

Academic Program Director: 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 and Woodland Hills campuses, and at the College of the Canyons. 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 <i>Prerequisite: PLA 202, PLX 2100X and PLX 2102X</i>
PLA 325	Litigation I
PLA 329	Corporations I
PLA 333	Criminal Law I
PLA 426	Litigation II <i>Prerequisite: PLA 325</i>
PLA 430	Corporations II <i>Prerequisite: PLA 329</i>
PLA 434	Criminal Law II <i>Prerequisite: PLA 333</i>
PLA 495	Objective Writing Capstone <i>Prerequisite: All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.</i>
PLA 496	Persuasive Writing Capstone <i>Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.</i>

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 School 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.

MINORS

MINOR IN ALTERNATIVE DISPUTE RESOLUTION

Academic Program Director: Chandrika Kelso; (858)642-8671; ckelso@nu.edu

Although designed for those students majoring in business administration who may seek entry into the Alternative Dispute Resolution field, a minor in Alternative

Dispute Resolution is available to all students in any bachelor's degree program. ADR is in high demand in the business community, local, state and federal governments, and neighborhood communities. The successful completion of the minor in ADR will provide students with the necessary skills to become effective negotiators, mediators, and facilitators, and to promote peace and understanding between diverse cultures.

Requirements for the Minor

(6 courses; 27 quarter units)

ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals
ADR 410 Facilitation Fundamentals
ADR 415 Mediation Fundamentals
Choose any **two (2)** of the following:
ADR 420 Communication & Conflict

OR

ADR 425 Issues in Conflict Management

OR

ADR 430 Ethics and Neutrality

MINOR IN BUSINESS LAW

Academic Program Director: 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.

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 400 Current Legal Issues
ADR 400 Alternative Dispute Resolution
ADR 405 Negotiation Fundamentals

Choose **one (1)** from the following:

LAW 440 Comparative International Law

OR

LAW 445 Administrative Law for Business

OR

LAW 455 Public Contracting

MINOR IN CRIMINAL JUSTICE ADMINISTRATION

Academic Program Director: 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 JOURNALISM

Academic Program Director: Sara Kelly; (858) 642-8505; skelly@nu.edu

The minor is designed for students who seek specialized knowledge of the field, including its most recent innovations. It emphasizes traditional foundations, including ethics, but also covers the latest technology and practice.

Degree Requirements

(6 courses; 27 quarter units)

JRN 301 News Writing and Editing
Prerequisite: ENG 100 and ENG 101
JRN 302 New Journalism Technology
Prerequisite: ENG 100 and ENG 101

JRN 303 Global Journalism
Prerequisite: ENG 100 and ENG 101
JRN 306 Mobile Reporting
Prerequisite: ENG 100 and ENG 101
JRN 421 Journalism Law and Ethics
Prerequisite: ENG 100 and ENG 101
JRN 492 Journalism Business Skills

MINOR IN PRE-LAW STUDIES

Academic Program Director: 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 ARTS IN DIGITAL JOURNALISM

Academic Program Director: Sara Ellen Amster; (714) 429-5311; samster@nu.edu

The goal of the Master of Arts in Digital Journalism is to prepare learners to become dynamic new media professionals capable of using emerging technologies to generate, create and disseminate news and analysis in a competitive, fast-moving global information environment. The changing nature of 21st century journalism requires professionals who are ready to answer the call for more highly skilled news and communication practitioners in the 24-hour information-on-demand cycle. The program covers theoretical and practical approaches to news coverage and packaging and contemporary business and marketing models relevant to news organizations.

The entire program is offered online with coursework that marries non-traditional multimedia skills with professional journalistic practices, legal underpinnings and the ethics of traditional journalistic practice. Other classes include computer-assisted reporting, the business of journalism, producing online publications, investigative reporting and international reporting. In the capstone, students will be matched with mentors in professional media and communication fields based upon their interests. Students also create an electronic portfolio designed to help them gain employment and build their career as a professional journalist.

Graduates will acquire a host of intellectual, managerial and journalistic skills including: an understanding of emerging media business models; the ability to create original enterprise projects about public issues, events and individuals; the knowledge to engage in public journalism by conducting polling, interviewing and interactive audience research; the training to develop, implement, and evaluate appropriate strategies of investigative journalism using the Web for both research and presentation; and professional instruction in the foundations of shoe-leather journalism, as well as story-generation and reporting.

Applicants must already possess a bachelor of arts degree and should be able to write in English at an advanced level, and be flexible enough to learn the latest technological skills that new media professionals need to survive. Applicants must prove basic competency in digital video and audio skills or take JRN 502, Essential Digital Competencies prior to JRN 610 Backpack Digital Audio & Video. If a student's writing skills need improvement, he or she may be required to enroll in a remedial writing class before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English test. Contact the program lead faculty for more information.

Program Learning Outcomes

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

- Develop digital informational content (text, graphics, audio, video) for dissemination across multiple media platforms.

- Evaluate the effect of information and knowledge management structures on accuracy and reliability in news media publications.
- Employ emerging media practices within ethical and legal boundaries.
- Create interactive online publications for a global audience.
- Evaluate contemporary business and marketing models used by media journalists to disseminate news products.
- Analyze news and information gathered from computer databases.
- Compare past and present trends in news writing, reporting, and editing.

Degree Requirements

(14 courses; 63 quarter units)

To receive a Master of Arts in Digital Journalism students must complete at least 63 quarter units of graduate work, of which a minimum of 49.5 quarter units must be taken in residence at National University. Students can transfer up to 13.5 quarter units at the graduate-level from a regionally accredited institution provided the units have not been used to satisfy the requirements of an awarded degree and the Academic Program Director determines the course content is applicable to the program. Students wishing to transfer credits into the program should contact the program Academic Program Director. Refer to the section in the graduate admission requirements for additional specific information regarding application and evaluation. The capstone in this program will be developed individually with the advisor.

Program Prerequisites

(1 course; 1.5 quarter units)

JRN 502 Essential Digital Competencies (1.5 quarter units)

Students who feel they have met the competencies of this class should speak to the Academic Program Director regarding the requirements needed to submit a waiver.

Core Requirements

(14 courses; 63 quarter units)

JRN 600	The New News
JRN 605	Advanced Non-Fiction Writing
JRN 610	Backpack Digital Audio & Video
	<i>Prerequisite: JRN 502</i>
JRN 615	International Reporting
JRN 620	Online Publishing
JRN 630	Professional Editing
JRN 640	Emerging News Business Models
JRN 645	Marketing the News
JRN 650	Computer-Assisted Research
JRN 655	Communication Law
JRN 656	Ethics in the New Media World
JRN 660	Investigative Methods
JRN 670	Producing Enterprise Projects
JRN 680	Capstone Project

MASTER OF CRIMINAL JUSTICE

Academic Program Director: 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 the challenging and demanding careers of Criminal Justice in the fields of criminal justice administration and criminal justice research and development. Students completing the Master in Criminal Justice are exposed to both theoretical and applied models and concepts in criminal justice administration, as well as qualitative and quantitative research methods. The Master of Criminal Justice program integrates theory with practice to provide graduates with the skills and knowledge needed to address the complex issues and challenges of criminal justice in the 21st century. Students in this program develop the problem-solving and research skills as well as technological expertise necessary to analyze reality-based cases and assignments to develop strategies and solutions that are both practical and effective. Challenging and demanding careers in government at the local, state, and federal level in the administration of justice, law enforcement management, correctional administration, security administration, and criminal justice research as well as teaching and training assignments await graduates with a Master's Degree in Criminal Justice.

Program Learning Outcomes

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

- 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, 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
	<i>Prerequisite: CJA 600, CJA 610, CJA 620, CJA 622, CJA 627, CJA 650 and CJA 655</i>

Program Electives

(4 courses; 18 quarter units)

Select **four (4)** 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 FINE ARTS DIGITAL CINEMA PRODUCTION

Academic Program Director: Edward Alyn Warren; (714) 429-5131; awarren@nu.edu

The MFA in Digital Cinema Production prepares graduates to produce compelling visual stories for an expanding digital media marketplace. It provides hands-on experience applying dramatic narrative and cinematic concepts and professional techniques from the Hollywood and independent film traditions to the creative development and production of entertainment other media content. The program focuses on developing filmmakers well versed in all aspects of low budget, independent filmmaking that can be applied to a variety of media content production environments including commercial, corporate and industrial

promotion and communication projects; film, television and other entertainment media distribution channels; and instructional media programs. Students are prepared to collaborate efficiently with a creative team and to adapt to the dynamic digital landscape and media distribution marketplace. Graduates are also prepared to teach in film and media arts programs at the college and university level.

Offered in a hybrid online/low-residency format, the MFA MDC program affords students living outside the major media markets and entertainment production centers the opportunity to study professional film production at the graduate-level with film industry professionals and to develop the technical skills and practical experience necessary to function as media production entrepreneurs. The hybrid program offers instruction for a majority of courses delivered online, with a required one-month intensive residency at the Los Angeles campus. The program is also offered full-time at the National University Los Angeles campus with a significant number of classes offered onsite that includes access to digital editing and production facilities and equipment.

The first year of the MFA MDC immerses students in the applied cinematic arts, narrative structure, cinematic design and grammar, short film forms, sound design and cinematography, and professional editing techniques and postproduction workflow. In the second year, graduate fellows take six MFA Production Sequence courses taking a short film script through a professional film-producing cycle from development to festival distribution over a five-month period. Working from the perspective of the producer, each fellow produces a professional film production and distribution plan and look book used to pitch a project to potential funders and distributors.

Next working as a director, each student prepares a director’s production book that details a personal approach to directing the film. In the third class, the students are assigned department leadership positions on a production team that takes the project through preproduction, preparing a production book that will be the guide to the production of the short in the fourth month during the MFA MDC residency in Los Angeles. All MFA students serve in one of the following leadership positions during preproduction and production—producer, director, director of photography, production designer—and rotate through other key production crew positions depending on interests and career goals. After principal photography has been completed, each student is responsible for bringing the project through all aspects of postproduction in preparation for a screening in Hollywood.

As a result of this second year production sequence, the graduate MFA production fellows are prepared for the development and production of their thesis films.

Program Residency Requirements

All Digital Cinema fellows must take the intensive residency consisting of three courses onsite at the National University Los Angeles campus: MDC 683P production practicum, MDC 688 Production and MDC 689 Postproduction. The MDC 688 Production workshop lasts the first two weeks of the month and the second, MDC 689 Post-Production, runs for two weeks during the second half of the month. MDC 683P runs for the whole month. These three workshops provide students with hands-on production experience in a collaborative environment using professional equipment and must be completed prior to the thesis sequence.

Students who are unable to devote a full month onsite for both MDC 688 and MDC 689 may elect to split the onsite residency by taking MDC 689 first and then later scheduling MDC 683P and MDC 688, which must be taken concurrently. For more information on the residency workshops, contact the Academic Program Director.

Thesis Sequence

The Digital Cinema Production MFA thesis sequence consists of four courses, MDC 692, 693, 694 and 695 and may last from 12-18 months. Classes cover the producing cycle for a professional film project: development, preproduction, production, postproduction, picture lock and final postproduction in preparation for release and distribution to a film festival.

To be eligible for thesis, the MFA candidate must have successfully completed all core courses by maintaining a “B” average, and have completed the second-year Production and Residency courses with a minimum grade of “B.” Candidates who do not meet these criteria can be required to successfully repeat a course based upon consultation with the Academic Program Director and policies for Graduate programs published in the National University catalog.

The thesis project consists of a short subject digital motion picture and written thesis. The finished short film should represent professional quality production values, be between 12 and 22 minutes in length, and present a dramatically compelling

visual story that sustains the interest of a discriminating audience. Projects may be documentary or fiction. Although animation projects are not discouraged, to be accepted a thesis candidate must demonstrate previous mastery in that genre and the ability to bring such a project to completion under the parameters of the thesis courses. Specifications and qualification criteria for the project are developed in consultation with the thesis advisors assigned to thesis courses.

MFA MDC candidates must also complete a written thesis that demonstrates the candidate’s ability to communicate coherently, critically, and creatively. The written thesis will be drawn from work completed during the thesis process, including the complete production documentation, an approved proposal, a locked step outline, a screenplay or documentary production treatment, and project funding, budget, scheduling and distribution plans. In addition, the thesis will present a critical analysis of the finished project, an evaluation of relevant genre influences, and a self-assessment of the thesis candidate’s evolution as a filmmaker during the thesis producing cycle, including lessons learned and recommendations for future projects.

The MFA thesis process is collaborative and thesis fellows are responsible for maintaining regular communication with thesis advisors and making satisfactory progress on the project. Thesis advisors provide oral and written critiques and notes for discussion and incorporation into the creative development of the story and project plan and to help guide subsequent revisions of the film and lead to a successful qualification of the film.

A fellow must satisfactorily complete each thesis course within the specified term of the course. MDC 692 Thesis Development is four months. MDC 693 Production and MDC 694 Postproduction courses are three months each, and the MDC 695 Qualification course is two months. Incompletes may be considered based on the satisfactory progress of the thesis fellow in each of the phases of the producing cycle and University policy. Any thesis course that receives an unsatisfactory final evaluation must be repeated.

Upon satisfactory completion of thesis post-production, the thesis project enters the Thesis Qualification class to complete the final revision of the film and compile the written thesis. The MFA MDC thesis qualification review committee will provide a final review of the thesis film to determine whether the film has met or exceeded the qualification requirements for the Master of Fine Arts.

Fees

Production and course material fees listed below cover the additional costs of the residency including workshop and production, expendables, materials, supplies and related expenses. Expenses for accommodation and transportation are not included in the fees or tuition, and students are responsible for arranging their own accommodations and transportation during the onsite residency. Additional equipment fees may apply to some onsite workshop courses.

For more information on program formats, residency workshops, onsite courses and fees, contact the Academic Program Director.

Production and course material fees:

MDC 688 Course Fee.....	\$1,250
MDC 689 Course Fee.....	\$550

Thesis Qualification Fee:

MDC 695	\$300
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The Thesis Qualification Fee provides compensation for qualification committee member’s time for final review and providing comments on thesis projects prior to qualification.

Program Application Requirements

To be considered for admission to the Digital Cinema Production MFA program, applicants must meet the university graduate admission requirements listed in the catalog under Academic Information for Graduate Degrees and the following program criteria. Applicants must submit an application packet and pass a personal interview with the Academic Program Director. The MFA MDC program application and interview will assess the applicant’s technical proficiency, experience, and skill level in digital photography and editing, relevant formal education, training, or informal experience with film production, storytelling and film history, as well as writing and communication in English at the graduate level. A portfolio, resume, certificate or other proof may be required. Program start dates may vary depending on applicant experience, skills and proficiencies.

Students interested in enrolling in this program should contact the MFA MDC Academic Program Director by e-mail for further information regarding the application process. Please use the subject line "Digital Cinema Production MFA application information." The MDC application and personal interview will determine whether or not an applicant meets the program prerequisites. The enrollment date and class schedule will be determined by the Academic Program Director after the interview has been completed. Applicants should allow 30 days for review and scheduling of the interview.

Program Prerequisites

To be successful students in the MFA MDC program are expected to be able to conduct independent research on films, filmmaking issues using valid and reliable sources and be able to write at the graduate level. It is recommended that students have had undergraduate courses or experience in some of the following areas: communication, film, literature, media studies, graphic design, multimedia arts, history, philosophy, psychology, or sociology. A successful applicant should have beginner to intermediate level knowledge of video editing software and be able to create new projects, capture digital video and audio assets, assemble and insert, edit, and export sequences to a variety of QuickTime formats for DVD, internet and streaming formats.

Students are also required to have the basic technical knowledge and skills needed to operate a digital camera using manual settings and be familiar with photographic principles like exposure, iris, and shutter, as well as such digital concepts as white balance, image resolution, frame rate and screen ratio. Students who do not have such experience or skills should take a basic noncredit video editing and digital photography course as preparation for the degree. Students may also be asked to submit a short digital video project for consideration.

Technical Requirements

Students admitted to the program are expected to have reliable access to a high-speed internet connection, an email account outside of National University for course projects and assignments, access to a DVD rental service for watching films and television programs, and a headset for collaboration in live online class meetings.

Students need to own a personal computer that meets the system requirements for professional digital video editing software currently available. (Always check the manufacturer's web site for system requirements before purchasing software. Students may need to upgrade their computer or components to meet those specifications.) Access to one of the following professional level editing software is required: AVID Media Composer, Adobe Premiere Production Suite (CS6) or Final Cut Pro (version 7). These programs are used for the onsite editing and post-production. Students should plan to learn how to operate required software before taking related classes (MDC 652 and 689).

The following software is required to complete program course work: Microsoft Office (Word, Excel, PowerPoint, internet Explorer) or comparable software capable of outputting PDF documents (e.g. Adobe Acrobat Professional), a variety of standard browser plug-ins (i.e. JavaScript, Flash, QuickTime, etc.), an FTP client software (such as Fetch, CoreFTP, FileZilla, etc.), Adobe Photoshop Elements (or equivalent photo image processing program (MDC661 and 651), Apple QuickTime Pro, Compressor or another media transcoding program compatible with the above mentioned digital video editing software package (MDC 662 and 652), project management software like GanttProject, Gorilla or Movie Magic (MDC 650, 683 and 683P), and a script writing program such as CELTX, MovieMagic or Final Draft (MDC 664, 664P and 692).

Access to the following additional equipment is required prior to taking MDC 652, 661, and 651: external FireWire (400 or 800, IEEE 1394), USB 3 or Thunderbolt hard drive for media storage, a digital still camera with manual controls, a digital video camera with manual controls capable of recording HD or HDV signals, an external microphone and stand, a tripod, a basic lighting kit, and the above mentioned nonlinear editing software.

For more information on any of the above requirements contact the Academic Program Director.

Program Learning Outcomes

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

- Critique the creative works of others using relevant critical models and professional vocabulary.

- Evaluate professional and theoretical issues and processes pertaining to movies and aspects of digital filmmaking based on recognized industry models and standards.
- Incorporate research from primary and secondary sources into sustained analyses and interpretations of screenplays, films, and television programs.
- Generate an original narrative screenplay that incorporates standard industry format, dramatic narrative elements in a coherent plot structure.
- Create an original short fiction or non-fiction narrative film with a coherent structure and compelling storyline that engages and sustains the interest of a discriminating audience.
- Generate the standard industry documentation required to effectively communicate and collaborate with a production team during the development, production, editing, and distribution of a professional motion picture.
- Generate original digital motion picture sequences using current cinematic theory and techniques to support the thematic concepts and story objectives of a script.
- Construct digital motion picture sequences using current film and sound editing techniques and theory that engage and sustain the interest of a discriminating audience.
- Implement film industry production and post-production workflow processes to capture, edit, finish, and export digital video assets to appropriate distribution media.
- Create an original short motion picture based on an original concept with a coherent storyline that is significant and complex enough to engage and sustain the interest of a discriminating audience and is suitable for distribution or submission to a film festival.

Degree Requirements

To receive a Master of Fine Arts, students in the Digital Cinema program must complete at least 81 quarter units of graduate work, of which a minimum of 67.5 quarter units must be taken at National University. Students can transfer up to 13.5 quarter units at the graduate-level from a regionally accredited institution in the areas of communication, film, media studies, or production, provided the units have not been used to satisfy the requirements of an awarded degree. Program applicants wishing to transfer credits into the program should contact the Academic Program Director and arrange for an evaluation in advance. Refer to the section in the graduate admission requirements for additional specific information regarding application and matriculation.

First Year

(10 courses; 38.25 quarter units)

MDC 660	Narrative Structure in Film
MDC 663	Cinematic Storytelling
MDC 664	Short Film Colloquium
MDC 664P	Short Film Practicum (2.25 quarter units) <i>Prerequisite: MDC 664</i>
MDC 652	Digital Editing <i>Corequisite: MDC 652P</i>
MDC 652P	Editing Practicum (2.25 quarter units) <i>Corequisite: MDC 652, Recommended Preparation: MUL 365</i> <i>Digital editing competencies may also be achieved by taking Lynda.com or equivalent training courses in at least one non-linear editing program: Adobe Premiere, AVID Media Composer or Final Cut Pro. Contact the Academic Program Director for more information.</i>
MDC 662	Sound Design <i>Prerequisite: MDC 652</i>
MDC 661	Cinematic Design
MDC 651	Digital Cinematography <i>Corequisite: MDC 651P, Prerequisite: MDC 661</i>
MDC 651P	Cinematography Practicum (2.25 quarter units) <i>Corequisite: MDC 651</i>

Second Year

(6 courses; 24.75 quarter units)

MDC 650	Film Producing <i>Prerequisite: MDC 651 with a minimum grade of "B" and MDC 652 with a minimum grade of "B"</i>
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MDC 653	Film Directing <i>Prerequisite: MDC 651, MDC 660 and MDC 662</i>
MDC 683	Production Management <i>Prerequisite: MDC 650, MDC 651, MDC 652, MDC 662 and MDC 653, Corequisite: MDC 683P, MDC 688 and MDC 689</i>
MDC 683P	Production Practicum (2.25 quarter units) <i>Four-week practicum only offered onsite and must be taken concurrently with MDC 688.</i> <i>Prerequisite: MDC 683, Corequisite: MDC 688</i>
MDC 688	Production <i>Two-week workshop is only offered onsite and must be taken concurrently with MDC 683P.</i> <i>Corequisite: MDC 683, Prerequisite: MDC 651 and MDC 653</i>
MDC 689	Digital Cinema Post-Production <i>Two-week workshop is only offered onsite and recommended to be taken after MDC 688 and concurrently with MDC 683P.</i> <i>Corequisite: MDC 683, Prerequisite: MDC 650 and MDC 652</i>

The production sequence courses MDC 653 through MDC 688 must be taken in sequence. MDC 683P and MDC 688 and MDC 689 are only offered in an onsite residency at the National University Los Angeles Learning Center. This production residency is only offered in July of each academic year.

MDC 650 and MDC 688 may be taken separately by splitting the production residency into two visits. However, the time to degree may be extended by up to 12 months. Contact the Academic Program Director for more information.

Program Electives

(2 courses; 6.75 quarter units)

Students doing a short documentary film for their thesis must select MDC 670 and MDC 670P documentary courses as electives prior to starting the MDC MFA thesis sequence. Otherwise students may take MDC 664P Short Film Practicum for a second time and one other 4.5 unit course. Contact the Academic Program Director to discuss scheduling options.

MDC 670 Producing Documentaries
Prerequisite: MDC 650 and MDC 683

AND

MDC 670P Documentary Practicum (2.25 quarter units)
Prerequisite: MDC 670, MDC 651P and MDC 688

OR

MDC 664P Short Film Practicum (2.25 quarter units)
Prerequisite: MDC 664

AND

COM 610 Integrated Marketing Comm

OR

SCR 671 Character and Dialog

OR

SCR 650 Script Reading and Coverage

OR

SCR 680 Screenwriting I
Prerequisite: SCR 679

AND

SCR 680P Screenwriting I Practicum (2.25 quarter units)
Prerequisite: SCR 680

Thesis Sequence

(4 courses; 11.25 quarter units)

MDC 692 Thesis Development
Prerequisite: Satisfactory completion of all MDC core requirements.

MDC 693 Thesis Production (2.25 quarter units)
Prerequisite: MDC 692

MDC 694 Thesis Postproduction (2.25 quarter units)
Prerequisite: MDC 693

MDC 695 Thesis Qualification (2.25 quarter units)
Prerequisite: MDC 694

MASTER OF FINE ARTS IN PROFESSIONAL SCREENWRITING

Academic Program Director: Bettina Moss; (323) 337-2016; bmoss@nu.edu

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 required on-site residency in Los Angeles. 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 feature length screenplay and the option to complete a second screenplay or teleplay 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, and only offered for students who reside in California.

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 under Academic Information for Graduate Degrees. There is no separate application process for this program.

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, Real player 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 Academic Program Director.

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, Miramax, Disney and Fox Studios.

Faculty, content creators, and guest speakers include Emmy, Humanitas and Nicholl 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. One is online and one is on site at the Los Angeles campus.

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) with the option (time and resources permitting) for a second 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 audio or 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 6-12 months and students should anticipate the longer timeline.

For thesis portfolio students are expected to accomplish the following under the guidance of thesis advisor(s):

Program Fees

All fees are financial aid eligible.

Residency Fees

SCR 675.....	\$750
SCR 670P.....	\$250

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 Academic Program Director.

Thesis Fees

SCR 690.....	\$350
SCR 691.....	\$350

Thesis fees provide compensation for committee members' time and attention to thesis projects.

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 Academic Program Director, 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 Academic Program Director. 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 <i>Prerequisite:</i> SCR 679
SCR 680P	Screenwriting I Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 680
SCR 681	Screenwriting II <i>Prerequisite:</i> SCR 680, <i>Corequisite:</i> SCR 681P
SCR 681P	Screenwriting II Practicum (2.25 quarter units) <i>Prerequisite:</i> SCR 680P, <i>Corequisite:</i> SCR 681

Advanced Core Requirements

(6 courses; 22.5 quarter units)

SCR 671	Character and Dialog
SCR 682	Adv. Screenwriting Workshop <i>Prerequisite: SCR 681 and SCR 681P</i>
SCR 682P	Adv. Screenwriting Practicum (2.25 quarter units) <i>Prerequisite: SCR 681, SCR 681P and SCR 682</i>
SCR 670	Dev-Prod Writing <i>Prerequisite: SCR 681 and SCR 681P</i>
SCR 670P	Development/Production Practic (2.25 quarter units) <i>Prerequisite: SCR 681, SCR 670 and SCR 681P, Corequisite: SCR 675</i>
SCR 675	The Business of Screenwriting <i>Prerequisite: SCR 681, SCR 681P and SCR 670, Corequisite: SCR 670P</i>

Advanced Focus Elective Track

(3 courses; 11.25 quarter units)

Select **one (1)** of the following Advanced Focus Tracks: Screenwriting, Television Writing, Transmedia Writing

SCR 667 Marketing for Film & TV

AND

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 Worksh.
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 (2)** 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 <i>Prerequisite: SCR 675 with a minimum grade of "B" and SCR 670P with a minimum grade of "B." Recommended Preparation: MFA students from other disciplines may be required to fulfill specific prerequisites prior to taking an internship, to be determined by Academic Program Director.</i>
SCR 693	Guided Study <i>Recommended Preparation: Students must demonstrate advanced skills and talent in order to be considered for participation.</i>
SCR 693P	Guided Study Practicum (2.25 quarter units) <i>Prerequisite: SCR 670P with a minimum grade of "B" and SCR 675 with a minimum grade of "B"</i>

* This internship course is only available to students who reside in California.

This internship can only be taken after onsite 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 <i>Prerequisite: All other program courses with potential exception of one elective and/or the onsite residency (by Academic Program Director approval only)</i>
SCR 690A	Advanced Rewriting <i>Prerequisite: SCR 690</i>
SCR 691	Thesis Qualification & Review <i>Prerequisite: SCR 690</i>

MASTER OF PUBLIC ADMINISTRATION

Academic Program Director: Kenneth Goldberg; (858) 642-8217; kgoldberg@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, and nonprofit 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.

Transition Program

For students in the Bachelor of Public Administration/BS in Criminal Justice Administration/BS in Domestic Security Management/BA in 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/BS in Criminal Justice Administration/BS in Domestic Security

Management/BA in 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 (4)** graduate courses from the following subject areas to meet the elective requirement: CJA, HUB, PAD, SCD, HRM, LED. Students who elect to have an area of specialization are not required to take additional elective requirements.

Specialization in Human Resource Management

Academic Program Director: 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 resource.

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.

Specialization Requirements

(5 courses; 22.5 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 & Developm.
HRM 667	Compensation & Benefits

Specialization in Organizational Leadership

Academic Program Director: 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.

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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 and 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, the practice of leadership, and utilize frameworks that serve organizational purposes.

Specialization 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 SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT

Academic Program Director: Kenneth Goldberg; (858) 642-8217; kgoldberg@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 the 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.

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.

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.

Core Requirements

(12 courses; 54 quarter units)

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 and HSE 690A with a minimum grade of S. Students must complete HSE690A before starting HSE690B

HSE 690B	Capstone Course
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Prerequisite: HSE 690A with a minimum grade of S and Completion of at least six core courses of the program.

MASTER OF SCIENCE IN JUVENILE JUSTICE

Academic Program Director: Cynthia Sytsma; (858) 642-8572; csytsma@nu.edu

The Master of Science in Juvenile Justice is designed to prepare candidates who want to work in education, law enforcement, probation, social work, etc. with the skills necessary to develop specific strategies and solutions that are practical and effective when working with juveniles with disabilities. Candidates will integrate theory with practice to address the complex issues and challenges of the juvenile justice system to conduct in-depth research, write behavior plans, develop a network with cooperating agencies, and conduct interviews to better prepare themselves as professionals guiding youth with disabilities who have a delinquent and neglectful background.

Program Learning Outcomes

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

- Develop professional-level written, verbal communication, and presentation skills.
- Assess critical thinking skills when designing interventions, functional behavioral assessments, and behavior management plans to mitigate youth behavioral problems.
- Create a reference guide of professionals from interacting and coordinating agencies to network with.
- Analyze the Individuals with Disabilities and Education Act, federal, and state law requirements in non-public and residential placements.
- Design interventions and best practices for students in the juvenile justice system that are culturally relevant.
- Design strategies for working with individuals with emotional/behavior problems.

Degree Requirements

To receive a Master of Science in Juvenile Justice, students must complete at least 46.5 quarter units of graduate work. Students may transfer in up to 6 quarter units of graduate credit that may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Course equivalence cannot be granted for life experience.

Core Requirements

(11 courses; 46.5 quarter units)

JJS 601	Field Experience & Orientation (1.5 quarter units)
CJA 665	Violence and Victimization

OR

HUB 642	Theories of Behavior Change
EXC 639	Childhood and Adolescence
CJA 660	Drugs, Alcohol & Public Policy
JJS 602	Creating Alliances in Alt. Ed. <i>Prerequisite: JJS 601</i>
JJS 603	Role of Profess in Alt. Ed. <i>Prerequisite: JJS 601</i>
JJS 604	Mgmt. of Behaviors <i>Prerequisite: JJS 601</i>
JJS 605	Prof Ethics in Juv. Justice Sys. <i>Prerequisite: JJS 601</i>

OR

CJA 622	Professional Ethics in CJ
JJS 606	Delinquency & Gang Impact <i>Prerequisite: JJS 601</i>
JJS 625	Advanced Research Methods
JJS 690	Capstone Project <i>Recommended: Prior completion of: All 7 other core JJS classes.</i>

UNDERGRADUATE CERTIFICATES

UNDERGRADUATE CERTIFICATE IN ALTERNATIVE DISPUTE RESOLUTION

Academic Program Director: Chandrika Kelso; (858)642-8671; ckelso@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 (4)** 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 (2)** of the following:

ADR 420	Communication & Conflict
ADR 425	Issues in Conflict Management
ADR 430	Ethics and Neutrality

UNDERGRADUATE CERTIFICATE IN CRIMINAL JUSTICE ADMINISTRATION

Academic Program Director: 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

PARALEGAL SPECIALIST CERTIFICATE - CORPORATIONS

Academic Program Director: 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 course work (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.

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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 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.

Certificate Requirements

(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 (4.5 CEU)
PLX 2105X	Computers & the Law
PLX 1806X	Legal Writing Project (4.5 CEU)
	<i>Prerequisite: PLX 2101X and PLX 2103X</i>
PLX 1808X	Essentials of Corporate Law (4.5 CEU)

Paralegals may not provide legal services directly to the public, except as permitted by law.

PARALEGAL SPECIALIST CERTIFICATE - CRIMINAL LAW

Academic Program Director: 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 American Bar Association 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 course work (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.

Certificate Requirements

(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 (4.5 CEU)
PLX 2105X Computers & the Law
PLX 1806X Legal Writing Project (4.5 CEU)
Prerequisite: PLX 2101X and PLX 2103X
PLX 1809X Essentials of Criminal Law (4.5 CEU)

PLX 1807X Litigation Essentials (4.5 CEU)

Paralegals may not provide legal services directly to the public, except as permitted by law.

Paralegals may not provide legal services directly to the public, except as permitted by law.

PARALEGAL SPECIALIST CERTIFICATE - LITIGATION

Academic Program Director: 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 course work (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 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.

Certificate Requirements

(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 (4.5 CEU)
PLX 2105X Computers & the Law
PLX 1806X Legal Writing Project (4.5 CEU)
Prerequisite: PLX 2101X and PLX 2103X

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NEVADA PROGRAM INFORMATION

STUDENT COMPLAINT

State Contact Information

United States Department of Education State Authorization Regulation requires institutions to comply with applicable requirements in each state. National University works with higher education authorities in all states and other U.S. jurisdictions to ensure compliance with all state and federal requirements that govern the offering of online courses in those states, including complaint processes. In accordance with 34 CFR 600.9, institutions must provide current and prospective students with contact information for filing complaints. Students who wish to file a complaint based upon discriminatory treatment should review Civil Rights Policies and Procedures found in the policies and procedures section of the General Catalog. National University encourages you to resolve issues or complaints informally or formally through Student Services. However, if an issue cannot be resolved internally, you may file a complaint about National University with your state of residence or with the University's accrediting organization.

Nevada Commission on Postsecondary Education Commission

8778 S. Maryland Parkway Suite 115
Las Vegas, NV 89123
Phone: (702) 486-7330

National University's Henderson Campus has been authorized by the State of Nevada Commission on Postsecondary Education to offer the following programs onsite. In addition, the State of Nevada's Department of Education has approved all teacher education programs leading to teacher licensing in the State of Nevada.

Henderson, Nevada Campus

2850 West Horizon Ridge Parkway, Suite 300
Henderson, NV 89052-4395
Phone: (702) 531-7800 Fax: (702) 531-7894

Hours of Operation

Monday - Thursday 8:00 a.m. - 10:00 p.m.
Friday - Saturday 8:00 a.m. - 6:00 p.m.

The Henderson Campus occupies over 16,000 square feet on a single floor. The campus includes 5 classrooms, Science Lab, Nursing Lab, and Computer Lab with computers and printers available for student use. Additionally, wireless Internet access is available. The Henderson Campus also includes Faculty Offices, an Admissions Office, and a Student Lounge for students to learn and work. The Henderson location is not approved to train veterans using their education benefits.

NEVADA PROGRAMS

All students receiving an undergraduate degree in Nevada are required by state law to complete a course in Nevada Constitution. At this time, the university is not able to certify veteran education benefits for any Nevada state-specific program. The following programs are Nevada state-specific:

- Bachelor of Arts in Elementary Education with Nevada Elementary Licensure
- Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure
- Bachelor of Arts in English Education with Nevada Secondary Licensure
- Bachelor of Arts in Special Education with Nevada Licensure
- Master of Education with Nevada Elementary Licensure
- Master of Education with Nevada Secondary Licensure
- Master of Science in Educational Administration with Nevada Endorsement as Administrator of a School Option
- Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room

State Approving Agencies (SAA) are responsible for the approval of educational/training programs in their respective states, and each SAA provides a pathway for a program to be eligible for the payment/use of veteran education benefits.

All veteran applicants may still apply to and be eligible for acceptance into the above programs, but they will not be able to leverage their veteran education benefits. The VA must approve degree and certificate programs for eligibility for any veteran benefits.

Before a veteran applies to any program or registers for classes, the university strongly recommends the veteran verify the program is eligible if the veteran intends to use veteran benefits to pay their tuition and/or fees. All students eligible to receive veterans' benefits are urged to complete arrangements with the appropriate agency in advance of enrollment.

State Grants

Nevada public colleges and universities offer various grant opportunities that are funded by the state. Each college has designed programs that best serve its student population. Some programs are only for Nevada residents, while others are open to nonresidents. Most grants are need-based, but some may not require documented need. Information on two of the grant programs follows. Keep in mind that not all programs are offered at all colleges.

Access Grant

The Access Grant is for undergraduate and graduate students who have financial need and are Nevada residents. The maximum award is \$3,000 for graduate students and \$2,500 for undergraduates, but the amount can vary depending on cost of attendance, enrollment status, living arrangements and availability of funds.

Nevada Student Incentive Grant

This grant is for qualified low-income undergraduate and graduate students who are Nevada residents. The award amount varies by type of college, college costs, enrollment status and living arrangements.

Tribal Scholarships

If you are a Native American, your tribe or nation may offer scholarships. To learn more, contact your tribe or call the regional office of the Bureau of Indian Affairs in Sacramento, California, at 916.978.6058 or go to www.oiep.bia.edu.

Many tribes and the BIA require a "needs analysis" from the college's financial aid office to document eligibility, so be sure to file your FAFSA early. You will also find scholarships for Native Americans at www.collegefund.org.

Foster Youth Grants

Up to \$5,000 a year for college or vocational training is available for foster youth who have aged out of foster care or who were adopted after age 16. To learn more, talk to your high school counselor, your independent living coordinator, your college's financial aid administrator, go to www.statevoucher.org and click on "Nevada" or call 775.684.4450.

A number of foundations also offer tuition waivers and scholarships for foster youth. The Otto A. Huth Scholarship Trust Fund is available to children who have been in the custody of the Nevada Division of Child and Family Services in a foster or group home. The application deadline is March 15 of each year. For more information, go to www.dcf.state.nv.us (click on "Scholarships"). In addition, the CASA Foundation provides up to \$500 per semester for foster youth. For details, call 702.455.4306.

Refund Policy – Nevada Onsite Courses Only

This refund policy applies to courses taken onsite in the state of Nevada.

1. The policy for refunds provides:
 - a. That if the institution has substantially failed to furnish the program agreed upon in the enrollment agreement, the institution shall refund to a student all the money the student has paid.
 - b. That if a student cancels his or her enrollment before the start of the course, the institution shall refund to the student all the money the student has paid, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$150, whichever is less, and that if the institution is accredited by a regional accrediting agency recognized by the United States Department of Education, the institution may also retain any amount paid as a nonrefundable deposit to secure a position in the program upon acceptance so long as the institution clearly disclosed to the applicant that the deposit was nonrefundable before the deposit was paid.

- c. That if a student withdraws or is expelled by the institution after the start of the course and before the completion of more than 60 percent of the course, the institution shall refund to the student a pro rata amount of the tuition agreed upon in the enrollment agreement, minus 10 percent of the tuition agreed upon in the enrollment agreement or \$150, whichever is less.
 - d. That if a student withdraws or is expelled by the institution after completion of more than 60 percent of the course, the institution is not required to refund the student any money and may charge the student the entire cost of the tuition agreed upon in the enrollment agreement.
2. If a refund is owed pursuant to subsection 1, the institution shall pay the refund to the person or entity who paid the tuition within 15 calendar days after the:
 - a. Date of cancellation by a student of his or her enrollment;
 - b. Date of termination by the institution of the enrollment of a student;
 - c. Last day of an authorized leave of absence if a student fails to return after the period of authorized absence; or
 - d. Last day of attendance of a student, whichever is applicable.
 3. Books, educational supplies or equipment for individual use are not included in the policy for refund required by subsection 1, and a separate refund must be paid by the institution to the student if those items were not used by the student. Disputes must be resolved by the Finance Committee for refunds required by this subsection on a case-by-case basis.
 4. For the purposes of this section:
 - a. The period of a student's attendance must be measured from the first day of instruction as set forth in the enrollment agreement through the student's last day of actual attendance, regardless of absences.
 - b. The period of time for a training program is the period set forth in the enrollment agreement.
 - c. Tuition must be calculated using the tuition and fees set forth in the enrollment agreement and does not include books, educational supplies, or equipment that is listed separately from the tuition and fees.

PROGRAMS OFFERED

BACHELOR OF ARTS IN ELEMENTARY EDUCATION WITH NEVADA ELEMENTARY LICENSURE

Academic Program Director: Christina Grandy; (702) 531-7808; cgrandy@nu.edu

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

Program Learning Outcomes

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis and synthesis of historical data and new information.
- Explain the integration of knowledge in a global context and engage in collaborative research across disciplines.
- Identify and appreciate the cultural perspectives of world views.
- Use information communications technology for knowledge sharing and the interdisciplinary approach.
- Demonstrate a deep and flexible understanding of subject matter.
- Demonstrate application of educational technology to meet the needs of all learners, including those with special needs and linguistically and culturally diverse students.
- Demonstrate knowledge of child and adolescent development in order to explain how to support growth in cognitive, social, physical and emotional

domains.

- Utilize different teaching strategies to accomplish the teaching and learning goals.
- Demonstrate a thorough understanding of the learning needs and developmental issues of students to create positive learning environments that ensures healthy human growth.
- Demonstrate understanding through use of systematic observations, documentation and other effective assessment strategies in a responsible manner to facilitate and account for learning, and to support positive growth.
- Design, implement and evaluate standards-based lesson plans for learning and achievement in content areas.
- Consider students' knowledge when designing, implementing, and assessing curriculum to promote developmentally appropriate learning outcomes for all children.
- Adhere to professional standards and ethics.

Degree Requirements

To receive a Bachelor of Arts in Elementary Education with Nevada Licensure, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate competency with passing scores on PRAXIS I & II examinations.

Preparation for the Major

(3 courses; 10.5 quarter units)

LIT 100 *	Introduction to Literature <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 375	Nevada History, Gov't and Cons. <i>Prerequisite: ENG 100 and ENG 101</i>
TED 320	Introduction to Teaching (1.5 quarter units)

* May be used to meet a General Education requirement.

Passage of PRAXIS I Examination is required before beginning course work in the major.

Requirements for the Major

(24 courses; 106.5 quarter units)

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

Elementary Education Major Requirements

(19 courses; 85.5 quarter units)

BIS 301	Intro to Interdisc. Studies
COM 380	Democracy in the Info. Age <i>Prerequisite: ENG 100 and ENG 101</i>
SOC 350	Cultural Diversity <i>Prerequisite: ENG 100 and ENG 101</i>
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A or Accuplacer test placement evaluation</i>
BIS 401	Interdisciplinary Practice <i>Prerequisite: BIS 301 and four additional courses from the major</i>
TED 300	Fundamentals of Education <i>Prerequisite: TED 320 or TED 305 or TED 306</i>
TED 310	Development and Learning <i>Prerequisite: TED 305 or TED 320 or TED 306</i>
TED 330A	Reading and Lang. Arts Methods <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 340	Content Area Reading Methods <i>Prerequisite: TED 305 or TED 320</i>

TED 350	Math and Science Methods <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 355	Hist./Social Science Methods <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 380	Arts/PE/Health Methods <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 410	Survey of Multicultural Lit. <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 430	Special Needs Students <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 440	Leadership and Assessment <i>Prerequisite: TED 305, or TED 320 or TED 306</i>
TED 538	Parent Engagement

Choose **one (1)** from the following:

ART 329	World Art <i>Prerequisite: ENG 100 and ENG 101</i>
MUS 327	World Music <i>Prerequisite: ENG 100 and ENG 101</i>
ART 400	Expressive and Integrative Art

Choose **one (1)** from the following:

SCI 300	Geography
EES 301	Earth & Planetary Sciences
BIO 310	Evolution <i>Prerequisite: BIO 161, BIO 162, BIO 163 and BIO 100A</i>
EES 335	Environmental Science
BIO 411	Biodiversity <i>Recommended: Prior completion of: BIO 161, BIO 162, BIO 163 and BIO 100A, or BIO 100, and BIO 100A or equivalent</i>

Capstone Course

(1 course; 4.5 quarter units)

BIS 499	Interdisciplinary Studies Proj.
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Student Teaching Requirements

(4 courses; 16.5 quarter units)

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

TED 465A	Student Teaching I <i>Prerequisite: Completion of all upper-division course requirements, including all TED coursework.</i>
TED 465B	Student Teaching II <i>Prerequisite: Completion of all upper-division course requirements, including all TED coursework.</i>
TED 465C	Student Teaching III <i>Prerequisite: Completion of all upper-division course requirements, including all TED coursework.</i>
TED 470	Student Teach/E-Portfolio (3 quarter units) <i>Prerequisite: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-C</i>

BACHELOR OF ARTS IN ENGLISH EDUCATION WITH NEVADA SECONDARY LICENSURE

Academic Program Director: Patricia Traynor-Nilsen; (702) 531-7807; ptraynormilsen@nu.edu

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

Program Learning Outcomes

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

- Demonstrate familiarity with major British and American writers and their

works.

- Demonstrate knowledge of the major periods and movements of British and American literary history.
- Demonstrate an appreciation of the role of marginalized or oppositional voices in the evolution of the literary tradition and literary history.
- Demonstrate the ability to analyze and interpret literary works within their historical and cultural contexts.
- Demonstrate the ability to analyze and interpret works of literature in the context of generic conventions.
- Demonstrate the ability to analyze and interpret the use and effects of literary and rhetorical features of literary texts.
- Demonstrate understanding of major critical approaches to the interpretation of literature.
- Demonstrate the ability to compose sophisticated written works of literary analysis, incorporating appropriate close reading, research, and writing skills.
- Demonstrate application of educational technology to meet the needs of all learners, including those with special needs linguistically and culturally diverse students.
- Demonstrate knowledge of adolescent development in order to explain how to support growth in cognitive, social, physical and emotional domains.
- Demonstrate a thorough understanding of the learning needs of students to create positive learning environment that ensures healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts in English Education with Nevada Secondary Licensure candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. The following courses are specific degree requirements. Candidates must receive passing scores on PRAXIS I & II.

Preparation for the Major

(4 courses; 15 quarter units)

ENG 310	English Grammar <i>Prerequisite: ENG 101</i>
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
HIS 375	Nevada History, Gov't and Cons. <i>Prerequisite: ENG 100 and ENG 101</i>
TED 320	Introduction to Teaching (1.5 quarter units)

Passage of PRAXIS I Examination is required before beginning coursework for the major.

Requirements for the Major

(24 courses; 106.5 quarter units)

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

English Major Requirements

(10 courses; 45 quarter units)

COM 360	Representation in the Media <i>Prerequisite: ENG 100 and ENG 101</i>
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OR

ART 315 Film as Art
Prerequisite: ENG 100 and ENG 101

AND

ENG 375 Nature Writing
Prerequisite: ENG 100, ENG 101, ENG 240 or ENG 334A

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

LIT 463 20th Century World Literature
Prerequisite: ENG 240 and LIT 100

LIT 360 Literary Theory
Prerequisite: LIT 100

Choose **one (1)** of the following:

LIT 345 Mythology
Prerequisite: ENG 240 and LIT 100

LIT 430 Children's Literature
Prerequisite: ENG 240 and LIT 100

LIT 460 Gender and Literature
Prerequisite: ENG 240 and LIT 100

Education Theory and Methodology Major Requirements

(10 courses; 45 quarter units)

TED 300 Fundamentals of Education
Prerequisite: TED 320 or TED 305 or TED 306

TED 310 Development and Learning
Prerequisite: TED 320 or TED 305 or TED 306

TED 330B Reading and Language Arts
Prerequisite: TED 305 or TED 320

TED 340 Content Area Reading Methods
Prerequisite: TED 305 or TED 320

TED 410 Survey of Multicultural Lit.
Prerequisite: TED 320 or TED 305 or TED 306

TED 420 Diversity in Schooling
Prerequisite: TED 305 or TED 320

TED 430 Special Needs Students
Prerequisite: TED 320 or TED 305 or TED 306

TED 440 Leadership and Assessment
Prerequisite: TED 320 or TED 305 or TED 306

TED 450 Methods of Teaching English
Prerequisite: TED 305 or TED 320

TED 538 Parent Engagement

Student Teaching Requirements

(4 courses; 16.5 quarter units)

Candidates must pass PRAXIS I & II and must have documented 60 hours in field experience prior to student teaching. TED 465 A, B, and C are field experiences receiving an honors, satisfactory, or unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A Student Teaching I
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 465B Student Teaching II
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 465C Student Teaching III
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 470 Student Teach/E-Portfolio (3 quarter units)
Prerequisite: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-C

BACHELOR OF ARTS IN MATHEMATICS EDUCATION WITH NEVADA SECONDARY LICENSURE

Academic Program Director: Patricia Traynor-Nilsen; (702) 531-7807; ptraynornilsen@nu.edu

Academic Program Director: Igor Subbotin; (310) 662-2150; isubboti@nu.edu

The Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure provides a rigorous education that prepares candidates for a career as a teacher of Mathematics at the middle and secondary school levels. The program stresses foundation in mathematics and its application. This program prepares candidates for professional work as single-subject teachers in a changing cultural and economic environment. Candidates are required to complete all required coursework as well as the PRAXIS I and PRAXIS II to receive a license.

Program Learning Outcomes

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

- Employ a variety of reasoning skills and effective strategies for solving problems both within the discipline of mathematics and in applied settings that include non-routine situations.
- Use language and mathematical symbols to communicate mathematical ideas in the connections and interplay among various mathematical topics and their applications that cover range of phenomena across appropriate disciplines.
- Use current technology tools, such as computers, calculators, graphing utilities, video, and interactive programs that are appropriate for the research and study in mathematics.
- Employ algebra and number theory ideas and tools as a base of a fundamental language of mathematics research and communication.
- Develop fundamental knowledge in geometry.
- Model real world problems with a variety of algebraic and transcendental functions.
- Use advanced statistics and probability concepts and methods.
- Use educational technology to meet the needs of all learners including those with special needs linguistically and culturally diverse students.
- Explain how to support growth in cognitive, social, physical and emotional domains.
- Create a positive learning environment that ensures healthy human growth.
- Utilize systematic observations, documentation, and other effective assessment strategies in a responsible manner to facilitate and account for learning and to support positive growth.
- Design, implement, and evaluate standards-based lesson plans for learning and achievement in content areas.
- Demonstrate professional standards and ethics.
- Utilize different teaching strategies to accomplish the teaching and learning goals.

Degree Requirements

To receive a Bachelor of Arts in Mathematics Education with Nevada Secondary Licensure, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree.

Preparation for the Major

(5 courses; 19.5 quarter units)

TED 320 Introduction to Teaching (1.5 quarter units)

HIS 375 Nevada History, Gov't and Cons.
Prerequisite: ENG 100 and ENG 101

MTH 221 Calculus II
Prerequisite: MTH 220

MTH 222 Calculus III
Prerequisite: MTH 221

MTH 223 Calculus IV
Prerequisite: MTH 222

Passage of PRAXIS I Examination is required before beginning coursework for the major.

Requirements for the Major

(23 courses; 102 quarter units)

Mathematics Major Requirements

(11 courses; 49.5 quarter units)

MTH 311 Topics from Geometry
Prerequisite: Accuplacer test placement or MTH 216B or MTH 215

MTH 325 Discrete Mathematics
Prerequisite: MTH 215 or MTH 216A and MTH 216B

OR

CSC 331 Discrete Structures and Logic
Prerequisite: CSC 252 and CSC 310

MTH 411 Number Theory
Prerequisite: MTH 216B or MTH 215 or MTH 301

MTH 435 Linear Algebra
Prerequisite: MTH 220 and MTH 325

MTH 416 Algebraic Structures
Prerequisite: MTH 435 and MTH 325

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

MTH 412 History of Mathematics
Prerequisite: MTH 215 or MTH 301 or MTH 216A and MTH 216B

MTH 410 Technology in Math Education
Prerequisite: MTH 215 or MTH 216A and MTH 216B or MTH 301

MTH 460 Problem Solving Strategies
Prerequisite: MTH 416 and MTH 417

MTH 461 Methods of Teaching Math
Prerequisite: MTH 311, MTH 412, MTH 210 and MTH 460

Education Theory and Methodology Requirements

(8 courses; 36 quarter units)

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

TED 300 Fundamentals of Education
Prerequisite: TED 320 or TED 305 or TED 306

TED 310 Development and Learning
Prerequisite: TED 305 or TED 320 or TED 306

TED 330B Reading and Language Arts
Prerequisite: TED 305 or TED 320

TED 340 Content Area Reading Methods
Prerequisite: TED 305 or TED 320

TED 420 Diversity in Schooling
Prerequisite: TED 305 or TED 320

TED 430 Special Needs Students
Prerequisite: TED 305 or TED 320 or TED 306

TED 440 Leadership and Assessment
Prerequisite: TED 305 or TED 320 or TED 306

TED 538 Parent Engagement

Student Teaching Requirements

(4 courses, 16.5 quarter units)

Students must pass PRAXIS I & II prior to Student Teaching I. TED 470 and 465 A, B, and C are field experience courses receiving a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

TED 465A Student Teaching I
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 465B Student Teaching II
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 465C Student Teaching III
Prerequisite: Completion of all upper-division course requirements, including all TED coursework.

TED 470 Student Teach/E-Portfolio (3 quarter units)
Prerequisite: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D

BACHELOR OF ARTS IN SPECIAL EDUCATION WITH NEVADA LICENSURE

Academic Program Director: David Rago; (702)531-7812; drago@nu.edu

The Bachelor of Arts in Special Education provides a broad, rigorous education that prepares candidates for a career as a special education teacher, grades K through 12. The program introduces candidates to essential knowledge, connections across the disciplines, and application of knowledge to life beyond the University. This degree program gives candidates an enriched and provocative curriculum that incorporates content across subject areas and with specific educational methodology courses. This program prepares candidates for professional work as K-12 special education teachers in a changing cultural and economic environment.

Program Learning Outcomes

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

- Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.
- Design the environment, teaching and learning strategies including fairness, equity and access to meet the needs of diverse student learning.
- Apply best practice standards, learning theories, methodologies, technology, and assessments across content areas to manage, monitor, and engage student learning.
- Use technology, collaboration with other professionals, and systematic reflection of one's own teaching practice to target student learning.
- Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the professional education community.

Degree Requirements

To receive a Bachelor of Arts in Special Education, candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University and 76.5 of which must be completed at the upper-division level, and a minimum of 70.5 units of university General Education requirements. In absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates must demonstrate competency with passing scores on PRAXIS I & II examinations.

Preparation for the Major

(3 courses; 10.5 quarter units)

LIT 100 * Introduction to Literature
Prerequisite: ENG 100 and ENG 101

HIS 375 Nevada History, Gov't and Cons.
Prerequisite: ENG 100 and ENG 101

TED 320 Introduction to Teaching (1.5 quarter units)

* May be used to meet a General Education requirement.

Requirements for the Major

(23 courses; 104.25 quarter units)

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

Major Requirements

(9 courses; 40.5 quarter units)

BIS 301 Intro to Interdisc. Studies
COM 380 Democracy in the Info. Age
Prerequisite: ENG 100 and ENG 101

SOC 350 Cultural Diversity
Prerequisite: ENG 100 and ENG 101

ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 100 and ENG 101</i>
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A or Accuplacer test placement evaluation</i>
BIS 401	Interdisciplinary Practice <i>Prerequisite: BIS 301 and four additional courses from the major</i>
TED 300	Fundamentals of Education <i>Prerequisite: TED 320 or TED 305 or TED 306</i>
TED 330A	Reading and Lang. Arts Methods <i>Prerequisite: TED 305 or TED 320 or TED 306</i>
OR	
TED 330B	Reading and Language Arts <i>Prerequisite: TED 305 or TED 320</i>
TED 410	Survey of Multicultural Lit. <i>Prerequisite: TED 305 or TED 320 or TED 306</i>

Special Education Major Requirements

(11 courses; 49.5 quarter units)

SPD 404	Psychological Foundations <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 408	Introduction to Special Ed <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 414	Classroom & Behavior Mgt. <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 416	Collab., Law, & Transitions <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 422	Assessment of Diverse Learners <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 428	Reading and Language Arts M/M <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 430	Preparing Teachers to Use Tech <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 432	Instructional Strategies <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 436	Math/Writing for M/M <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
SPD 438	Differentiation of Instruction <i>Prerequisite: TED 320 and Completion of General Education Requirements section of the program.</i>
TED 538	Parent Engagement

Student Teaching Requirements

(3 courses; 14.25 quarter units)

Candidates must pass PRAXIS I & II examinations prior to student teaching. SPD 481A, 487 and 481B courses receive a Satisfactory or Unsatisfactory grade and are not factored into the cumulative GPA.

SPD 481A	Student Teaching (6 quarter units) <i>Corequisite: SPD 487</i>
SPD 487	Student Teaching Seminar (2.25 quarter units) <i>Corequisite: SPD 481A</i>
SPD 481B	Student Teaching (6 quarter units) <i>Prerequisite: SPD 481A and SPD 487</i>

GRADUATE DEGREES

MASTER OF EDUCATION WITH NEVADA ELEMENTARY LICENSURE

Academic Program Director: Donna Elder; (858) 642-8416; delder@nu.edu

The Master of Education with Nevada Elementary Licensure is designed for students who are committed to being instructional leaders in the K-8 setting.

nu.edu

Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice as well as promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Elementary and Secondary Education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Elementary Education Teaching License to apply to the Nevada Department of Education for licensure.

An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the InTASC Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

Program Learning Outcomes

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

- Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.
- Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.
- Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.
- Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.
- Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.
- Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.
- Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.
- Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.
- Seek appropriate leadership roles and opportunities by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and advancement in the profession.
- Evaluate the application of educational research, evidence-based practices, and academic writing with a focus on elementary education.

Degree Requirements

To receive a Master of Education with Nevada Elementary Licensure, students must complete at least 54 quarter units of graduate work, 40.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, including student teaching.

Program Requirements

(12 courses; 54 quarter units)

TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
SPD 608	Exceptionalities
EDT 608	Technology in the Classroom

TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisite: SPD 604, SPD 608, TED 602, TED 606, Pass CBEST and CSET</i>
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
TED 616A	C&I I:History & Social Science
TED 616B	C&I II: Math & Science
TED 616C	C&I III:V&P, Arts Health & PE
TED 538	Parent Engagement
TED 626	Classroom Management <i>Prerequisite: TED 621A or TED 623</i>
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)
TED 649	Student Teaching Seminar
TED 690	Capstone <i>Prerequisite: TED 530B with a minimum grade of S, or TED 628B with a minimum grade of S, or TED 628I with a minimum grade of S or TED 640B with a minimum grade of S</i>

Prerequisite: TED 530B with a minimum grade of S, or TED 628B with a minimum grade of S, or TED 628I with a minimum grade of S or TED 640B with a minimum grade of S

TED 640A, TED 640B and TED 649 do not grant graduate credit.

Course of Study

National University's Master of Education with Nevada Elementary Licensure is structured in four intra- and inter-related areas: foundation courses, elementary education method courses, student teaching courses, and research course. This curricular organization is developmental in theoretical knowledge, applied skills, field K-6 classroom experiences, and learning outcomes. As a result, teacher candidates move from the foundation block of courses, to the method courses before applying for student teaching. The research course is last course in the degree. Candidates who successfully complete the Professional Teacher Preparation courses and related requirements will be eligible for a Nevada teaching license; those students who choose to earn a Master of Education degree must complete one additional course.

Foundation Courses

(5 courses; 22.5 quarter units)

The five (5) foundation courses are considered the foundation family because all the courses provide fundamental conceptual knowledge and skill, field experiences, and assessments. The foundation family is the theoretical basis for skill development and acquisition in the elementary education method courses. The courses that comprise this family are:

EDT 608	Technology in the Classroom
TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
SPD 608	Exceptionalities
TED 538	Parent Engagement

Elementary Education Methods Courses

(6 courses; 27 quarter units)

TED 621A	Lang. Dev. Methods: Elem. Sch. <i>Prerequisite: SPD 604, SPD 608, TED 602, TED 606, Pass CBEST and CSET</i>
TED 621B	Reading/Lang. Arts Methods <i>Prerequisite: TED 621A</i>
TED 616A	C&I I:History & Social Science
TED 616B	C&I II: Math & Science
TED 616C	C&I III:V&P Arts Health & PE
TED 626	Classroom Management <i>Prerequisite: TED 621A or TED 623</i>

Student Teaching Courses

(3 courses; 16.5quarter units)

TED 649 is taken concurrently with TED 640A and TED 640B. TED 640A, TED 640B and TED 649 do not grant graduate credit.

TED 649	Student Teaching Seminar
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)

Master in Education

TED 690	Capstone
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NEVADA LICENSING PROGRAMS

Certain licensing programs may require enrollment into an electronic portfolio. Please see your Academic Program Director for further information.

MASTER OF EDUCATION WITH NEVADA SECONDARY LICENSURE

Academic Program Director: Patricia Traynor-Nilsen; (702) 531-7807; ptraynornilsen@nu.edu

The Master of Education with Nevada Secondary Licensure is designed for students who are committed to being instructional leaders in grades 7-12 classrooms. Courses for this degree meet the Nevada Department of Education requirements for an initial teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice as well as promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time. The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. Secondary education teacher candidates meet subject matter competence by passing the appropriate PRAXIS II examinations. Candidates must meet all state requirements for the Secondary Education Teaching License to apply to the Nevada Department of Education for licensure. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the InTASC Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

Program Learning Outcomes

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

- Integrate knowledge and abilities in designing and implementing developmentally appropriate and challenging learning experiences that respect cognitive, linguistic, social, emotional, and physical differences.
- Integrate knowledge and abilities in establishing and maintaining inclusive learning environments enabling all learners to meet high standards while recognizing individual and cultural differences.
- Integrate knowledge and abilities in establishing and maintaining learning environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation.
- Integrate the discipline(s)' central concepts, tools of inquiry, and structures to create learning experiences accessible and meaningful for learners in mastering the content.
- Integrate concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues
- Integrate knowledge and abilities in designing and using multiple methods of assessment that learners use to monitor their own growth and decision-making as well as guide the teacher in instructional planning.
- Integrate knowledge of learners and the community context in planning instruction that supports every student in meeting rigorous learning goals of content areas.
- Integrate knowledge and abilities in using a variety of instructional strategies to encourage learners to develop deep understanding of content areas and build skills to apply knowledge in meaningful ways.
- Integrate knowledge and abilities in ongoing professional learning by using evidence to evaluate the influences of professional practices, choices, and actions on learners, families, other professionals, and the community.
- Seek appropriate leadership roles and opportunities by collaborating with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and advancement in the profession.
- Evaluate the application of educational research, evidence-based practices and academic writing, with a focus on secondary education matters.

Degree Requirements

To receive a Master of Education with Nevada Secondary Licensure, students must complete at least 49.5 quarter units of graduate work, 40.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, excluding student teaching, and student teaching seminar.

Program Requirements

(14 courses; 66 quarter units)

TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
SPD 608	Exceptionalities
TED 538	Parent Engagement
EDT 608	Technology in the Classroom
TED 623	Lang. Dev. Methods: Secondary <i>Prerequisite: TED 602, SPD 604, TED 606, SPD 608, Pass CBEST and CSET</i>
TED 632	Content Area Curriculum <i>Prerequisite: TED 623</i>
TED 633	Content Area Instruct-Assess <i>Prerequisite: TED 623 with a minimum grade of C</i>
TED 634	Content Area Literacy <i>Prerequisite: TED 623</i>
TED 626	Classroom Management <i>Prerequisite: TED 621A or TED 623</i>
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)
TED 649	Student Teaching Seminar
TED 690	Capstone <i>Prerequisite: TED 530B with a minimum grade of S, or TED 628B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S.</i>

TED 640A, TED 640B and TED 649 do not grant graduate credit.

Course of Study

National University's Master of Education with Nevada Secondary Licensure is structured in four intra- and inter-related areas: foundation courses, secondary education method courses, student teaching courses, and research course. This curricular organization is developmental in theoretical knowledge, applied skills, G7-12 classroom experiences, and learning outcomes. As a result, teacher candidates move from the foundation block of courses to the method courses before applying for student teaching. The research course is last course in the degree. Candidates who successfully complete the Professional Teacher Preparation courses and related requirements will be eligible for a Nevada teaching license; those students who choose to earn a Master in Education degree must complete one additional course.

Foundation Courses

The five (5) foundation courses build upon conceptual knowledge and skills, field experiences, and assessments. Teacher candidates will complete the five foundation courses prior to beginning the secondary education method courses. The five foundation courses:

TED 602	Educational Foundations
SPD 604	Psychological Fdns. of Educ.
SPD 608	Exceptionalities
EDT 608	Technology in the Classroom
TED 538	Parent Engagement

Secondary Education Methods Courses

As with the foundations courses, the five secondary education (methods) pedagogy courses reflect adult learning theory and experiences. The method courses represent integrated coursework and field experiences designed to prepare candidates for the upcoming student teaching experiences in the grades 7-12 classrooms. Teacher candidates will move in a sequenced manner, from one course to another in the secondary education method block.

TED 623	Lang. Dev. Methods: Secondary <i>Prerequisite: TED 602, SPD 604, TED 606, SPD 608, Pass CBEST and CSET</i>
TED 632	Content Area Curriculum <i>Prerequisite: TED 623</i>

TED 633	Content Area Instruct-Assess <i>Prerequisite: TED 623 with a minimum grade of C</i>
TED 634	Content Area Literacy <i>Prerequisite: TED 623</i>
TED 626	Classroom Management <i>Prerequisite: TED 621A or TED 623</i>

Student Teaching

TED 640A, TED 640B and TED 649 do not grant graduate credit.

TED 649	Student Teaching Seminar
TED 640A	Student Teaching I (6 quarter units)
TED 640B	Student Teaching II (6 quarter units)

Master in Education

TED 690	Capstone <i>Prerequisite: TED 530B with a minimum grade of S, or TED 628B with a minimum grade of S, or TED 628I with a minimum grade of S, or TED 640B with a minimum grade of S.</i>
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MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION WITH NEVADA ENDORSEMENT AS ADMINISTRATOR OF A SCHOOL OPTION (NEVADA ONLY)

Academic Program Director: Patricia Traynor-Nilsen; (702) 531-7807; ptraynornilsen@nu.edu

This program is designed for students who are committed to improving education and who are interested in advancing their careers by becoming school site or district administrators. It can be completed with or without a preliminary credential option for those pursuing a career in the nonpublic education sector. For those interested in pursuing a Nevada endorsement of Administrator of a School, please see Credentialing section in the catalog.

Program Learning Outcomes

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

- Create a vision of learning that is shared and supported by the school community.
- Develop a school culture conducive to student learning and staff professional growth.
- Analyze the organization, operations, and resources necessary to foster a safe, efficient, and effective learning environment.
- Design a system of collaboration that includes families and community members, and responds to diverse community interests and needs, and mobilizes community resources.
- Analyze aspects of professional and personal ethics that are conducive to leading a school or school system.
- Analyze the larger political, social, economic, legal, and cultural context that impacts a school or school district.
- Critically analyze a topic related to educational leadership through the lens of a researcher.
- Evaluate leadership within the lens of ethics and philosophy.

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.

Core Requirements

(10 courses; 45 quarter units)	
EDA 673N	Field Experience
EDA 670N	Introduction to Leadership
EDA 677N	Ethics & Philosophy of Leaders
EDA 676N	Community & Diversity
EDA 674N	Instructional Leadership
EDA 671N	School Law and Policy
EDA 672N	School Resource Management
EDA 675N	Supervision of Instruction

MASTER OF SCIENCE IN SPECIAL EDUCATION WITH NEVADA LICENSURE AND ENDORSEMENT FOR GENERALIST RESOURCE ROOM

Academic Program Director: David Rago; (702) 531-7812; drago@nu.edu

The Master of Science in Special Education with Nevada Licensure and Endorsement for Generalist Resource Room is designed for students who are committed to being instructional leaders in the K-12 setting. Courses for this degree meet the Nevada Department of Education requirements for a teaching license. They also meet requirements for a master's degree from National University that inter-relates theory and practice and promotes lifelong learning. The program is intended for students who want to obtain an initial teaching license and master's degree at the same time.

The purpose of this Special Education endorsement program is to prepare students to instruct learners with disabilities in the K-12 system.

This Special Education endorsement program at National University is based on the premise that meeting the special instructional needs of students in today's schools requires knowledge of a wide array of teaching strategies, as no one strategy can meet the needs of every special needs student. Another major premise is that all prospective teachers must develop an awareness and acceptance of cultural, linguistic, ethnic, economic, gender, lifestyle, and ability differences. The program is designed to present a variety of research validated methods, techniques, and opportunities to develop knowledge and skills to create and implement instructional programs that will positively impact the learning of K-12 students with special needs across developmental domains.

The student teaching courses are required for the initial teaching license. Students must have met subject matter competency prior to student teaching. An electronic portfolio is required for the assessment of all teacher licensure candidates. The purpose of the portfolio is for candidates to show how their work in teacher education is linked to their own competency in the Domains of Professional Competence. The portfolio must be reviewed and approved by a National University faculty member prior to exiting the licensure program.

Application for a Nevada Teacher License

- Successful completion of the coursework with a minimum grade point average of 3.0 for graduate coursework. (Grades of "D" and "F" are not accepted.) All coursework must be completed within seven years to be accepted.
- Fulfillment of all financial obligations to the University before applying for the credential.

Each candidate must have on file:

- A zero account balance.
- Official transcripts from all colleges/universities attended.
- Passing score in PRAXIS I.
- Passing score in PRAXIS II: Principles of Learning and Teaching.
- Verification of subject matter competency with passing score reports on PRAXIS II.
- Proof of passing with a grade of "C" or better coursework or an examination covering the U.S. Constitution, Nevada Constitution, and Nevada School Law.
- Written evaluations of performance in field experiences, internships, educational projects, student teaching and other practica.

Program Learning Outcomes

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

- Demonstrate knowledge of typical and atypical development and characteristics of students with disabilities and other special needs.
- Integrate fairness, equity, and access in designing the environment, teaching, and learning strategies to meet diverse student learning.
- Integrate best practices, apply learning theories, methodologies, technology tools, and assessments across content areas to manage, monitor, and engage student learning. NVTL: B. V, VIII.

- Demonstrate the ability to focus on student learning using technology tools through systematic study and reflection of one's own teaching practices and through shared knowledge gained from purposefully formed professional learning communities. NVTL: B. VIII.
- Demonstrate an understanding of effective leadership by advocating for exceptional individuals, including those with diverse needs and by collaborating within the learning community to advance professional practice.
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based education literature.

Degree Requirements

To receive a Master of Science in Special Education in with Nevada Licensure and Endorsement for Generalist Resource Room, students must complete at least 54 quarter units of graduate work, 40.5 of which must be taken in residence at National University. Students enrolled in the joint degree-licensure program will not be awarded the master's degree until they complete all graduate and licensure coursework, excluding student teaching and student teaching seminar.

Candidates in the program must demonstrate mastery of methods and techniques that accommodate the increasing diversity in contemporary Special Education and General Education programs where students with special needs are served.

Core Requirements

(11 courses, 49.5 quarter units)

SPD 604	Psychological Fdns. of Educ.
SPD 608	Exceptionalities
TED 538	Parent Engagement
SPD 614	Classroom and Behavior Mgmt.
SPD 618	Law, Transition, & Collab.
SPD 622	Assessment <i>Prerequisite: TED 621B or equivalent, Pass CBEST and CSET</i>
SPD 628	Teaching Reading/Lang. Arts <i>Prerequisite: TED 621B or equivalent, Pass CBEST and CSET.</i>
SPD 630	Tech for Teaching & Learning
SPD 632	Charac./Instr. Stds. w/ M/M Disab.
SPD 636	Teaching Math/Writing for M/M
SPD 674	Collaborative Partners <i>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.</i>

Student Teaching

(3 courses; 14.5 quarter units)

SPD 681A, SPD 681B, and SPD 687A do not grant graduate credit.

SPD 681A	Nevada Student Teaching M/M (6 quarter units) <i>Prerequisite: SPD 604, SPD 608, SPD 614, SPD 618, SPD 622, SPD 628, SPD 630, SPD 632, SPD 636 and SPD 674. Candidates must be enrolled in SPD 687A Portfolio Clinical Seminar concurrently with SPD 681 A, student teaching candidates must have successfully completed all coursework in the licensure program (Corequisite, Core and Advanced Specialization Courses) with an overall GPA of 3.0 or better.</i>
SPD 687A	Portfolio Clinical Seminar (2.25 quarter units) <i>Prerequisite: Candidates must be enrolled in SPD 687A concurrently with SPD 681A</i>
SPD 681B	Nevada Student Teaching M/M II (6 quarter units) <i>Prerequisite: SPD 681A, SPD 687A</i>

Project Courses

(2 courses, 9 units)

SPD 695	Understanding Edu. Research
SPD 696	Capstone Project <i>Prerequisite: SPD 695</i>

NATIONAL UNIVERSITY LANGUAGE INSTITUTE

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NATIONAL UNIVERSITY 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)
- Western Association of Schools and Colleges (WASC)

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 academic, profession, personal growth, or general cultural experience.

GRADING SYSTEM

S = Satisfactory
U = Unsatisfactory

FINANCIAL AID

Language Institute students are generally not eligible to receive federal financial aid, although alternative funding options are available. Students planning to enroll in non-credit courses may apply for an IT Skills Loan, Key Career Loan, or Sallie Mae Career Loan. These agencies are not affiliated with the Language Institute or National University. Additionally, the Language Institute provides guidance to students who are utilizing funds through Tuition Assistance, Veteran's Assistance, and/or the Workforce Investment Act. The Language Institute does work with students who are seeking financial aid for certificate programs that grant academic credit. Financial aid is available through two methods: National University Tuition Assistance Loan and Federal Financial Aid through Title IV.

VETERANS' INFORMATION

Students wishing to apply for programs administered by the Department of Veterans' Affairs can obtain information on how to apply for their benefits by calling or visiting the Veterans' Affairs Office located at:

9388 Lightwave Avenue, San Diego CA

Phone: 541.7970, or 800.628.8648, ext. 7970

For more information, please call 800.628.8648 ext. 8600.

REFUND/WITHDRAWAL REQUESTS

In order to receive a refund you must drop before the first day of class.

PAYMENT OPTIONS

Payment can be made by telephone, fax, online, or in person. Checks and any one of the following credit cards are accepted for your convenience: American Express, Discover, Visa, or MasterCard. Company invoicing is also available.

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. Students can complete the university's language proficiency requirement by successfully completing the English for Academic Purposes (EAP) program. 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.

Length: Each level is one month long.

Cost: Tuition rates for:

EAP 1100X - 1600X are \$750 per course

EAP 1700X - 1800X are \$1,215 per course

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

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

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, or students who plan to transition to English for Academic Purposes (EAP).

* Choice of 3-day ECS or 5-day ECS

* Scholarship students will need to enroll in the 5-day Intensive English Communication series, if applicable.

Three (3) Day Option

Hours: 72 hours per month/course

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

Cost: \$500 per course

Five (5) Day Option

Hours: 98 hours per month/course

Length: 5 days per week (half-day on Fridays).

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	Workplace Communication
ECS 1910X	Interpersonal Communication
ECS 1920X	Functional Communication
ECS 1930X	Cross-Cultural Communication
ECS 1940X	Communication through Teamwork
ECS 1950X	Communicative Confidence
ECS 1960X	Collaborative Problem-Solving
ECS 1970X	Data and Infographics
ECS 1975X	Graphic Organizers
ECS 1980X	Communication through Fiction

ECS 1985X Communication through Non-Fiction
ECS 1990X Communication through Oral Traditions

English Communication Series (ECS) Sequence for students wishing to continue a second year of ECS studies.

Courses

ECS 1902X Communication through Inquiry
ECS 1912X Exploring Diversity
ECS 1922X Exploring Leadership Styles
ECS 1932X Resolving Conflict and Stress
ECS 1942X Communication through the Arts
ECS 1952X Communication through Media
ECS 1962X Negotiation and Consensus
ECS 1972X Exploration and Innovation
ECS 1977X Influence and Persuasion
ECS 1982X Reflection and Analysis
ECS 1987X Professional Conduct and Protocol
ECS 1992X Exploring the Mind

ENGLISH FOR SPECIFIC PURPOSES (ESP)

This program is designed for domestic or international undergraduate or graduate students—individuals—who have met the National University English language proficiency requirements. The program focuses on strengthening English communication skills in a discipline-related context (terminology, concepts, themes, topics), increasing confidence in subject-specific areas (student's field of study), and expanding discipline-specific skills (conceptualization, critical analysis). The student's field of study may be in the field of health, business, accounting, engineering, computer science, communication, education, economics, finance, environmental science, hospitality, public relations, and other related fields.

Individual Students

The courses are open to students who have graduated from the English for Academic Purposes (EAP) program or can provide evidence of advanced English proficiency as required by NU.

Hours: 72 hours per month/course

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

Cost: \$500 per course

Option: Students may enroll for a minimum of 1 month and extend their enrollment up to 6 terms. Classes may be taken concurrently with academic program courses.

Courses

ESP 1900X Terminology in Your Discipline
ESP 1910X Concepts in Your Discipline
ESP 1920X New Developments in Your Discipline
ESP 1930X Challenges in Your Discipline
ESP 1940X Exploring Personal Interests in Your Discipline
ESP 1950X Innovations in Your Discipline
ESP 1901X Business English*

* 4-week course cost: \$750

* 8-week course cost: \$1,500

English Communication & Culture (ECC)

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.

Package 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

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

Activities

Activities are customizable.

Location

Spectrum Business Park Campus

Customized Group Programs: English+

ECC offers customized curriculum that meets the needs and expectations of the group.

English

- English + Volunteering
- English + Music
- English + Early Childhood Education
- English + Special Education
- English + Nursing
- English + Journalism
- English + Hotel and Hospitality
- English + Travel and Tourism
- English + TESOL (Teaching English to Speakers of other Languages)

Maritime English

- Maritime English I: Essential Communication
- Maritime English II: Expanded Communication (prerequisite Maritime English I)

LANGUAGE INSTITUTE COURSE DESCRIPTIONS

EAP 1100X - Academic English: Foundation I

This course is designed to provide a foundation in academic reading, writing, listening, and speaking.

EAP 1200X - Academic English: Foundation II

This course is designed to reinforce the academic foundation in listening, speaking, reading, and writing skills, and explore learning strategies for future academic success.

EAP 1300X - Academic English: Skill Development I

This course develops academic English and academic skills 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 five-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, 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, utilization of library database, and evaluation of resources. Students give formal presentations based on topics relevant to their future field of study and engage in debates about controversial issues. Students apply academic organization, content, and format, including in-text and parenthetical citations (quotes, paraphrasing) and referencing, and engage 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 - 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 1902X - Communication through Inquiry

Engage in inquiry to gain insight and understanding of a controversial topic. Apply questioning techniques, engage in agreement and disagreement, request clarification and seek consensus.

ECS 1910X - 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 1912X - Exploring Diversity

Discover ethnic and cultural backgrounds and biodiversity to develop understanding, awareness and sensitivity. The exploration of humanity and plant/animal life encourages collaboration, reflection and discussion.

ECS 1920X - 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 1922X - Exploring Leadership Styles

Explore a variety of leadership styles and develop communicative language skills through exploration, reflection and discussion.

ECS 1930X - 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 1932X - Resolving Conflict and Stress

Discover effective responses to stressful situations and conflicts in a healthy, mindful and respectful manner by analyzing real-life situations and working collaboratively to explore solutions.

ECS 1940X - 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 1942X - Communication through the Arts

Explore music, fine arts and the performing arts to expand vocabulary and enrich cultural appreciation.

ECS 1950X - 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 1952X - Communication through Media

Investigate a variety of media (magazines, newspapers, radio, internet) communications to analyze significance, purpose and meaning.

ECS 1960X - 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 1962X - Negotiation and Consensus

Develop English communication skills through methods of negotiation and the process of reaching consensus. Interactivities foster teamwork and cooperation as well as expand related vocabulary.

ECS 1970X - 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.

ECS 1971X - 5 days per week program

ECS 1972X - Exploration and Innovation

Exploratory activities prompt students to discover innovations from the past to the present and explore ideas that shape global trends.

ECS 1975X - Graphic Organizers

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 1977X - Influence and Persuasion

Explore elements of influence and persuasion to expand vocabulary, engage in persuasive dialogue and influence thought based on facts and reasoning.

ECS 1980X - 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 1982X – Reflection and Analysis**

Reflect and analyze speech and text to enhance critical thinking and examine peer perspectives on a variety of local, national and global issues.

ECS 1985X - Communication through Non-Fiction

Students read, analyze and discuss a variety of non-fiction works applying to metacognitive skills and four English language modalities.

ECS 1986X - 5 days per week program**ECS 1987X – Professional Protocol**

Discover cultural norms of conduct and protocol in various professional settings. Through interactivities and collaborative projects, explore professional attitudes and behaviors acceptable in countries around the world.

ECS 1990X - Communication through Oral Traditions

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**ECS 1992X – Exploring the Mind**

Explore concepts of self-awareness, self-realization, and mindfulness, and complete a learning style inventory to gain a deeper appreciation of individual strengths and potential.

ESP 1900X - Terminology in Your Discipline

Develop fundamental vocabulary and terminology used in your discipline and apply to written and oral work.

ESP 1901X - Business English

Students will explore the important components of the business plan and explore content areas of human resources, business organization, finance, and marketing while developing a working knowledge and application of business English.

Topics Include:

- Exploring and analyzing multiculturalism/diversity
- Assessment and exploration of business plans
- Investigation of the various roles within finance
- Exploring, analyzing and differentiating goals, core values, management, and leadership
- Effective resumes and interviewing skills
- Delivery of effective presentations
- Functions of Human Resources
- Extensive business terminology

ESP 1910X - Concepts in Your Discipline

Explore the conceptual framework of your discipline. Investigate fundamental theories and reflect on theory-to-practice issues in your discipline.

ESP 1920X - Development in Your Discipline

Explore new developments in your discipline from local to global perspectives.

ESP 1930X - Challenges in Your Discipline

Examine the characteristics of co-cultures and a pluralistic society. Research challenges in your discipline, make predictions and recommendations, and report on future developments.

ESP 1940X - Exploring Your Discipline

Explore areas, subjects or issues within your discipline that are of specific interest to you.

ESP 1950X - Innovations in Your Discipline

Explore social, cultural, economic, and/or political issues associated with innovations and advancements in your discipline. Engage in a critical analysis of ethical, environmental, and global issues. Discuss cultural assumptions and values, engage in critical reflection about the challenges of implementing innovations, and develop recommendations for implementing change.

COURSE DESCRIPTIONS

334 Prefix/Subject Area by School

335 Course Descriptions



PREFIX/SUBJECT AREA BY NATIONAL UNIVERSITY SCHOOL

COLLEGE OF LETTERS AND SCIENCES

Prefix	Subject Area	Page
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	
SOC	Sociology	
SPN	Spanish	
THR	Theater	

SCHOOL OF BUSINESS AND MANAGEMENT

ACC	Accounting
BAN	Business Analytics
BIM	Business Information Management
BKM	Business Knowledge Management
BUS	Business
ECO	Economics
FIN	Finance
HRM	Human Resources Management
IBU	International Business
LED	Leadership
MGT	Management
MKT	Marketing
MNS	Management Science
NPL	Nonprofit Leadership
ODV	Organizational Development
PMB	Project Management
SCD	Social Transformation & Community Development
SCM	Supply Chain Management
SUS	Sustainability Management Business

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
CLD	Cross-Cultural Language & Development (CLAD)
DHH	Deaf and Hard-of-Hearing
ECE	Early Childhood Education
EDA	Educational Administration
EDD	Doctor of Education
EDT	Educational and Instructional Technology
ETL	e-Teaching and Learning
EXC	Special Education
ILD	Instructional Leadership
ITI	Inspired Teacher Inquiry
ITL	Inspired Teaching and Learning
LAD	Language & Academic Development
LTL	Language, Teaching and Learning
MAT	Master of Arts in Teaching
NBC	National Board Certified
PED	School Psychology
SPD	Special Education
TED	Teacher Education

SCHOOL OF ENGINEERING

ANA	Analytics
BET	Biomedical Engineering Technology
CEE	Computer and Electrical Engineering
CEN	Construction Engineering
CIS	Information Systems
CSC	Computer Science
CYB	Cyber Security
DAT	Database
DEN	Design Engineering
EEC	Electrical Engineering and Communications
EGR	Engineering
ENM	Engineering Management
ITM	Information Technology Management
PME	Advanced Project Management
SEM	Sustainability Management
SEN	Software Engineering
SYE	Systems Engineering
TMG	Technology Management

SCHOOL OF HEALTH AND HUMAN SERVICES

ANE	Anesthesia
ANH	Health Analytics
BST	Biostatistics
CAF	Clinical Affairs
CIH	Complementary and Integrative Health
CLS	Clinical Lab Studies
COH	Community Health
FNP	Family Nurse Practitioner
GER	Gerontology
HCA	Healthcare Administration
HED	Health Education
HSC	Health Science
HTM	Healthcare Information Technology
IHC	Integrative Health Coaching

IHM	Integrative Health Management
MNP	Mental Health Nurse Practitioner
MRA	Clinical Regulatory Affairs
NSG	Nursing
RTT	Radiation Therapy

SCHOOL OF PROFESSIONAL STUDIES

ADR	Alternative Dispute Resolution
CJA	Criminal Justice Administration
FLM	Film Arts
HSE	Homeland Security and Emergency Management
JJS	Juvenile Justice
JRN	Journalism
LAW	Law
MDC	Digital Cinema
MUL	Multimedia
PAD	Public Administration
PLA	Paralegal Studies
SCR	Screenwriting

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

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	4.5	136

COURSE DESCRIPTIONS

AAL – Advanced Assessment Literacy

AAL 650 Purposeful Assessment

Prerequisites: 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.

Prerequisites: ATP 600 and AAL 650

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.

Prerequisites: ATP 600, AAL 650 and AAL 652

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

Prerequisites: ATP 600, AAL 650, AAL 652 and AAL 654

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 600 Basics of Behavior Analysis

Overview of the major components, philosophical as well as applied, of Applied Behavior Analysis. Major topics include functional behavioral assessment and analysis, single-subject research design, basic principles of behavior shaping and reduction, how to achieve behavioral generalization and maintenance, aspects of stimulus control and its relation to the three term contingency model, discrete trial training, and aversive control.

ABA 601 Assessment in ABA

Prerequisites: ABA 600

Introduction to the philosophy of behaviorism and the basic tenets of applied behavior analysis. Focuses on behavioral assessment and observation, and time series research design and its use in the scientific evaluation of behavior-environment relations. Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS). See Program Description for more details.

ABA 602 Processes of ABA

Prerequisites: ABA 601

Focuses on the fundamental aspects of behavior change strategies and tactics, such as stimulus control and the nature of reinforcing and aversive stimuli and their properties, and how these properties influence behavior change processes. Basic and applied empirical research demonstrating these strategies are covered. Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS). See Program Description for more details.

ABA 603 Applications of ABA

Prerequisites: ABA 602

Continuation of ABA 602, covers the complex aspects of behavior change strategies that are built upon the fundamental behavioral principles. Detailed examples of behavior change strategies from the basic and applied research literature are covered. Major topics covered include verbal behavior, generalization and maintenance, contingency contracting, and self-management. Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS). See Program Description for more details.

ABA 604 Advanced Applications

Prerequisites: ABA 603

Examines functional assessment and functional analysis procedures with a focus on mental health and educational settings. Emphasis is on providing students with an understanding of both procedural and conceptual issues surrounding evidence-based intervention design for persons with severe behavior problems. Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS). See Program Description for more details.

ABA 606 Ethics for Behavior Analysts

Overview of the major issues in the ethical use of applied behavior analytic practices. Students will be exposed to scenarios and case studies which impact the ethical and legal treatment of persons receiving behavior change treatments. This course meets the ethics requirements established by the Behavior Analyst Certification Board. Students are required to purchase a one-year subscription to the CBA Learning Module Series from Behavior Development Solutions (BDS). See Program Description for more details.

ABA 607 ABA Intensive Practicum

Prerequisites: Permission of Program Lead Faculty

This practicum is designed to provide students with frequent, direct, on-site supervision of applied behavior analysis activities. The practicum is designed to meet the Behavior Analyst Certification Board criteria for an intensive, 750-hour practicum experience.

ABA 610 Role and Function of Schools

This course explores the workings of schools and how to integrate Advanced Behavior Analysis into the school setting. The role of norms in the school setting and how it affects working in schools will be investigated. Working collaboratively in the school environment will be examined.

ABA 611 Positive Behav. Inter./Support

This course provides candidates with effective behavioral management strategies in a comprehensive K-12 school setting. The focus is on the development and implementation of positive behavioral intervention supports (PBIS). Effective positive behavioral approaches for both individual students as well as small groups of students are addressed. The course provides students with the knowledge to assist in the development, implementation, and evaluation of a Functional Behavioral Analysis, Behavior Intervention Plan, and Individual Education Plan.

ABA 612 Behavioral Consultation

This course provides effective behavioral consultation strategies in a comprehensive K-12 school setting. The focus is on the development and implementation of behavioral consultation in the school setting. It also offers an additional emphasis on home-school collaboration, teacher-resource provider collaboration, and collaboration in a socioeconomic and culturally diverse population. Knowledge and skills for effective behavioral collaboration with teachers, parents, and other resource providers is provided. The course provides candidates strategies for the development, implementation, and evaluation of behavioral consultation.

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. (G.A.A.P.). 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.

Prerequisites: 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

Prerequisites: 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 G.A.A.P. (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

Prerequisites: 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 earnings.

ACC 410C Intermediate Accounting III

Prerequisites: 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

Prerequisites: ACC 410C

An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. It also covers accounting for the formation, operation, and liquidation of partnerships, as well as special reporting requirements for multinational entities.

ACC 432A Taxation-Individual

Prerequisites: ACC 201

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

Prerequisites: 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 I

Prerequisites: ACC 202

A study of cost-accounting principles and procedures including fixed, variable, and mixed costs, break-even point analysis, job-order costing, process costing, standard costing, activity-based costing, variance analysis for variable and fixed costs, budgeting (static and flexible budgets), and preparation of variable and absorption-costing statements.

ACC 433B Managerial Accounting II

Prerequisites: ACC 433A

A continuation of Managerial Accounting I, this course covers additional managerial accounting topics for decision-making including relevant costs, balanced scorecard, value-added and non-value-added costs, allocations of indirect costs using direct, step, and reciprocal methods, allocating joint cost, main and by-product costing, determination of Economic Order Quantity (EOQ), accounting for spoilage, transfer pricing, performance measurement, and capital budgeting techniques.

ACC 434 Government and Nonprofit Acct.

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

(Previously ACC 300)

Prerequisites: 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 501 Accounting Fundamentals

(1.5 quarter units)

An introduction to accounting for students with no previous exposure to the subject, this two-week course covers accounting and financial statement terminology and the analysis of financial statements. Grading is by S or U only.

ACC 515 Accounting Ethics

Studies the fundamentals of accounting ethics focusing on case and scenarios analysis, discussions, identification of possible solutions focusing on student’s acquisition of good ethical judgement. The objective of the course is to increase a student’s 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 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” (G.A.A.P.). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

ACC 604 Managerial Accounting

Prerequisites: ACC 501

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

Prerequisites: ACC 601M

The first course in a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as G.A.A.P. including an in-depth review of the conceptual framework and principal financial statements. Emphasis on revenue and expense recognition, together with accounting for current assets.

ACC 611M Financial Accounting II

Prerequisites: ACC 610M

The second course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as G.A.A.P., accounting for tangible assets, natural resources and intangible assets, current and long-term liabilities, leases, and shareholder equity.

ACC 612M Financial Accounting III

Prerequisites: ACC 611M

The third course of a comprehensive three-course sequence covering a substantial portion of U.S. financial reporting principles known as G.A.A.P., accounting for earnings per share, deferred income taxes, pensions, investments, changes and errors, the statement of cash flows, and full disclosures.

ACC 615M Advanced Financial Accounting

Prerequisites: ACC 612M

Examination of concepts of accounting for business combinations, with emphasis on the consolidation and financial reporting of parent/subsidiary relationships. Accounting for the formation, operation, and liquidation of partnerships, foreign currency translation and hedging, segment reporting, and international financial reporting standards.

ACC 620M Taxation of Individuals

Prerequisites: ACC 615M

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

Prerequisites: ACC 620M

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

Prerequisites: ACC 601M

The first course in a two-course sequence. Tracking, recording, and analyzing costs associated with the products or activities of an organization. Cost terminology, cost measurement concepts, cost accumulation systems, accumulating and allocating overhead costs using various cost drivers.

ACC 631M Advanced Managerial Accounting

Prerequisites: ACC 630M

The second course in a two-course sequence. Measurement, analysis, and use of accounting information for management decision-making. Variable costing and inventory management, capital budgeting and operational budgeting decisions, and performance measurement and control of cost/profit/investment centers.

ACC 640M Acc for Gov't & NFP Entities

Prerequisites: ACC 601M

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

ACC 650M Auditing Principles

Prerequisites: ACC 621M

The first course in a two-course sequence. Audits of financial statements by Certified Public Accountants. Topics include: professional ethics, legal liability, planning of audit engagements, internal control, EDP and sampling.

ACC 651M Auditing Procedures

Prerequisites: ACC 650M

The second in a two-course sequence. Auditing procedures (compliance and substantive) for cash, receivables, inventory, payables, long-term debt, equity balances, and related income statement accounts. Writing of auditor's reports, including special reports, and review/compilation reports in accordance with AICPA standards.

ACC 657 Accounting Information Systems

Prerequisites: 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

Prerequisites: ACC 501 or ACC 201

Anticipating the transition by U.S. companies from U.S. G.A.A.P. 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. G.A.A.P..

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

Prerequisites: Completion of prior core requirements

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.

ACCX – Accounting (Extended Education)**ACCX 5200X Professional Exam Review 1**

Recommended prior completion of: approximately 72 quarter units of accounting and/or business.

This course is designed to help students pass the professional examination for various licensures in accounting. Passing professional exams provides additional opportunities and greater versatility to employment options within the accounting profession and other areas of business. Whether the professional exam is the CPA, CMA, CIA, or other, the review for the exam takes time, commitment, and dedication. Grading is S/U only. The professional exam review emphasizes learning through preparation and practice. The professional review is a review and reflection of some of the content of prior accounting and business courses as well as introduction of new material necessary to pass various professional exams.

ACCX 5250X Professional Exam Review 2

Prerequisites: ACC 520

This course is designed to help students pass the CPA Exam. Passing professional exams provides additional opportunities and greater versatility to employment options within the accounting profession and other areas of business. The review for the CPA exam takes time, commitment, and dedication. The professional exam review emphasizes learning through preparation and practice. The professional review is a review and reflection of some of the content of prior accounting and business courses as well as introduction of new material necessary to pass various professional exams.

ACCX 5500X Business Professional Develop.

Emphasis is on development of business professional soft skills to help a student prepare for a successful job search by knowing about their own personal profile, their career opportunities, and the skills necessary to effectively interact with other business professionals. Grading is S/U only.

ACEX – Athletic Coaching Education (Extended 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**

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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. Students will practice the application of standards in a case study format.

ADC 235 Case Management

Prerequisites: 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

Prerequisites: PSY 100, SOC 100 and ADC 205

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: PSY 100 and SOC 100

This course examines two interrelated 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

Prerequisites: 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.

ADL – Advanced Digital Literacy

ADL 630 Instrctnl. Dsgn. for Dig. Envrnmt

Prerequisites: ATP 600

Explore the relationship between instructional design, cognition and learning and learning theory, and how these are combined in the design of dynamic, collaborative learning environments. Candidates focus on the new science of learning and the impact on digital environments.

ADL 632 Instrctnl. Devmnt. and Eval.

Prerequisites: ATP 600 and ADL 630

Explore current research regarding technology and its applications for teacher and student creativity and productivity.

ADL 634 Online and Mobile Learning

Prerequisites: ATP 600, ADL 630 and ADL 632

Examine the strengths, weaknesses, and challenges of designing and teaching for online environments and accommodating different mobile devices.

ADL 636 Assmnt. & Eval. in Dig. Classroom

Prerequisites: ATP 600, ADL 630, ADL 632 and ADL 634

Explore the role of digital technologies to differentiate instruction and assess learning outcomes. Develop an evaluation plan that can be implemented in candidates, own educational settings that demonstrates their ability to select or develop appropriate matrices to identify the impact of technology on the teaching learning process.

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, and 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

Prerequisites: 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

Prerequisites: 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, aging, and mental health.

AGE 612 Public Policy and Aging

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 needed 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

Prerequisites: 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

Prerequisites: 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.

AIL – Advanced Instructional Literacy**AIL 620 Learner Literacy**

Prerequisites: ATP 600

Explore a range of evidence-based theories of learning and development to effectively incorporate the diverse learning needs of students into instructional practices that promote deep understanding.

AIL 622 Organizing Learning

Prerequisites: AIL 620 and ATP 600

Expand candidate understanding of the interrelationships and dependencies among learner needs, and research-based and evidence-based instructional literacy.

AIL 624 Expert Instruct. Lit. Approach

Prerequisites: ATP 600, AIL 620 and AIL 622

Analyze and evaluate a variety of research-based instructional approaches to determine their application across a variety of content and varying learner characteristics.

AIL 626 Instructional Literacy Port.

Prerequisites: ATP 600, AIL 620, AIL 622 and AIL 624

Supports and facilitates the enhanced application and meaningful use of instructional literacy knowledge, skills and dispositions (philosophies) gained across the full specialization, and to encourage and inspire continuous development and contributions to the profession of education and systems level change.

ANA – Analytics**ANA 605 Analytic Models & Data Systems**

Prerequisites: BAN 600

Forms of data, databases, gap analysis, model building, analysis, and interpretation will form the foundation for students to ethically apply data analytics to facilitate modern knowledge discovery techniques. Visualization and discovery strategies using analytic models will be used to explore the interactivity and integration of data systems.

ANA 610 Data Management for Analytics

Application of the data management process for analytics including data acquisition, cleaning, structure, security, and working with customer-centered databases. Evaluation of how these data relate and aggregate in analytic databases, data marts, data warehouses, and how they are used by analytical decision tools will be explored through case studies and projects.

ANA 615 Data Mining Techniques

Application of methods using techniques in data mining, text mining, 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. Applying data mining using real world data will leverage statistical assessment and interpretation from database information.

ANA 620 Continuous Data Methods, Appl.

Prerequisites: 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.

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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, hypothesis generation, and literature review. Team building, team collaboration, ethics, and conflict resolution are implemented. Strategic aspects such as mission and vision statements and managing an evolving analytic landscape are also incorporated into the analytic project scope.

ANA 699B Analytic Capstone Project II

Prerequisites: ANA 699A

Master's level research in analytic project implementation, technical writing, and project presentation.

Team building, collaboration, ethics, and conflict resolution are implemented. Strategic and technical aspects are implemented and presented to project advisors and stakeholders.

ANE - Anesthesia

ANE 600 Nurse Anesthesia Human Anatomy

Prerequisite: Admission to the Nurse Anesthesia Program and/or approval from the course lead and Nurse Anesthesia Program Lead, *Co-requisite:* ANA 600A

The Nurse Anesthesia gross anatomy course will provide the graduate nurse anesthesia student with a focused, advanced exploration of normal human anatomy, morphology, and embryology as it relates to anesthesia practice. The course utilizes both a lecture and laboratory component with gross anatomy laboratory dissection and pro-section study.

ANE 600A Nurse Anesthesia Anatomy Lab

(1.5 quarter units)

Corequisite: ANE 600

An advanced human anatomy laboratory course that explores the anatomical structure of the human body. Body structure will be studied by organ systems and will involve a balance between gross anatomical study and histology. Form-function relationships will be emphasized. The laboratory study will involve working with human skeletal collections and dissection of cadaveric and preserved specimens.

ANE 610 Nurse Anesthesia Assessment

Prerequisites: Admission to the Nurse Anesthesia Program and/or permission from course lead and Nurse Anesthesia Program Lead.

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 615 Advanced Physiology/Patho I

Prerequisites: ANE 600 and ANE 610

Nurse Anesthesia Physiology/Pathophysiology I is a comprehensive examination of cellular, membrane, neurological, gastrointestinal and endocrine physiology with particular emphasis on how these topics relate to anesthesia management. Graduate nurse anesthesia students will also explore the common disorders and pathophysiology of each system.

ANE 616 Advanced Physiology/Patho II

Prerequisites: ANE 600, ANE 615, ANE 610, ANE 620, ANE 630 and ANE 635

This is the second of a 2-course advanced physiology series. Nurse Anesthesia Physiology II is a comprehensive examination of cardiovascular, renal and respiratory physiology with particular emphasis on how these topics relate to anesthesia management. Graduate nurse anesthesia students will also learn the common disorders of each system.

ANE 620 Advanced Pharmacology I

(2.25 quarter units)

Prerequisites: ANE 600 and ANE 610

This is the first of two courses that provide the

base of information necessary for advanced clinical prescribing of medications. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Within each class of therapeutic drugs, the course examines drug actions, interactions, reactions, and contraindications. The course will also include principles of prescribing and patient compliance.

ANE 621 Advanced Pharmacology II

(2.25 quarter units)

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635 and ANE 640

Corequisites: ANE 616

The second course of a 2 course series. Clinical application of advanced pharmacology and pharmacotherapeutics for the advanced practice nurse managing complex and common disease conditions.

ANE 630 Anesthesia Pharmacology I

Prerequisites: ANE 600 and ANE 610

Corequisites: ANE 620 and ANE 615

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.

ANE 631 Anesthesia Pharmacology II

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 621, ANE 630 and ANE 635

Corequisites: ANE 616, ANE 640

The second of a two-course anesthesia pharmacology sequence. Continued exploration of pharmacokinetics and pharmacodynamics of anesthesia specific drugs. Factors modifying anesthetic management of patients are thoroughly explored.

ANE 635 Principles of Anesthesia I

(7 quarter units)

Prerequisites: ANE 600 and ANE 610

Corequisites: ANE 615, ANE 620 and ANE 630

An in-depth study of the administration of anesthesia utilizing principles of anesthesia with a pathophysiological approach for the use of anesthesia equipment, the anesthesia gas machine, documentation, patient preoperative assessment, and basic patient care. Basic and advanced clinical monitoring, patient positioning, and thermoregulation are covered. Airway anatomy, and basic and advanced airway management with practical laboratory applications.

ANE 640 Principles of Anesthesia II

(7 quarter units)

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630 and ANE 635

Corequisites: ANE 616

Exploration of anesthetic delivery to patients with increasing co-morbidities, advanced pathophysiology, and complex anesthesia needs. Airway management and regional anesthesia techniques are thoroughly covered. Anesthetic techniques for the specialty practice of cardiac, thoracic, and vascular anesthesia is analyzed.

ANE 645 Principles of Anesthesia III

(7 quarter units)

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621 and ANE 631

Detailed study of anesthetic techniques for differing surgical procedures for patients with acute and chronic pathophysiology requiring complex anesthesia management. Specialty practice of neurosurgery, renal, urology, transplant, hepatic, endocrine, trauma, pediatric, and high risk OB covered.

ANE 650 Nurse Anesthesia EBP/Research

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621 and ANE 631

Corequisites: ANE 645

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 655 Aspects of CRNA Practice

Legal aspects of corporate liability, medical malpractice, informed consent, patient rights, privacy, fraud and abuse, plus governmental regulation of health professionals and health facilities. The legislative process, legislative oversight and regulatory agencies are discussed in depth. Code of ethics for CRNAs.

ANE 660 Nurse Anesthesia Clinical I

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650 and ANE 655

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 661 Nurse Anesthesia Seminar I

(3 quarter units)

Prerequisites: ANE 600, ANE 610, ANE 615, ANE 620, ANE 630, ANE 635, ANE 616, ANE 640, ANE 621, ANE 631, ANE 645, ANE 650 and ANE 655

Explore and review the principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development.

ANE 665 Nurse Anesthesia Clinical II

Prerequisites: ANE 660 and ANE 661

Integration of knowledge, skills, and program objectives to a broader array of patients with increasingly complex co-morbidities.

ANE 666 Nurse Anesthesia Seminar II

(3 quarter units)

Prerequisites: ANE 660 and ANE 661

Corequisites: ANE 665

Explore and review of the principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review.

ANE 670 Nurse Anesthesia Clinical III

Prerequisites: ANE 665 and ANE 666

Corequisites: ANE 671

Supervised clinical opportunity for intermediate student nurse anesthetists to apply knowledge, advanced skills, and theory to a comprehensive range of patients. Anesthesia delivery to patients with increasing co-morbidities and anesthesia requirements.

ANE 671 Nurse Anesthesia Seminar III

(3 quarter units)

Prerequisites: ANE 665 and ANE 666

Corequisites: ANE 670

Explore and review of more complex principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review.

ANE 675 Nurse Anesthesia Clinical IV

Prerequisites: ANE 670 and ANE 671

Corequisites: ANE 676

Supervised clinical opportunity for senior student nurse anesthetists to utilize increased independent decision-making and critical thinking in advanced anesthesia delivery. Management of all complexity levels and case assignments throughout the entire perioperative phase. Engagement in pain management.

ANE 676 Nurse Anesthesia Seminar IV

(3 quarter units)

Prerequisites: ANE 670 and ANE 671

Corequisites: ANE 675

Explore and review of complex principles and applications of nurse anesthesia. Scholarly inquiry into case studies, patient care management, thesis development, and intensive review.

ANE 680 Nurse Anesthesia Clinical V

Prerequisites: ANE 675 and ANE 676

Corequisites: ANE 681

Supervised clinical practicum with a high level of autonomy and critical thinking. Focusing on the entire spectrum of clinical nurse anesthesia practice, including pain management, outpatient surgery, emergency/trauma, OB, neonatal, and office-based practice settings.

ANE 681 Nurse Anesthesia Seminar V

(3 quarter units)

Prerequisites: ANE 675 and ANE 676

Corequisites: ANE 680

Presentation and discussion of case studies related to pathophysiological states and safe anesthesia delivery. Evaluation of current best-practice issues in the delivery of anesthesia. Presentation of scholarly inquiry culminating project.

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

Prerequisites: Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director

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.

Prerequisites: Admission to the Nurse Anesthesia Program or approval from Academic Program Director

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)

Prerequisites: Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director

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 provides 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

Prerequisites: ANE824, all nurse anesthesia courses must be completed with a B- or greater for continued program matriculation.

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 blockers, 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 gastrointestinal 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

Prerequisites: ANE 821, B- grades are required for program progression.

Nurse Anesthesia Physiology III is a comprehensive examination of respiratory, renal and reproductive physiology with particular emphasis on how these topics related 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 concepts with implications for Nurse Anesthesia.

ANE 824 Principles of Anesthesia I

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)

Prerequisites: ANE 824, minimum passing grade for the nurse anesthesia program is a B-.

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

Prerequisites: 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)

Advance high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advance 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

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)

Prerequisites: ANE 828

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

Prerequisites: ANE 824, ANE 826 and ANE 828

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)

Prerequisites: 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 non-governmental 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, continuous quality improvement, cultural competency, ethical issues and decision making.

ANE 850 Clinical and Seminar I

Prerequisites: ANE 800, ANE 801, ANE 810, ANE 815, ANE 816, ANE 819, ANE 820, ANE 821, ANE 822, ANE 823, ANE 824, ANE 825, ANE 826, ANE 827, ANE 828, ANE 829, ANE 830, ANE 831 and ANE 840, and 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

Prerequisites: ANE 800

Implementing evidence in nurse anesthesia practice extends knowledge of the basic principles of evidence-based practice. This online 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 from 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 seminar course that continues to add increasing anesthesia complexity, co-morbidities, and autonomous clinical decision making. Scholarly inquiry to 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

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

Prerequisites: 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

Prerequisites: 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 regularity 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

Prerequisites: ANE 870

Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice with advancing complexity and co-morbidities. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case studies and patient care 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 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

Prerequisites: 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 601 Health Management Analytics**

Prerequisites: Completed program core classes in ANA, HCA 626, COH 606 and recognized experience in the healthcare field or HCA 600

Application of health data analytics to the area of clinical workflow including financial forecasting and service line efficiencies. Data integration and analytics with representation through dashboards will support decisions in a healthcare environment.

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

Prerequisites: ANH 604

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.

ANH 620 Health Analytics Internship

Prerequisites: ANH 607

Experience in healthcare setting analyzing, implementing and/or evaluating health data for an actionable solution. Minimum of 120 hours of structured work experience with health data in a professional organization under the direct supervision of one or more experienced health data analytic specialists. Course is eligible for In Progress (IP) grade. This is a two-month course.

ANH 625 Health Analytics Capstone

Prerequisites: ANH 620

Two-month capstone project focused on a relevant analytic problem in healthcare theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare. Student project may require Institutional Review Board (IRB) approval. Course is eligible for In Progress (IP) grade.

ARL – Advanced Reading Literacy**ARL 640C Action Res. for the Read Spec.**

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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. Candidates work with English Language Learners and struggling readers at early and intermediate levels in one-on-one, small group, and whole class settings. The field experience component of this course is a supervised application of theoretical concepts in a practical setting.

ART – Art**ART 100 Introduction to Art History**

Prerequisites: 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, sketchbook practice, and visual art assignments. Students supply basic painting art materials.

ART 315 Film as Art

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 a 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

Prerequisites: 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 600 Fundamentals of Analytics

This course introduces business analytics models and data in order to be used in marketing, SCM, performance management and financial management. Information systems in organizations supports professionals scientifically to find valuable patterns from mass amount of transactions from the internal and external data. Using digitized data to derive on methodical decision-making supports the prediction of future growth and competitive advantage. Emphasis will be centered on specific models and methodologies in data collection, normalization and analysis.

BAN 640 Performance MGT & SCM Process

Prerequisites: ANA 625 and BAN 600

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 they take place. Data improvement, data quality assessment, data cleansing and normalization, methods, and process improvements will be discussed.

BAN 645 Prediction in Marketing

Prerequisites: BAN 640

New technologies have opened new arenas in prediction and marketing. Subjects of predictive analytics topics and their 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

Prerequisites: BAN 645

The financial world faces uncertainty that affects the outcome of sound investments. Leaders are utilizing probabilistic analytic models that alleviate ambiguity on making decisions 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

Prerequisites: BAN 650

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 worked on. Work with confidential data involves strong ethical practices to be aware of security breaches and how to mitigate threats.

BAN 660 Business Analytics Capstone

Prerequisites: BAN 655

Students are expected to identify a problem and develop a solution using analytical methods. Students are required to utilize data and apply the appropriate analytical model. Grading will be H, S and U only. Eligible for In Progress (IP). This is a two-month project course.

BER – Bereavement

BER 600 Intro to Bereavement Studies

Provides an introduction to basic bereavement concepts and theories. This introductory course is the prerequisite for the certificate program. Topics examined include the history of bereavement, normal bereavement responses, disenfranchised losses, and major bereavement theories. Personal experiences with loss will be explored.

BER 604 Dying Patient and the Family

Prerequisites: 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.

BET – Biomedical Engineering Technology

BET 401 Medical Devices I

Prerequisites: EGR 240 or CEE 420 and EGR 324

Introduction to low-risk medical devices and instrumentation. Devices such as electronic thermometers, surgical microscopes, ultrasonic nebulizers and

sphygmomanometers will be studied. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation; and testing and calibration of devices.

BET 401L Medical Devices I Lab

(1.5 quarter units)

Prerequisites: BET 401

Laboratory hands-on practical course will support classroom theoretical pedagogy. The accelerated laboratory sessions will introduce fundamental embedded biomedical circuit designs of devices covered in BET 401. Analog, digital and mixed signals, real-time and emulated biosignals for broad biomedical application as practice in clinical environment will be explored. The lab activities include setup, calibration, testing, troubleshooting, data collection, and proper analytical reports.

BET 402 Medical Devices II

Prerequisites: BET 401 and BET 401L

Advanced course that introduces medium- and high-risk medical devices and instrumentation. During this course, devices such as ECG, EEG, endoscopes and ventilators will be examined. Topics include biosignals acquisition, processing, and filtering; design of devices; embedded design and implementation; and testing and calibration of devices.

BET 403 Medical Imaging Technology

Prerequisites: BET 401 and BET 402

Introduction to the basic physics of medical imaging modalities. It will provide a variety of information about the human body, including anatomy, function, blood flow and metabolism. The fundamental modality will include X-ray radiography, Computer Tomography (CT), Ultrasound (US), Magnetic Resonance Imaging (MRI) and Nuclear Spectroscopy along with introduction to the state-of-art in modern medical imaging.

BET 404 Medical Device Compliance

Overview of medical device safety and applicable regulations including broad themes in medical device surveillance. Discussion of various regulatory agencies and how they oversee the various safety and regulatory aspects related to medical devices.

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

Prerequisites: 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

Prerequisites: 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 a competitive advantage in the industry.

BIM 600 Human-Computer Interaction

The theory and practices of Human-Computer Interfaces (HCI) from an 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 and 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 BIO161 and/or BIO162, or their equivalents, have been completed.

BIO 100A Survey of Bioscience Lab

(1.5 quarter units)

Prerequisites: 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 genetics; population genetics; and the mechanism of evolution and the evolutionary basis of species classification. This laboratory course will complement the student's knowledge of biology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

BIO 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, and Mendelian genetics. Intended for science majors.

BIO 162 General Biology 2

Prerequisites: 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

Prerequisites: BIO 161 and BIO 162

Corequisites: BIO 169A

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)

Prerequisites: BIO 161 and BIO 162

Corequisites: BIO 163

Laboratory course in general biology intended for science majors. Topics include the application of the scientific method, examination of cellular processes (eg. 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

Recommended prior completion of: BIO 100, BIO 100A, CHE 101 and CHE 101A or equivalent courses.

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)

Prerequisites: BIO 201

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

Recommended prior completion of: BIO 201 and BIO 201A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses

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)

Prerequisites: BIO 202

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, taste, and smell. Cat/fetal pig is used to study the internal organs.

BIO 203 Introductory Microbiology

Recommended prior completion of: BIO 201 and BIO 201A, BIO 202 and BIO 202A, BIO 100 and BIO 100A, CHE 101 and CHE 101A or equivalent courses

Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human immune response.

BIO 203A Introductory Microbiology Lab

(1.5 quarter units)

Prerequisites: BIO 203

This laboratory course introduced students to procedures for handling microbes, methods of identification of microorganisms (microscopic and by diagnostic media), preparation of stained slides and wet mounts, aseptic techniques, isolation of a single colony, preparation of a pure culture, inoculation and interpretation of select diagnostic tests. This two-month course is a combination of lecture and laboratory activities.

BIO 253 Environmental Microbiology

Prerequisites: BIO 100, BIO 100A, CHE 101 and CHE 101A or 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)

Prerequisites: BIO 100, BIO 100A, CHE 101 and CHE 101A or 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 studied. Environmental sampling for water, air, and solid matter samples.

BIO 302 Biodiversity

Prerequisites: BIO 100 and BIO 100A

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Corequisites: BIO 406A

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)

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Corequisites: BIO 406

This course emphasizes techniques essential to cellular biology, including cell culturing, Western blotting, ELISA, DNA, RNA, and protein extractions.

BIO 407 Molecular Biology

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Corequisites: BIO 407A

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)

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A
Corequisites: BIO 407

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 161, BIO 162, BIO 163 and BIO 100A or BIO 100 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 reefs, resource values for humans, and restoration ecology.

BIO 414 Invertebrate Zoology

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Corequisites: BIO 414A

Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

BIO 414A Invertebrate Zoology Lab

(1.5 quarter units)

Corequisites: 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

Prerequisites: BIO 161, BIO 162, BIO 163, BIO 169A, CHE 141, CHE 142, CHE 143 and CHE 149A

Corequisites: BIO 416A

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)

Corequisites: BIO 416

Laboratory complement of vertebrate zoology, involving specimen investigations, anatomical examination, and live observations when feasible.

BIO 420 Animal Behavior

Prerequisites: BIO 161, BIO 162, BIO 163 and BIO 100A

Study of animal behavior, integrating genetic, physiological, ecological, and evolutionary perspectives.

BIO 430 Immunology

Prerequisites: BIO 406 and BIO 407

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

Prerequisites: 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

Prerequisites: BIO 161, BIO 162, BIO 163 and BIO 100A or BIO 100 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

Prerequisites: 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 Turneffe Atoll, Belize; requires international travel. Contact instructor for approval and additional requirements.

BIO 470 Bioinformatics

Prerequisites: BIO 161, BIO 162 and BIO 163

Corequisites: BIO 470A

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)

Corequisites: 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, dialogue, and debate.

BIS 401 Interdisciplinary Practice: In

Prerequisites: 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 courses in the Bachelor of Arts program. It is a "how-to course" on interdisciplinary inquiry designed to provide students with an opportunity to use digital tools to explore and examine the assumptions and the relevance of connectivity between and among various disciplines on the College of Letters and Sciences. It is anticipated that the students will learn how to examine issues critically and approach problems holistically. They will also learn how to integrate the knowledge acquired in their program of study to date and create a space and a voice to demonstrate the practice of interdisciplinary.

BIS 405 Genetic Anthropology

Prerequisites: BIS 301

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 a 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.

BKM 615 Knowledge Audits & Managing Kn.

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

BKM 620 Knowledge Integr., Trns., & Shar.

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

BKM 630 Knowledge Repos & Integr Metho

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

BKM 650 Enter Telecom & Global Collabo.

Complex collaboration refers to situations where working together effectively across boundaries is critical for complex projects and problems. Complex collaboration refers to knowledge-intensive business processes that require highly interactive communication, coordination, negotiation, research and/or development. Such projects may cross disciplinary, organizational, national, and/or cultural boundaries. Complex collaboration represents a capability that is essential to effective execution in such situations as new product development, mergers and acquisitions, joint ventures, and supply chain management, as well as large government projects. A number of issues emerge in examining complex collaboration, including: unit of analysis, critical relationships, resource development, virtual teaming, key skills, and improvement processes. BKM 650 provides the student with an understanding of the challenges of managing such situations include ambitious schedules, conflict of cultures and practices, massive amounts of information, multiple languages, and ambiguity of roles and responsibilities.

BKM 670 Knowledge Mgmt. Design & Dev.

An effective organization today relies on its shared knowledge among its stakeholders for successfully arriving at the goals set in its business strategy. This course will make use of theories, processes, behaviors, and issues that allow knowledge-based organizations to transform themselves into ones that organize

and share knowledge in an effective and efficient manner. The course will involve students in the design and development of a management-focused system that will support knowledge-management in a selected organizational setting. Students will make use of various management tools including the five-tier knowledge-management hierarchy as well as case-based studies that focus on the design and development of knowledge systems.

BKM 680 Proto. & Deploy Using Prj. Mgt.

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

BRO – Broadcast Media

BRO 210 History of Television

Prerequisites: 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

Prerequisites: 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

Prerequisites: BRO 305 or JRN 310

Provides an introduction to television studio production and the roles and responsibilities of the production team staff. Offers hands-on experience in production design, lighting, studio camera operations, audio recording, and directing.

BRO 350 Graphics for Video

Teaches computer-aided manipulation of graphic text and images used in video and theory of graphic design for video screens. Software tools include Illustrator, Photoshop, and AVID to create titles and overlay text, graphics, and images. Learn and use various file formats and compression codecs to integrate graphics and video production.

BRO 430 Field Production II

Prerequisites: BRO 305, BRO 310, MUL 300, MKT 402A, BRO 320, BRO 325, JRN 315, BRO 340 and HUB 400

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 Business Policy

Prerequisites: 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.

BUS 491 Internship Project

Prerequisites: 31.5 quarter units in business or business related courses and a 2.5 GPA

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real-world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. The course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

BUS 500A Intermediate Algebra (no units)

An introduction to quantitative methods for business graduate students with no previous exposure to the subject, it covers topics including algebraic operations, equations, graphs and functions, exponential and logarithmic functions, and an introduction to linear programming. No credit is awarded.

BUS 500C Macro & Micro Economics (no units)

An introduction to economics for business graduate students with no previous exposure to the subject, it covers topics including microeconomics, macroeconomics, and an introduction to management. No credit is awarded.

BUS 691 Internship Project

Prerequisites: 13.5 quarter units in graduate business course and 3.0 GPA

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S or U only.

CAF – Clinical Affairs**CAF 600 Clinical Research Survey**

Recommended prior completion of previous or concurrent work experience and/or employment within the biomedical industry specifically within the Clinical, Quality or Regulatory Affairs functions.

This course provides the CAF student with a broad overview of clinical research as applied to the development of biotechnology, pharmaceutical, and medical device products. Clinical research will be considered within the corporate, legal, and regulatory environments within which the industry operates. The course will consider key issues concerning the design and execution of successful clinical development programs.

CAF 605 Good Clinical Practice (GCP)

Recommended prior completion of CAF 600

This course is designed to present an introduction to the global regulations governing the conduct of clinical trials and for regulatory approval of a new biologic, medical, or pharmaceutical product. The student will be introduced to EMA, FDA & ICH regulations and standards, regulatory violations documented in warning letters, clinical roles and responsibilities, as well as the IRB/IEC process, and key study documents and principles of clinical study management.

CAF 615 CAF Data Mgmt. & Statistics

Recommended prior completion of CAF 600

This course provides the student with a solid foundation and understanding of how clinical data contributes to the market application process. Beginning with describing the documents required for regulatory approval of products for marketing, the course will discuss the planning process for data collection, processing, management, analysis, and summarization. Overall consideration in the generation of databases and analyses of data will be explored. Key statistical principles and tools will be applied to clinical trial protocols and statistical analysis plans.

CAF 621 CAF Ethics & Pharmacovigilance

Recommended prior completion of CAF 600

This course identifies and describes the background and history for the protection of human subjects in clinical research. It also provides the student with a solid understanding of the ethical principles and practical challenges associated with protecting human subjects in clinical research. Students will identify and discuss ethics as a discipline, the Declaration of Helsinki, Institutional Review Boards, Informed Consent Forms, Data Management Committees/Data Monitoring Boards, Compliance, and HIPAA.

CAF 635 Clinical Trial Design

Recommended prior completion of CAF 600

This course identifies and discusses the basic concepts describing the design of clinical trials for demonstrating safety and efficacy for biologics, medical devices, or pharmaceutical products. It will identify, describe, and discuss the similarities and differences of clinical trials between the various biomedical product segments. Students will identify and understand clinical trial nomenclature, key components of a clinical development plan, and various options for the design of clinical trials. The life cycle and timeline for a clinical trial will be identified and understood.

CAF 645 CAF Communications

Recommended prior completion of CAF 600

This course will provide the student with the necessary background for preparing verbal and written communications for the clinical affairs function within a biomedical organization. Beginning with an understanding of the documents required for regulatory approval of products for marketing, the course will identify and discuss the planning process for data collection, processing, management, analysis, and summarization. Overall considerations in generation of clinical trial protocols, regulatory communications, and final clinical reports will be covered.

CAF 650 Clinical Operations Part 1

Recommended prior completion of CAF 600

This course provides the student with an in-depth foundation for all operational aspects in the process of clinical research. The focus will be on developing, executing, and completing a single clinical trial. There will be detailed exploration of all aspects of the responsibilities of investigators and sponsors and the key operational aspects involved in setting up, running, monitoring, and completing a clinical trial. Part 1 covers all requirements and activities through clinical trial initiation.

CAF 651 Clinical Operations Part 2

Prerequisites: CAF 650

This course provides the student with an in-depth foundation for all operational aspects in the process of clinical research. The focus will be on developing, executing, and completing a single clinical trial. There will be detailed exploration of all aspects of the responsibilities of investigators and sponsors and the key operational aspects involved in setting up, running, monitoring, and completing a clinical trial. Part 2 covers all requirements and activities from clinical trial start through trial close-out and archiving.

CAF 660 Clinical Trial Project Mgmt.

Recommended prior completion of CAF 600

This course provides the student with an in-depth

foundation in project management principles and tools for managing clinical trials from initiation through trial close-out and archiving. There will be detailed exploration, identification, and discussion of all aspects of Good Project Management practice (GPM), including developing an understanding of the responsibilities of project leaders, managers, members, and mentors, team interactions, required documents, study site management involvement, and the project life cycle.

CAF 699A Capstone Thesis Option

Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651 and CAF 660

This course is designed to have the student develop and implement a formal research document (thesis) that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data, and other principles taught throughout the entire program.

CAF 699B Capstone Project Option

Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651 and CAF 660

This course is designed to have the student develop and implement a formal research document (project) that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data, and other principles taught throughout the entire program.

CAF 699C Capstone Internship Option

Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651 and CAF 660

This course is designed to have the student actively experience a “Clinical Affairs” working environment according to the NU policies and procedures which govern such internships. The student will integrate all facets of “clinical affairs” including GCP, regulations, documentation, data and project management, statistical analysis and other principles taught throughout the entire CAF program.

CAF 699D Capstone Comprehensive Exam

Prerequisites: CAF 605, CAF 615, CAF 621, CAF 635, CAF 645, CAF 650, CAF 651 and CAF 660

This course is designed to have the student study and prepare for a comprehensive final “Clinical Affairs” degree program examination that integrates all facets of “clinical affairs” including regulations, documentation, clinical evidence, data management, statistical analysis of the data, and other principles taught throughout the entire program.

CED – Counselor Education**CED 600 Applied Child/Adol. Development**

The counseling process, interventions, and strategies will address cultural and ethnic issues presented in class. The course analyzes and conceptualizes human development themes from the perspective of various learning and personality theorists. Practicum experience is required.

CED 601 Consultation in the Schools

Prerequisites: 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

Prerequisites: 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

Prerequisites: CED 610

Emphasis is on the building of 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 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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, Rtl 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

Prerequisites: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Students are placed in a school 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 S or U only.

CED 617 School Counseling Intern. II

Prerequisites: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Students are placed in a school 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

Prerequisites: A record of a passing score on the Basic Skills Requirement (CBEST), completion of all program prerequisites, completion of ten (10) courses, 100 hours of practicum, have permission of faculty advisor and approval of internship site by Placement Specialist.

Students are placed in a school 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

Prerequisites: 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 620 Internship Seminar

(3 quarter units)

Prerequisites: Students must have completed ten (10) courses, and must be enrolled in their internship and have permission of the faculty advisor.

Corequisites: CED 631

Students will review the knowledge, skills, and standards of the graduate program in counseling in final preparation for their employment as professional counselors. Leadership opportunities within the counseling role are identified and developed. Students will prepare for the ETS Praxis examination, complete their program portfolios, and present their school project as part of this course. Grading is by H, S or U only.

CED 631 School Counseling Practicum

(1.5 quarter units)

Corequisites: CED 620

Focus on the integration and practical application of counseling skills and conceptual frameworks to create strategies to individually assist students with concerns in the areas of personal, social, educational, and career development. This course contributes to the counseling proficiency component of the program and is required of all candidates enrolled in the Educational Counseling program.

CED 637 School Counseling Research

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 433

An overview of basic circuit design and analysis. Introductory topics include: Ohms 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)

Corequisites: CEE 310

Centers on experiments covering the theoretical material in CEE 310. 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

Prerequisites: CSC 208 or MTH 220 and CEE 310

Corequisite: CEE 324L

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)

Corequisites: 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 signals and systems, transforms, filtering, and sampling.

CEE 340 Embedded Systems

Prerequisites: CSC 208 and CSC 252 or CSC 262

Corequisites: CEE 340L

Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051C 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)

Corequisites: 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

Prerequisites: 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, 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)

Prerequisites: CEE 420

This lab course is designed to supplement the material of CEE 420, 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 semiconductor circuits.

CEE 430 Digital Signal Processing

Prerequisites: CEE 420

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

Prerequisites: CEE 430

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

Prerequisites: 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

Prerequisites: 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/U only. Course is eligible for In Progress (IP) grade.

CEE 499B Capstone Design Project III

Prerequisites: 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/U only. Course is eligible for In Progress (IP) grade.

CEN – Construction Engineering

CEN 320 Surveying, Metrics and GIS

Prerequisites: 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

Prerequisites: 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, shear and deformation in beams and columns. Basic design fundamentals.

CEN 325 Soil Mechanics and Foundation

Prerequisites: CEN 323

The course introduces soil mechanics and foundation engineering to the students; 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: CEN 410

Introduces the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

CEN 420 Est., Scheduling & Control II

Prerequisites: CEN 419

This course builds on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Advanced topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and precedence networks for activity durations, scheduling, and project updating for control are presented.

CEN 421 Constr., Acct., Finance and Law

Prerequisites: ACC 201

This course applies the principles of business accounting and financial principles and engineering economics to the construction industry. Construction accounting systems, depreciation, and financial analysis are introduced. Labor, overhead, and profit management are presented. Cash flow, time value of money, and legal aspects specific to construction industry contracts are introduced.

CEN 422 Field Inspection and Safety

Prerequisites: 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.

This course focuses on the detailed processes of construction management and the relevant tools, processes and techniques are involved. Students will be developing skills and knowledge to integrate and manage the overall construction process including the project proposal and design, cost estimate, contract document drawings and specifications, construction schedule, and project presentation.

CEN 486A Construction Senior Project I

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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)

Prerequisites: 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)

Prerequisites: 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

Prerequisites: 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

Prerequisites: CHE 141

Second course of general chemistry, covering: bonding, solutions, chemical kinetics, chemical equilibrium, acids/bases, and thermodynamics.

CHE 143 General Chemistry 3*Prerequisites: CHE 142**Corequisites: CHE 149A*

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)

Corequisites: 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*Prerequisites: 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 biological, health, and environmental sciences.

CHE 150A Introductory Organic Chem Lab

(1.5 quarter units)

Corequisites: 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*Prerequisites: 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)

Corequisites: 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*Prerequisites: 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)

Corequisites: 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*Prerequisites: 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*Prerequisites: 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 aspects 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 Ayurvedic 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 lifespan 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

Prerequisites: 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 330 System Development

Introduces the Object-Oriented approach to system development with emphasis on user and computer interface design. Introduction to object-oriented programming, java, and Unified Modeling Language (UML) standard are also covered.

CIS 340 Data Communications

Covers in detail all the critical technical areas in data communications, wide-area networking, local-area networking, and protocol design. The focus is on current technology of the data and computer communications field. Emphasis is on both the fundamental principles as well as the critical role of performance in driving protocol and network design.

CIS 350 Database Management Systems

Fundamentals of database systems. An introductory approach to developing database applications; students learn to evaluate a business situation and then build and design a database application. The focus is from systems design to distribution and integration of the system through hands-on experience. Core theories and ideas of database management systems are also covered.

CIS 416 Database Administration

Prerequisites: CIS 340

Designed to give the Oracle database administrator (DBA) a firm foundation in basic administrative tasks. Through instructor-led learning, structured hands-on practices and challenge-level exercise labs, the DBA will gain the necessary knowledge and skills to set up, maintain and troubleshoot an Oracle7 or Oracle8 database.

CIS 420A Information Systems Project I

Prerequisites: 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

Prerequisites: 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 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 450 Information/Systems Assurance

Provides understanding of how to audit information systems, including enterprise systems, fraud, and fraud detection. The combination of text and software creates a double learning environment in which students will gain an understanding of how these audits take place in the real world.

CIS 460 Human Factor /Ergonomic Design

Introduction to methods that incorporate human capabilities and limitations, environmental factors, human-machine interaction, and other factors into system design. The focus is on the interface between humans, technology, and systems. Human factors and ergonomics in systems analysis, design, and evaluation will also be examined.

CIS 470 Computer Forensics

Introduction of computer forensics in networked systems, provides understanding of technical issues in acquiring computer evidence with emphasis on computer forensic analysis. File systems and current computer forensics tools are also examined.

CIS 480 Health Information Management

Overview of the health information management and health care delivery systems. Coverage includes the patient record, numbering and filing systems, record storage and circulation, indexes, registers, and health data collection.

CIS 601 Information Systems Strategies

Exploration of the merger of Information Systems with legal, ethical, cultural, human resources, business philosophies, and organizational structures. Learn the strategic role IS professionals play in the modern work-place environment and the role telecommunications plays in the modern work place, networked environment.

CIS 602 Network Services & Protocols

Prerequisites: CIS 601

Study of the principles and applications of telecommunications. Examination of voice, data, analog, and digital transmission in local-area and wide-area networks will be explored and the related existing and emerging communications protocols. Discover the strategic role telecommunications plays in the modern networked environment.

CIS 604 Management and Security

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: CIS 620A

Two-month course, meets once a week. 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.

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 courts, and the distribution of judicial powers.

CJA 352 Criminal Law and Procedure

A survey of jurisprudential philosophy and case study of common law and statutory crimes. Discusses historical development, theory, principles and functions of criminal law. Also covers elements of due process, rule of law, and the role of the constitution in protecting rights.

CJA 356 Criminal Evidence

A study of the elements of criminal law as applied to various theories of criminal evidence to enhance understanding of the various issues facing prosecutors, criminal justice practitioners, and law enforcement agents. This course will explore the application of evidentiary issues and its relationship to investigations and criminal conduct.

CJA 400 Gangs in America

Exposes students to the basic trends of criminal behavior as it relates to gangs in America and the causative and contributory factors of gang behavior. It explores the general personality, intellectual, and social perspectives of criminal behavior as it relates to gangs.

CJA 401 Criminal Intelligence

Exposes students to the basic trends of criminal intelligence as it relates to 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, and 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, as well as 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 CJ 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 racial, gender-specific, class, and ethnic orientations.

CJA 458 Financial Investigations

Investigates the accounting steps required to effectively pursue financial crimes. Topics include the five standards of proof, and 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

(variable units)

A practicum designed for students seeking field experience in law enforcement. Students receive academic guidance from criminal justice faculty and supervision at the field placement site. Typically,

the practicum requires students to work a minimum of 100-150 hours under supervision. At the completion of the practicum, students are required to write an in-depth research paper about their experiences during their placements with coordination and support from their faculty advisor and field supervisor. Units are arranged and determined based on assignment and number of hours prearranged at the placement site. Grading is S or U only.

CJA 467 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 "In Progress."

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 course, 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.

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, and 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 and 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

Prerequisites: 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.

CLD – Cross-Cultural Language and Development (CLAD)

CLD 627 Meth. Crosscult. Instr.

An examination of content-area instruction for English language learners. Covers strategies that foster English Language Development (ELD) lesson development, adaptation, and delivery. Also covers Specially Designed Academic Instruction in English (SDAIE) and "instructional scaffolds" as well as "instructional conversations" to support ELD.

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: CHE 101, BIO 161 and BIO 203 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: CHE 101, BIO 161 and BIO 203 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 315 and CLS 305

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

Prerequisites: 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.

CLSX – Clinical Lab Studies (Extended Education)

CLSX 6005X Microbiology Didactic Lectures

Prerequisites: CLS 405 Completion of B.S. degree in Biological Science or Clinical Laboratory Science. Within the degree requirements, the student should have previously completed an Introductory Microbiology (with laboratory) and Clinical Microbiology.

The Clinical Microbiology Didactic Lectures are designed to reinforce and strengthen the practical in-laboratory trainee experience. Areas in Clinical Microbiology that will be covered are aerobic and anaerobic organisms, parasitology, antibiotic sensitivity testing and analysis of results, yeast, fungi, and mycobacteriology.

CLSX 6010X Urinalysis Didactic Lectures

Recommended prior completion of: CLS 301; Trainees would benefit from having previously taken and completed Introduction to Chemistry (with laboratory), Introduction to Biochemistry, Organic Chemistry, and Microbiology to include Parasitology.

The Urinalysis Didactic Lectures are designed to reinforce and strengthen the practical in-laboratory trainee experience by providing didactic lecture subjects that cover essential areas in urinalysis such as clinical microscopy, chemical analysis, crystal analysis, and analytical skills.

CLSX 6020X Serology Didactic Lectures

Recommended prior completion of: CLS 305; Trainees would benefit from having previously taken and completed Introduction to Chemistry, Biochemistry, Organic chemistry, Introduction to Immunology (if available).

Clinical Serology rotation consists of a wide range of laboratory disciplines such as Chemistry, Microbiology, Biochemistry, and Molecular Diagnostics. The objective of the rotation is to provide the student with the basic skills needed to perform a range of diagnostic serological tests independently, accurately, and efficiently. The student will also acquire knowledge of laboratory management and quality control procedures.

CLSX 6030X Chemistry Didactic Lectures

Recommended prior completion of: CLS 301; trainees would benefit from having previously taken and completed Introduction to Chemistry (with laboratory), Introduction to Biochemistry, Organic Chemistry, Analytical Chemistry, and Quantitative Analysis.

Analysis and evaluation of practical laboratory hands-on procedures complement and reinforce the theoretical knowledge the student has acquired. At the conclusion of the series and the practical laboratory rotation, the student will have acquired practical experience in clinical the chemistry sufficient to perform diagnostic chemical tests in an efficient and accurate manner.

CLSX 6040x Hematology Didactic Lecture

Recommended prior completion of: CLS 410; Completion of B.S. degree in Biological Science or Clinical Laboratory Science. Within the degree requirements, the student should have previously completed an Introductory Hematology course to include laboratory or similar, and the CLS 410 Clinical Hematology.

Clinical Hematology Didactic Lectures for Clinical Laboratory Scientist Trainees presents practical, technical material to compliment and reinforce the Hematology Laboratory training experience. The didactic lecture series is required by Laboratory Field Services as part of the 52-week CLS training program.

CLSX 6050x Blood Bank Didactic Lectures

Recommended prior completion of: CLS 305; Students would benefit from having taken the Upper Division CLS Biochemistry, CLS Immunology, and lower-division Chemistry, Organic Chemistry, Biochemistry, and Anatomy and Physiology.

Transfusion Medicine Didactic lectures reinforce and are a companion to the practical laboratory experience rotation for Transfusion Medicine. The lectures will cover a wide range of practical laboratory procedures focused on Transfusion Medicine subjects. At the finish of the lectures and the laboratory rotation, the student will be able to function independently, accurately, and efficiently in the discipline of Transfusion Medicine techniques.

CLSX 6060X Phlebotomy Didactic Lectures

Prerequisites: Must have completed B.S. degree in Clinical Laboratory Science and currently accepted and enrolled in the National University Clinical Laboratory Scientist training programs.

Phlebotomy Didactic lectures cover basic phlebotomy skills and techniques and related knowledge needed for entry level competence in phlebotomy, as a Clinical Laboratory Scientist.

CLSX 6070X Lab. Mgmt. Didactic Lectures

Prerequisites: Must have completed B.S. degree in Clinical Laboratory Science and currently accepted and currently enrolled in affiliate National University Clinical Laboratory Scientist 52-week California state licensed training program.

Provides insight and practical application of management techniques, exploration of financial, personnel-related issues, and operational marketing issues affecting the clinical laboratory.

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

Prerequisites: COH 100, PSY 100, SOC 100, BIO 203A, COH 310 and COH 320

Consideration of the interrelationships and interdependencies between individuals, families, groups, organizations, communities, and societies and their effects on health status. High-level wellness, health, and disease are distinguished. Concepts are developed based on the evolution of public health in civilizations as well as contemporary influences.

COH 310 Culture and Health

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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

Prerequisites: COH 380

Focus is on the foundations of environmental science and environmental issues. Global climate change, agriculture, biodiversity, resource management, environmental toxins, waste management, and other topics will be explored.

COH 401 Health Promotion Concepts

Prerequisites: COH 300, 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 412 Injury Prevention

Prerequisites: COH 401

Occurrence and distribution of intentional and unintentional injuries in society and in selected population groups considered. Multiple physical, behavioral, social, and other variables contributing to injuries examined. Effective means for anticipating and preventing injuries identified.

COH 415 HP & Stress Management

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

Prerequisites: COH 401

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 420 Health of Vulnerable Groups

Considers population groups from different views: biological, disease, educational, cultural, social, economic, political, geographic, age, gender, citizenship status, behavioral, and housing. Consideration of factors making certain groups vulnerable to premature and excess morbidity and mortality.

COH 422 Global Health Promotion

Prerequisites: 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 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, postings, and labeling will be explored.

COH 430 HP Strategies & Tactics

Prerequisites: 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

Prerequisites: COH 430

Means for influencing social environments and public policy affecting public wellbeing. Reaching identified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

COH 440 Preparedness & Disaster Mgmt.

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 412, 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 120 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 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 601 Global Public Health

Prerequisites: 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

Prerequisites: COH 602

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

Prerequisites: COH 603 or COH 621 or HCA 620

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

Prerequisites: COH 604

Exploration of health status and issues in various communities. Application of the national agenda for health promotion and disease prevention in the United States. Emphasis on health disparities by socioeconomic status, ethnicity, gender, age, ability and literacy. Examination of diffusion of health innovations throughout communities.

COH 606 Epidemiology

Prerequisites: COH 602

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

Prerequisites: COH 606

Development of community-wide interventions to promote health and prevent disease. Systematic design by application of the principles of epidemiology, health behavior and Evidence-Based Public Health. Includes Community-Based Participatory Research and investigation of ethical issues in conducting community-based public health programs.

COH 608 Public Health & the Enviro

Prerequisites: COH 606

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

Prerequisites: COH 607 or COH 616

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

Prerequisites: COH 611

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

Prerequisites: COH 606 and COH 612

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

Prerequisites: 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

Prerequisites: COH 604 and COH 609

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

Prerequisites: 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

Prerequisites: COH 604 and COH 612

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

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 691 Public Health Internship

Prerequisites: HCA 600, COH 602, COH 604, COH 606, COH 608, COH 611 and COH 613 or COH 619 or HCA 670

Work in public health agency planning, implementing and/or evaluating a health promotion program or programs. Minimum of 120 hours of structured work experience in a healthcare organization under the direct supervision of one or more experienced health promotion specialists. Grading is H, S U only. Course is eligible for In Progress (IP) grade. This is a two-month course.

COH 692 Public Health Capstone

Prerequisites: COH 691

Two-month capstone project focused on a relevant problem in public health theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to public health. Student project may require Institutional Review Board (IRB) approval. Course is eligible for In Progress (IP) grade.

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

Prerequisites: 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 230 Social Media Studies

Facebook, Twitter, social networks and other Web 2.0 applications now account for the majority of time people spend on the Internet. Blogs, videoblogs, podcasts, online video, wikis, social recommendation sites, geotagging, virtual reality, and mobile environments, and live collaboration are just some of the newest and most powerful topics students will learn and use.

COM 300 Interpersonal Communication

Prerequisites: 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 303 Digital Literacy 2.0

Prerequisites: ENG 100 and ENG 101

A multidisciplinary course about knowledge-management in the 21st Century: tools, acquisition, evaluation, synthesis, formatting, presentation, and sharing. Essential digital skills to participate in the collaborative learning, work, and social environments of Web 2.0.

COM 305 Intercultural Communication

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 101

Introduces the evolution of storytelling, from oral delivery to written and interactive texts, and trans-media publication. Examines the effects of this evolution on storytellers and participants. Offers hands-on creation of online identities and texts.

COM 394 Strategic Writing

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 (variable units)

Prerequisites: Approval of Instructor and Department Chair.

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

COM 499 Communication Program Capstone

Prerequisites: Completion of 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

Prerequisites: 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 200 Orientation to Comp. Science

An introductory survey course covering current developments and future prospects in the field of computing. Coverage begins with the fundamentals of computer architecture and progresses to software and software development processes. Topics included are operating systems, networking, programming languages, software engineering, database systems, and ethical issues in computing.

CSC 208 Calculus for Comp. Science I

Prerequisites: MTH 215

(Cross-listed and equivalent to MTH220) 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

Prerequisites: 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.

Prerequisites: MTH 215

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

CSC 242 Intro to Programming Concepts

Prerequisites: MTH 215

Introduction to modern programming design techniques using C++. A study of basic programming constructs, techniques and fundamental control structures. Emphasis is on Object Oriented and modular programming. Coverage includes data types, functions, arrays and pointers. The course examines problem analysis, decomposition and modern programming paradigms and methodologies.

CSC 252 Programming in C++

Prerequisites: CSC 242

Fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of

exception handling, operator overloading, I/O and file streams, templates, and the Standard Template Library (STL). Exposure to Data Structures and basic algorithms for sorting and searching.

CSC 262 Programming in Java

Prerequisites: MTH 215

The course introduces the Java programming language and its features. Topics include introduction to Object Oriented Programming, basic control structures, Java graphics and GUI objects, multimedia components, exposure to event-driven programming, arrays and strings in Java. Coverage includes encapsulation, inheritance, and polymorphism.

CSC 300 Object Oriented Design

Prerequisites: CSC 252

Covers the key concepts and methodologies required for object-oriented design, evaluation and development with focus on practical techniques such as use-case, CRC analysis, and patterns. The Unified Modeling Language (UML) is presented in detail. Special emphasis is given to the use of object patterns in developing software systems.

CSC 310 Linear Algebra and Matrix Comp

Prerequisites: CSC 300

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

Prerequisites: CSC 252 and CSC 310

(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

Prerequisites: CSC 300 and CSC 331

An overview of data structure concepts, arrays, stack, queues, trees, and graphs. Discussion of various implementations of these data objects, programming styles, and run-time representations. Course also examines algorithms for sorting, searching and some graph algorithms. Algorithm analysis and efficient code design is discussed.

CSC 338 Algorithm Design

Prerequisites: CSC 335

This course presents an introduction to the techniques for designing efficient computer algorithms, proving their correctness, and analyzing their running time complexity. General topics include asymptotic behavior, solving summations and recurrences, algorithm design techniques such as divide-and-conquer, dynamic programming, and greedy

algorithms applied to sorting, searching and graphs. The course includes an introduction to the theory of parallel and distributed algorithms.

CSC 340 Digital Logic Design

Prerequisites: CSC 208 or EGR 220

Foundation in design and analysis of the operation of digital gates. Design and implementation of combinational and sequential logic circuits. Concepts of Boolean algebra, Karnaugh maps, flip-flops, registers, and counters along with various logic families and comparison of their behavior and characteristics.

CSC 340L Digital Logic Design Lab

(1.5 quarter units)

Corequisites: CSC 340

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

CSC 342 Computer Architecture

Prerequisites: 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, and architecture concepts are covered. Includes assembly language programming and program control structure.

CSC 350 Computer Ethics

Analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary socio-cultural setting. Focuses on ethical decision-making in computing matters. Students develop an ethical outlook on a wide variety of workplace issues in computing through case study, debate, and readings.

CSC 400 OS Theory and Design

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: CSC 335 or CSC 340 and CSC 340L

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, and wireless communications. Mathematical tools are applied in quantitative modeling and analysis of networks.

CSC 440 Advanced Programming in Java

Prerequisites: CSC 262 or CIS 303

A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. Development of applets and applications using client server technology, multithreading, event-driven programming techniques, and multimedia.

CSC 445 Wireless Appl. Development

Prerequisites: CSC 242 or CSC 262 or CIS 303

Current wireless technologies and communication protocols. Coverage includes the current and emerging mobile applications, wireless and mobile infrastructure, devices, middleware, and network access issues. Examines the impact of wireless applications on individuals and organizations. Students will study the current tools, and techniques employed in development of mobile software solutions.

CSC 450 Artificial Intelligence

Prerequisites: CSC 335

An introduction to problem-solving using modern artificial intelligence techniques. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied. Experimental artificial intelligence systems are developed.

CSC 451 AI Programming

Prerequisites: CSC 335

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

CSC 452 Human-Computer Interactions

Prerequisites: 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

Prerequisites: 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

Prerequisites: CSC 454

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

CSC 456 Advanced Game Programming

Prerequisites: CSC 455

An advanced study of formal models and design principles of interactive games. The course will emphasize algorithms, models, programming techniques, including event loops and execution threads, rendering and animation in 3D, terrain/background representation, polygonal models, texturing, and collision detection.

CSC 480A Computer Science Project I

Prerequisites: Completion of core courses.

A study of the software development life cycle. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications applying software engineering concepts. This project includes program specifications, test plans, and user documentation. Grading is by H, S or U only.

CSC 480B Computer Science Project II

Prerequisites: CSC 480A

A continuation of the student project. Student teams complete the internal specification and test plan. The project is coded, modules-tested, system tested and all documentation is completed. Grading is by H, S or U only.

CSC 600 Advanced Programming

Prerequisites: 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 Principle

Prerequisites: 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

A study of relation between architectures, system software and application software. Topics include process, thread, and memory- management issues, multiprogramming, timesharing, multithreading, multiprocessing, inter-process communication, synchronization, virtual machines, client-server systems, distributed systems, real-time systems, resource allocation, shared resources, input output, file systems, computer security, and related problems. Scope and limitations of current operating systems are considered.

CSC 607 Security in Computing

This course examines the use of security vulnerabilities and threats in computer programs, operating systems, networks, and databases. The use of cryptography and other countermeasures to provide confidentiality, integrity, and availability is then evaluated in depth, from the perspectives of both technical effectiveness and ethics of users and developers.

CSC 670 User Interface Engineering

Prerequisites: 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.

Prerequisites: CSC 600. *Prerequisite is not required for students registered for MSMIS program.*

Introduction to Database. DBMS Architecture. High Level Conceptual Data Models: ERI, Relational, ER to Relational Mappy. Operations and Relational Constrains 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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. Grading is by H, S or U only.

CSC 687 Computer Science Project II

Prerequisites: CSC 686

course, meets once 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 only.

CSC 688 Computer Science Project III

Prerequisites: 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 200 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 211 Operating System Fundamentals

Prerequisites: CYB 200

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 212 Introduction to Networking

Prerequisites: CYB 200

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 213 Data Fundamentals for Cybersec

Prerequisites: CYB 200

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 214 Quant Tools for Cybersec Pro

Prerequisites: CYB 213

This course provides an introduction to the concepts of probability, statistics, and discrete mathematics that are used by cybersecurity professionals. The application of basic statistics and statistics for cybersecurity will be covered. Basic cryptographic tools and protocols are introduced.

CYB 215 Fund. of Virt. and Cloud Comp.

Prerequisites: CYB 211 and CYB 212

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

Prerequisites: 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 Mgmt 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

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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)

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: CYB 340

A detailed examination on the development of organizational cybersecurity policy that meets 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

Prerequisites: CYB 420 and completion of all core CYB classes before starting the concentration, CYB 450, CYB 451, CYB 452, CYB 453 and CYB 454.

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

Prerequisites: 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.

Prerequisites: 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

Prerequisites: 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

Prerequisites: CYB 420 and completion of all core CYB classes before starting the concentration, CYB 450, CYB 451, CYB 452, CYB 453 and CYB 454.

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

Prerequisites: 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 472 Network Forensics

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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, network/packet analysis, and sniffing strategies.

CYB 602 Threat Modeling & Intel.

Prerequisites: 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

Prerequisites: 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, work, and wealth.

CYB 604 Wireless and Mobile Security

Prerequisites: 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, rogue, and private enterprise demographics.

CYB 605 Information Assurance Part I

Prerequisites: 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. Ethics, codes of conduct, laws, and regulations are highlighted.

CYB 606 Net Defense & Cloud Security

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 cryptography are highlighted.

CYB 616 Certification & Accreditation

Prerequisites: CYB 613

This course gives in-depth focus for Information Assurance from an INFOSEC, U.S. 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 699 Cyber Policy Project

Prerequisites: CYB 606 and completion of one specialization area

A Master's project dealing with a student's area of concentration on Cyber Security and Information Assurance policy is presented to a review panel for evaluation and approval. In-depth focus on security policy definition, regulations, and framework including asset classification, control, personnel security, physical, environmental, communications, operations management, access control, systems development and maintenance, disaster recovery, and business continuity policies and procedures. Specific regulatory emphasis is placed on defense, financial, healthcare, critical infrastructure, educational, and small business sectors.

CYB 699A Cyber Security Project I

Prerequisites: 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 or U only.

CYB 699B Cyber Security Project II

Prerequisites: 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

Prerequisites: EGR219

Introduction to simulation modeling and an, model development, intermediate and detailed modeling, modeling issues, and techniques.

DEN 411 Computer-Aided Engineering II

Prerequisites: EGR 219

Introduction to the computer-aided design package SolidWorks for mechanical design applications, modeling and analysis.

DEN 417 Computer-Aided Engineering IV

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 215

This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

DEN 432 Concurrent Design Engineering

Prerequisites: MTH 210 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 Experiments

Introduction to the concepts of making the design and analysis of engineering experiments more effective and efficient. Coverage includes advanced techniques to analyze experimental results, Taguchi's robust design strategy, combination designs, and Qualitek-4 software for automatic experiment design and analysis.

DEN 496A Senior Capstone Project I

Prerequisites: 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

Prerequisites: 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.

DHH Deaf and Hard-of-Hearing

DHH 632 Charac. of D/HH Learners

An overview of the etiologies and cultural differences related to hearing loss and the learner characteristics that impact the unique needs of deaf and hard-of-hearing learners including language and cognitive development, social growth, and academic development. Comparison of service delivery models and interventions, including cochlear implants, for students ages birth through 22 will be made.

DHH 634 Assess & Inst D/HH Birth-5yrs

Candidates will develop the collaboration skills to enable participation in a multi-disciplinary educational team that provides appropriate assessment in the language, listening, cognitive, and social skills of deaf and hard-of-hearing students and develops an appropriate intervention and education program for students ages birth through 5.

DHH 636 Language Develop Methods D/HH

Candidates will develop the knowledge and ability to apply a wide variety of instructional techniques to develop age-appropriate language and cognitive skills for students who are deaf or hard-of-hearing. Candidates are expected to demonstrate skill in both visual (signed) and/or auditory (spoken) communication in the implementation of these techniques.

DHH 638 Literacy Develop D/HH

Candidates will learn a wide variety of strategies to develop the literacy skills of deaf and hard-of-hearing learners, including skills in reading and writing English. Candidates will develop and implement lesson plans that reflect grade level state standards for all areas of language arts.

DHH 640 Inst D/HH with Special Needs

Candidates will describe the characteristics of deaf and hard-of-hearing learners who exhibit additional disabilities such as cognitive impairment, specific learning disability, visual impairment, emotional disturbance, autism spectrum disorder, and those with significant behavior disorders. Candidates will develop lesson plans and instructional strategies that include specialized adaptations and modifications to meet the needs of these learners.

DHH 682A Student Teaching

Corequisites: SPD 688A

Twelve weeks or 60 days of full-day supervised teaching with deaf and hard-of-hearing students. Candidates are supervised by a teacher with a clear deaf and hard-of-hearing credential and by university supervisor with at least three years of pre-K to 12 classroom experience. The course is graded satisfactory (S) or unsatisfactory (U).

DHH 682B Student Teaching

Corequisites: SPD 688B

Twelve weeks or 60 days of full-day supervised teaching with Deaf and hard-of-hearing students. Candidates are supervised by a teacher with a clear Deaf and hard-of-hearing credential and by university Supervisor with at least three years of pre-K to 12 classroom experience. The course is graded satisfactory (S) or unsatisfactory (U).

DHH 688A Clinical Practice Seminar

(2.25 quarter units)

Corequisites: DHH 682A or DHH 682B or DHH 692

Focus on three CTC Teaching Domains. Create or revise artifacts reflecting knowledge and skills in each of those Domains to be uploaded into their professional portfolio. The professional portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

DHH 688B Clinical Practice Seminar

(2.25 quarter units)

Corequisites: DHH 682B or DHH 692

Focus on three CTC Teaching Domains. Create or revise artifacts reflecting knowledge and skills in each of those Domains to be uploaded into their Professional Portfolio. The Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

DHH 692A Internship DHH

Prerequisites: SPD 608, SPD 614 and TED 621B, Candidates must be admitted to the University internship program.

The National University Special Education Internship for Deaf and hard-of-hearing population is designed as an alternative route for the preparation of education specialist candidates. Candidates selected for an internship serve as teachers of record in education of the deaf classrooms/programs, earn full time salaries and receive benefits. Interns receive support and supervision, from the university program and the school site, for a minimum of 4 months while completing required coursework for authorization to teach students who are deaf or hard of Hearing. Does not grant graduate units towards graduate degree. The course is graded satisfactory (S) or unsatisfactory (U).

DHH 692B Internship DHH

Prerequisites: DHH 692A

The National University Special Education Internship for Deaf and hard-of-hearing population is designed as an alternative route for the preparation of Education Specialist candidates. Candidates selected for an internship serve as teachers of record in education of the deaf classrooms/programs, earn full time salaries and receive benefits. Interns receive support and supervision, from the university program and the school site, for a minimum of 4 months while completing required coursework for authorization to

teach students who are deaf or hard-of-hearing. Does not grant graduate units towards graduate degree. The course is graded satisfactory (S) or unsatisfactory (U).

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 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

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

Prerequisites: ECE 201, ECE 210, HED 220 and ECE 211

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ECE 330

Focus on play as the primary learning modality for young children. Theoretical basis for play as a means of teaching, role in learning, and as a means of assessment emphasized.

ECE 435 Music, Movement, Drama, Dance

Focus on enriching and enhancing young children's learning through the creative arts. Emphasis on integrating creative experiences within core subjects to create developmentally appropriate experiences.

ECE 440 Observing, Assessing & Planning

Prerequisites: ECE 330 and ECE 415

Focus on acquiring and enhancing skills in the selection, administration, scoring, interpretation, and reporting of screening assessment instruments. Emphasis on designing and implementing curricula based on assessment results.

ECE 443 Children with Special Needs

Prerequisites: 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

Prerequisites: ECE 330, ECE 415 and ECE 430

Focus on observation, identification, description, and assessment of challenging behaviors. Designing and implementing effective teaching and learning strategies to successfully guide these behaviors within a social and cultural context.

ECE 446 Literature and Young Children

A survey of literature for young children in preschool through first grade. Emphasis on effective read-aloud and storytelling strategies for the developing language and listening skills, for developing concepts of print and vocabulary and for fostering a love of reading and early literacy skills.

ECE 450 Academic Seminar/Field Experience

Prerequisites: 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 Observation and Assessment

Prerequisites: ECE 312

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

Prerequisites: ECE 312

Focus on acquiring knowledge through current research and developmental theories to plan responsive environments for infants and toddlers that strengthen family-school partnerships. Will explore through case studies optimum communication techniques for building and maintaining positive relationships with family members.

ECE 453 Developing Appropriate Curriculum

Prerequisites: ECE 312

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 Creative Aesthetics

Prerequisites: ECE 312

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

Prerequisites: HED 220

Focus on local, state, and federal statutes and regulations in early education settings. Emphasis on ethical codes of conduct, including analysis of legal and ethical dilemmas and practice.

ECE 465 Crisis Trauma and Abuse

Emphasis on definition, factors, theories, and characteristics associated with abuse and family violence. Topics include examination and analysis of crisis, trauma and disaster preparedness, community response, legal rights, prevention, and intervention strategies.

ECE 466 Planning Physical Environments

Guidelines on planning, designing, and organizing physical learning environments for young children. Understanding, comparing, and 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

Prerequisites: ATP 600

Examine 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

Prerequisites: ATP 600

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

Prerequisites: ATP 600

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

Prerequisites: ATP 600

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

Prerequisites: ATP 600

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

Prerequisites: ATP 600

Emphasis on variations in child development, identification of disabilities, and the implications of cultural and linguistic diversity. Examines inclusive early childhood programs, strategies for adaptations, 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

Prerequisites: ATP 600

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

Prerequisites: ATP 600

Examine 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 microeconomic 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

Prerequisites: 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

Prerequisites: 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 current global issues.

ECO 303 Data Analysis

Prerequisites: 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 of applying those tools to analyzing data for meaningful conclusion.

ECO 304 Economic Growth

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ECO 203 and ECO 204

Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

ECO 420 International Economics

Prerequisites: ECO 203 and ECO 204

Students will apply what they have learned in previous economics courses to analyze the global

economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA, will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

ECO 430 Economics and Philosophy

Students will learn about the relationship between philosophy and economics. They will study the philosophical foundations of market process economics, as well as other economic ideas. They will learn about the link between ethics and economics, as well as about the important role businesses play in the economy. Students will study topics such as why businessmen should be honest, the nature of antitrust laws, the virtue of integrity, the nature of government and rights, among others.

ECO 447 Money and Banking

Prerequisites: ECO 203 and ECO 204

Students will study the U.S. monetary and financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates, bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

ECO 490 Guided Study (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 BUS 500A

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

Prerequisites: 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 & Procedure

Prerequisites: 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, and 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

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in areas identified in the California Professional Standards for Educational Leaders 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. This plan ensures that the activities in which the candidate is engaged are aligned in a sequence so that they coincide with the theory learned in the courses the candidate will take. As the candidate has courses scheduled in advance, the triad has advance notice of the course learning outcomes and can plan accordingly. The plan stresses day-to-day administrative functions as well as policy analysis and implementation. Grading is S/U/IP only. This course is the first course in the program and will be taken concurrently with all other program-required courses. This course takes 7-12 months to complete. It must be completed within 12 months of being scheduled. This course must be completed in residence. Students approved for the intern program must remain in EDA 600A for 12 months, per CTC requirements. 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 student's 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 620C Degree Field Experience

Prerequisites: Students must have completed at least 3 of the following courses: EDA 674N, and EDA 675N, and EDA 670N, and EDA 676N, and EDA 671N, and EDA 672N

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in those areas of school administration, educational or non-profit administration, and leadership they intend to pursue. Course does not meet the requirements for the California Preliminary Administrative Services Credential. Candidates for the credential must take EDA620B. Grading is by S or U only. Course is eligible for an "IP" grade.

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/Learning

Managing operations and resources to ensure a safe, efficient, and effective learning environment that enhances student achievement. For candidates in Santa Clara County Office/NU joint program only.

EDA 634 Diverse Families/Communities

Examining and evaluating attitudes toward race, culture, ethnicity, sexual orientation, and individuals with disabilities. Learning how to work effectively with diverse families, caregivers, and community members. For candidates in Santa Clara County Office/NU joint program only.

EDA 635 Personal Ethics for Leadership

Practicing and modeling a personal code of ethics, including protecting the rights and confidentiality of students, staff, families in a leadership capacity that includes shared decision-making, problem solving, and conflict management. For candidates in Santa Clara County Office/NU joint program only.

EDA 636 Political and Social 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

Prerequisites: 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 examined, 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 H.E.

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 H.E.

Prerequisites: 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 to 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

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 670N Introduction to Leadership

The theories, principles, and concepts related to leadership, administration, and management applied to education. Application and implications of theory for the instructional leader and education-related manager. Nevada only.

EDA 671N School Law and Policy

Introductory course in educational law and ethics. Examination of education law, codes, case law, and regulations and their school-level applications. Focus on areas of school law likely to be used by beginning school administrators. Nevada only.

EDA 672N School Resource Management

Introduction to public school finance policies and practices, emphasizing site level finance. Exploration

of federal, state, and local revenue sources, district and school budgeting, and financial management procedures. Introduction to public school budgeting and accounting procedures. Direction by practicing school administrators when investigating issues in public school finance. Nevada only.

EDA 673N Field Experience

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency in areas identified. Stresses day-to-day administrative functions as well as policy analysis and implementation. This course may be taken concurrently with another class or scheduled in an open month. This course takes 3-12 months to complete. It must be completed within 12 months of being scheduled. This course must be completed in residence. Grading is S/U only, Course is eligible for an "IP" grade. Nevada only.

EDA 674N Instructional Leadership

Theoretical and practical exploration of curriculum, instruction, and accountability. The course will explore issues that have the potential to influence the planning, implementation, and evaluation of curriculum and learning. Nevada only.

EDA 675N Supervision of Instruction

This course provides a theoretical and practical framework for supervising and evaluating instruction while modeling a personal code of ethics and developing professional leadership capacity. A variety of theoretical perspectives and skills for engaging in the practice of supervision of instruction, curriculum assessment, program quality, and standards-based instruction are presented. Emphasis is on instructional leadership that models personal and professional ethics, integrity, justice, and fairness, while expecting the same behaviors from others. Candidates focus on demonstrating skills in decision-making, problem solving, change management, planning, conflict management, and evaluation. Nevada only.

EDA 676N Community & Diversity

Analysis of social and political forces impacting human resources leadership and school-community relations. Internal and external components of operation of personnel and school management functions. Needs of diverse communities cultural pluralism, personnel issues, and personnel and community relationships related to state and federal laws and local policies. Collective bargaining's impact on human resources and community relationships. Nevada only.

EDA 677N Ethics & Philosophy of Leaders

This course examines ethical school leadership through the lens of educational and leadership philosophies. Candidates will create a working philosophy that will guide their practice. Nevada only.

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

Prerequisites: 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.

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: EDT 600A, EDT 601, EDT 605 and EDT 607

Learners explore and employ a wide range of online technologies to design and deliver course content for distance education. Working directly with learner management systems, learners map the path from learning and instructional theory, instructional design, and technological implementation to solid curriculum development, content creation, and engaging course facilitation.

EDT 610 Teaching Online

This comprehensive course covers principles and strategies for conducting online lessons in a variety of online teaching environments including hybrid courses, with a primary focus on how teaching strategies have evolved in order to fit the new medium of online learning. Students survey theories and applications of online learning and teaching. Special focus is given on the use of the internet for implementing distance education systems for adult learners. The course covers hands-on tools such as web page design authoring tools and videoconferencing technology. Career paths in the arena of online teaching will also be investigated.

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 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

Prerequisites: EDT 600A

Comprehensive overview of visual learning techniques, skills, methods, and theories to support and enhance learning. Application of various digital media including video, audio, and graphics for communicating and for creating digital assets in an educational or in a training context.

EDT 632 Technology and Leadership

Prerequisites: 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 671 Curriculum for Online Learning

Prerequisites: EDT 605, EDT 610 and EDT 660

A comprehensive course on how to design curriculum that will be implemented in an online teaching environment. Students use an online course management and authoring system to design a course for use in K-16, public or private.

EDT 693 Instructional Eval. & Devl.

Prerequisites: EDT 600A, EDT 601, EDT 605, EDT 607, EDT 609, EDT 613, EDT 631 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

Prerequisites: 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 (Extended Education)

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.

EDD – Doctor of Education

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. The project will be defended at the conclusion of these courses 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.

EDD 845 Culminating Project Support

(3 quarter units)

Students must be continually enrolled in this course until the completion of the final project.

EEC – Electrical Engineering and Communications

EEC 501 Application Software Dev.

Recommended Preparation: Baccalaureate degree in electrical engineering, computer engineering, or related field from a regionally accredited university.

This course prepares students to design, develop and implement application software applied to engineering systems. Topics include: principles of computing, problem analysis, and techniques of complex problem solving.

EEC 502 Electronic Circuits & Systems

Recommended Preparation: Baccalaureate degree in electrical engineering, computer engineering, or related field from a regionally accredited university.

This course covers the essential topics of electrical engineering involved in circuit design and analysis including electronic devices, operational amplifiers, responses in frequency and time-domain, feedback theory, oscillators, filters, and transmitter and receiver circuits.

EEC 605 Adv. Engr. Problem Solving

Prerequisites: EEC 501 and EEC 502

The course uses computing tools required to solve problems in complex engineering systems. Students will be expected to use these tools to solve various engineering problems across the electrical engineering discipline.

EEC 610 Advanced Engineering Math

Prerequisites: EEC 605

The course applies advanced mathematical tools to solve electrical engineering problems. Mathematical tools include vector analysis, matrices, different coordinate systems, multivariate differential equations, Laplace transforms, Fourier analysis, and Dirac delta functions.

EEC 615 Digital Signal Processing

Prerequisites: EEC 610

This course applies digital communication principles to the analysis and design of signal processing systems. Students will learn signal filtering using mathematical models of continuous-time and discrete-time signals and linear systems. Matlab software will be used to analyze and simulate a variety of communication systems.

EEC 620 Network Systems & Security

Prerequisites: EEC 615

The course analyzes modern network systems and data transfer methods through high-speed networks for both wire-connected and wireless systems. The course evaluates ethics, security, and privacy issues involved in voice and data communications systems. The fundamentals of ensuring confidentiality, integrity, availability, and non-reputability will be studied. Students will also analyze various types of identification, authentication, encryption, and decryption protocols.

EEC 625 Engr. Economics & Ecosystems

This course will teach students how to evaluate the impact of continually advancing technologies on the communications market and the global economy. Different business models employed by the various industry segments will be studied to gain insight into the interplay between business models and advances in technology. Finally, the course will analyze the impact of global competitive pressures and both national and international regulatory bodies on technology choices.

EEC 651 Electromagnetic Theory, Appl.

Prerequisites: EEC 620

This course introduces the characteristics of electromagnetic waves, wave propagation methods, electric dipole, oscillation, radiation and applications in modern wireless communications. Student will study different wave propagation methods including reflection, refraction, diffraction, scattering, antenna design, signal transmission, and reception.

EEC 653 Wireless Principles & Systems

Prerequisites: EEC 651

This course covers major topics in wireless communication systems, including analysis of wireless communication system infrastructures, the cellular concept, and system design fundamentals. The course will study the impact of wireless system capacity due

to radio propagation environment and interference conditions. Review of multiple access techniques for wireless communications and wireless networking practices will also be covered.

EEC 655 Wireless Mod Theories & Coding

Prerequisites: EEC 653

This course describes various coding and modulation theories and techniques used in communication systems. Students will study different modulation formats and their effects on communication channels, effects on channel capacity, and impacts on system design.

EEC 657 Wireless Standards & Protocol

Prerequisites: EEC 653

Review of wireless digital communication architectures, multiple access standards, and wireless Local Area Network standards. Other wireless standards used in real-life applications such as Zigbee, Bluetooth, Near Field Communications, and Radio Frequency Identification Tags will also be evaluated.

EEC 659 Wireless Sensor Networks

Prerequisites: EEC 653

This course covers important aspects of sensor network communication systems including architecture, management, and policy-awareness service composition. A wide range of wireless sensor networks will be analyzed. The latest research topics related to the management and applications of wireless sensor networks will be investigated.

EEC 661 Advanced Computer Architecture

Prerequisites: EEC 620

Students will study current and future high-level computer designs and their architectures, associated with compiler technology and operating system functionality. Topics include performance measurement, parallel and concurrent implementations, overall efficiency, system latency, and resource utilization. Students will compare different architectures using simulation tools.

EEC 663 System Modeling & Simulation

Prerequisites: EEC 620

This course covers modeling and simulation principles as applied to engineering systems. Students learn to use simulation to model complex engineering systems. Models will be developed for both continuous and discrete systems. Examples include modeling and analysis of manufacturing systems, computer-communication networks, and logistic systems.

EEC 665 Real-Time Systems

Prerequisites: EEC 661

This course focuses on abstract models of algorithms and their applications to real-time operating systems and the resource management and quality of service issues that arise, and construct sample applications on representative platforms. As part of the course students will complete a series of real-time simulations. The course is designed to prepare students to understand the theoretical background and some of the practical applications in the field of real-time systems.

EEC 667 Digital Image Processing

Prerequisites: EEC 663

In this course students will learn digital image processing techniques including representation, sampling and quantization, image acquisition, imaging geometry, image transforms, image enhancement, image smoothing and sharpening, and image restoration. More advanced topics include degradation models, image filtering, color image processing, and image segmentation.

EEC 669 Info Storage & Retrieval

Prerequisites: EEC 661

This course analyzes modern storage and management systems. Topics include storing, managing, and protecting digital information in classic, virtualized, and cloud storage environments. Additional topics include local and remote replication.

EEC 690 Master's Research Project I

Prerequisites: EEC 659 or EEC 669

This is the first course of the Master's Research project, which focuses on the selection of an appropriate topic on one area of electrical engineering research or on an application in the specialization field. Student project teams will research the chosen topic and complete a project proposal. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

EEC 695 Master's Research Project II

Prerequisites: EEC 690

This is a continuation of EEC690 and a two-month course that meets with the instructor once a week. Students complete their projects including all required documentation and formally present their final product to a review panel for evaluation. Grading is H, S or U only. Course is In Progress (IP) grade eligible.

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)

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 215

An examination of the major mathematical tools for engineers and scientists.

EGR 225 Statics & Strength of Material

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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)

Prerequisites: 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 324 Linear Systems and Signals

Prerequisites: CSC 208 or MTH 220, EGR 230 or CEE 310

Corequisite: EGR 324L

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.

EGR 324L Linear Systems and Signals Lab

(1.5 quarter units)

Corequisites: EGR 324

This lab course provides a collection of hands-on experiments for supporting the lectures of EGR324. The MATLAB, LABVIEW and NI equipment based 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.

EGR 340 Embedded Systems

Prerequisites: CSC 208 and CSC 252 or CSC 262

Corequisites: EGR340L

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.

EGR 340L Embedded Systems Lab

(1.5 quarter units)

Corequisites: EGR 340

This lab course provides a collection of experiments for supporting the lectures. 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.

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)

Prerequisites: 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, 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)

Prerequisites: EMTX 2381X

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)

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 100 and ENG 101

An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies. This course is designed to give students a basis for future personal creative work.

ENG 401 Fiction Workshop

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 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 659 Rhetoric, Aesthetics & Logic

This course is an examination of rhetoric, poetics, and aesthetics as the bases of the principal theoretical foundations of the field whose focus is the study of writing.

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 663 Capstone Project in Rhet Crit

Prerequisites: ENG 656, ENG 657, ENG 655, ENG 668 or ENG 680A *Pictures that Speak*

Writing the Master's thesis or capstone project. Taken as the last course in the M.A. English with an Emphasis 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 spanning a wide variety of critical objects. They hone critical tools that they in turn apply 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 665 Film Theory

An overview of film theory designed to give students the critical tools necessary to describe and evaluate various aspects of cinema art. This course introduces concepts from a variety of approaches, including deconstruction, existentialism, Marxism, phenomenology, and psychoanalysis.

ENG 666 Film History: The Silents

A survey of films produced before the advent of 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 Film History: American Film

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, universal 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 Great Directors: American

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 Great Directors: International

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 689 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 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 698 Film Studies Capstone Course

Prerequisites: 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

Prerequisites: 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

Prerequisites: All core 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

Prerequisites: 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

Prerequisites: 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 the 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.

ETL – e-Teaching and Learning

ETL 680 Introduction to e-Teaching

Traces the evolution of online learning to its current state. Course content includes the legal, ethical, and behavioral issues as well as the professional standards required for the delivery of exemplary online instruction.

ETL 682 Active Teaching and Learning

Explores the characteristics of the effective online teacher, the distinguishing features of online learners, and how these two elements converge in the design and development of active, student-centered lessons, courses, and multiple assessments in the online learning environment.

ETL 684 Differentiated Online Instruct.

Examines the strategies required for adapting instruction and assessment to the individual needs of diverse learners in a wide spectrum of educational environments. Course content focuses on the application of current effective online practices for increasing the instructors' competency in responding appropriately to students' diverse learning needs.

ETL 686 Designing Instr. Materials

Prerequisites: ETL 680, ETL 682 and ETL 684

Design and develop effective instructional materials for use in online courses. Create a community that collaboratively produces engaging interactive online products.

EXC – Special Education

EXC 603 Typical/Atypical Dev Spec. Need

Prerequisites: Permission of lead faculty

Overview of typical and atypical development from birth-5 including major theories, principles, concepts, and current research and practice dealing with the impact of delays, disabilities, or chronic health impairments of the young child.

EXC 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, and 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 and life skills). Interventions are taught according to success in environment.

EXC 624 Autism Collab w/Parents & Fam.

Strategies to build supportive relationships with families. Develops knowledge and skills for sensitive communication. Helps to assist families in managing short- and long-term issues.

EXC 639 Childhood and Adolescence

This course prepares teachers, service providers, and community mental health professionals to apply developmental theories and research to the understanding of social learning and behavior challenges of children and adolescents. The course focuses on the developmental process and addresses differences between normal development and developmental differences from early childhood/preschool through adolescence and young adulthood.

EXC 657 Comm. Resources & Transition

A comprehensive course designed to equip educators with the ability to plan and implement successful transitional life experiences for students with disabilities. Emphasis on collaboration with other educational and community agencies involved in the transition process.

EXC 658 Adv. Spc. Mild/Moderate

An advanced course in skills needed for effective collaboration, curriculum design, and modification and assessment processes for students with mild/moderate disabilities.

EXC 659 Adv. Spc. Moderate/Severe

Advanced methods to ensure that candidates are instructional leaders. Effective communication skills and transdisciplinary relationships with families, caregivers, and paraprofessionals stressed.

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

Prerequisites: ACC 201

This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed-asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

FIN 440 Financial Institutions

Prerequisites: FIN 310

An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

FIN 442 Investments

Prerequisites: FIN 310 and FIN 440

A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

FIN 443 Working Capital Management

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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, interest arbitrage, international money and capital markets, international financing, and international banking.

FIN 447 Financial Planning

Prerequisites: FIN 310 and FIN 442

The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client

objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

FIN 448 Seminar in Finance

Prerequisites: FIN 310, FIN 440, FIN 442, FIN 443 and FIN 446

This is a capstone course for students specializing in the area of finance. It exposes students to a wide range of finance-related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses taken in the finance concentration and introduces the topics of capital budgeting and the process of obtaining long-term funds.

FIN 449 Analysis of Financial Statements

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: FIN 310

Overview of 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

Prerequisites: 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

Prerequisites: 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)

Prerequisites: 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 matter will be covered through series of cases or research projects.

FIN 501 Finance Fundamentals

(3 quarter units)

Prerequisites: ACC 501 or ACC 201

This course is an introduction to finance for students with knowledge of accounting fundamentals but with no previous exposure to the subject of finance. Topics in this two-week course include security markets, time value of money, short-term and long-term financing, and working capital management. Grading is S or U only.

FIN 600 Finance for Non-Financial 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

Prerequisites: FIN 310 or FIN 501

A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

FIN 610 Topics in Financial Management

Prerequisites: FIN 609A

This course extends and expands the materials covered in FIN609A. The topics covered in this course include strategic financing decisions such as capital structure and dividend policy decisions; tactical financing decisions such as initial public offerings, financial restructuring, and lease financing; short-term financial management such as cash, inventory, and receivables management; and special topics such as risk management, bankruptcy, reorganization and liquidation, corporate mergers, and multinational financial management.

FIN 630 Financial Institutions

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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

Prerequisites: 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, and 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

Prerequisites: FIN 609A and 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: FIN 609A

This course presents an overview of financial system, financial markets, and commercial banking in the 1990s to the 21st century in the U.S. 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: FIN 609A

This course presents and analyzes derivatives, such as forwards, futures, swaps, and options. It compares major types of derivatives, shows how they are used to achieve various hedging and speculating objectives, introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets. Topics also include traditional and exotic derivatives, market risk, credit-issuer risk, stressed correlation materials, fat tails, and case studies in corporate finance.

FIN 690 Guided Study (variable units)

Prerequisites: FIN 609A

This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

FLM – Film Arts

FLM 205 Film History II

An exploration of cinematic history that begins with the first films that included sound (“talkies”) and ends with contemporary cinema. Topics include the inclusion of sound, film as propaganda, technical advancements (CGI, 3D, aspect ratio, color, and colorization), blockbusters, and the rise of independent film.

FLM 300 Film Foundations

Recommended Preparation: COM 101

Explores the requirements, expectations, roles, and mindsets necessary for professional crew and talent collaborations. Emphasizes asset management, teamwork, and communication skills through hands-on visual storytelling projects. Students are introduced to the project archival strategies and capstone expectations will be predicted. The value of pitching, preproduction and externalizing intangibles is reinforced. Student’s products include movie reviews and short animatics.

FLM 305 Narrative Film History

Prerequisites: FLM 300

Analysis of film history through the lens of choices, this course examines the evolving language of film, pioneers of cinema, and narrative genre. The technical, creative, and cultural aspects of film and filmmaking are explored from film’s inception through the rise of television.

FLM 310 Sound Editing

Prerequisites: FLM 300

Introduces students to the logistics and professional techniques utilized in digital audio recording and sound editing. It includes exploration of sound department roles, hardware selection and placement, audio mixing, recording dialog, ambient sound, environmental effects, sound asset management and, integration of assets during postproduction. Student’s products include edited audio clips.

FLM 320 Screenplay Writing I

Prerequisites: FLM 300

Introduces students to the basics of screenwriting format and structure with an emphasis on conveying emotional impact. Students will pitch and write a short subject script and generate a basic shot list. Student’s products include short scripts.

FLM 325 Video Editing

Prerequisites: FLM 310

Begins with an overview of the basics of timeline editing before exploring the concepts of linear and nonlinear styles. Students review the fundamentals of digital media management and the imaging used in both digital photography and digital video. Best practices for setup, workspace, media capture, transmedia, and shot coverage are reviewed. Postproduction workflow is explored. Student’s products include edited short content.

FLM 330 Producing

Prerequisites: FLM 300

Explores entertainment business and culture, discussing industry norms and practices. Emphasis is placed on comprehension of transmedia marketing,

resource management, and interpersonal skills. Discussions cover the responsibilities of a producer or production company for the production and distribution of digital media projects. Includes scheduling and budgeting considerations. Student's products include a production budget.

FLM 340 Directing I

Prerequisites: FLM 330

Covers the application of directorial concepts used in the production of fiction and nonfiction media content. This course includes defining directorial vision, communicating with actors and crew, managing expectations, and defining the director's role in preproduction/post-production activities. Students will discuss and execute previsualization techniques. Student's products include a potentially episodic short clip.

FLM 355 Post-Production I

Prerequisites: FLM 325

Covers application of editorial principles used in editing nonfiction and fictional media. Course content includes montage, continuity, parallel editing, rhythm and pacing, non-linear digital media management, transmedia considerations, and exporting content to a variety of distribution platforms. Students edit a short film.

FLM 370 Screenplay Writing II

Builds upon the foundations of Screenplay Writing I to include a deeper understanding of narrative structure and a focus on character and dialog, and their application to a narrative Web series. Assignments include scene-writing exercises, character bios, and story outlines. Students pitch and generate preproduction assets for a Web series. Student's products include a short script.

FLM 380 Directing II Cinematography

Prerequisites: FLM 340

Builds on the concepts and skills established in FLM 340 by exploring directing through the lens of the cinematographer and the art director. Students study the roles of the art department, production design, set design, and art design. Principles of dynamic contrast, color, lighting, and camera angles that complement the narrative are also covered. Student's products include a potentially episodic short clip.

FLM 405 Narrative Film Contemporary

Prerequisites: FLM 305

Analysis of contemporary narrative media through the lens of creating emotional impact, this course examines the evolving language of film, pioneers of cinema, and narrative genre. The technical, creative, and cultural aspects of film and filmmaking are explored from rise of television through present day. Student's products include written critique.

FLM 420 Screenplay Writing III

Prerequisites: FLM 370

Students build upon foundational work of previous screenwriting classes and write the first draft of either a short film or three episodes of a Web series in preparation for possible capstone inclusion. Students pitch and generate pre-production assets for their chosen project subject to instructor approval. Student's products include a short script.

FLM 440 Directing III

Prerequisites: FLM 380

Builds on the concepts and skills established in FLM 380 by analyzing the role of the director in light of their leadership responsibilities. This course looks at the director as supervisor, counselor, and manager of talent and crew. Director as outward-facing spokesperson of a project are examined in light of their benefits and consequences. Students analyze case studies and role play the director's responsibilities. Student's products include a potentially episodic short clip.

FLM 450 Script Reading and Coverage

An overview of the reader's role in the entertainment business. Students will generate synopses and evaluations of screenplays in a professional coverage format.

FLM 455 Post-production II

Prerequisites: FLM 355

Builds on the skills emphasized in Post Production I (See FLM 355) and applies them to student-generated footage. Students edit together sample demo reel as rehearsal for Capstone I and II. Students edit a short film.

FLM 460 Crowdsourcing Production Team

Prerequisites: FLM 405, FLM 420, FLM 440 and FLM 455

This distance-work-group course serves as the hub of a crowdsourced production team comprised of students from remote locations assuming diverse and distinct crew roles. A single short film will be pitched, shot, edited, and presented as a class. Crew may be enlisted from outside the course subject to instructor approval.

FLM 470 Internship / Elective

Students wishing to work in a media-based internship can get credit by enrolling in this course. Internship approval by the program lead must be acquired prior to enrollment.

FLM 480 Capstone I

Prerequisites: All courses required in the student's advanced area of study must be completed prior to taking Capstone I.

In this two-month course students pitch their capstone goals before completing preproduction, production or outline phases of portfolio projects for Capstone II. These projects should be based on their professional career goals in the media content creation disciplines. Working closely with an instructor, students revise existing or produce new works while reflecting on their experience in the program. Students choosing to emphasize writing may elect to create a show bible for a Web series during Capstone I and II. Student's products include a rough capstone portfolio.

FLM 490 Capstone II

Prerequisites: FLM 480

In this two-month course, students polish a portfolio of work based on their professional career goals in the media content creation disciplines. Emphasis is placed on professional assets such as web presence, networking and interviewing skills. Final capstone portfolios should be suitable for submission to a potential employer for entry-level employment positions or above. The course concludes with recorded final student presentations and mock interviews. Student's products include a polished portfolio.

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 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 health-care delivery systems is addressed. Allows the graduate nursing students to explore various models and theories which guide the development of culturally competent nursing practice.

FNP 683A Primary Care of Adult and Aged

Corequisites: 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

Corequisites: 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

Corequisites: 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

Corequisites: 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

Corequisites: 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

Corequisites: 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 preceptor/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

Prerequisites: 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

Prerequisites: 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 654 Criminal Profiling

This course is designed to help students acquire skills and knowledge in criminal investigation analysis. Introduces students to the various techniques used by criminologists and behavioral scientists to profile individuals that typically commit violent crimes. Includes study of victimology and crime-scene analysis.

FSC 662 Supervised Research Project

Prerequisites: Satisfactory completion of 8 FSC core courses.

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

Prerequisites: 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

Prerequisites: 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 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

Prerequisites: 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.

FYS – First-Yr Sem: Social Sciences

FYS 102 First-Yr Sem: Social Sciences

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

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

U.S. 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 605 Evidenced-Based Healthcare

This course is designed to give the student a fundamental understanding of evidence-based healthcare and its impact on clinical trials. Emphasis will be placed on qualitative and quantitative measurements of evidence including cohort studies, healthcare technologies, outcome measurements randomized and non-randomized studies, data sets, and trial outcomes.

HCA 610 Health Policy

Prerequisites: 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

Prerequisites: 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

Prerequisites: HCA 600, HCA 610, HCA 620 and COH 606

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 & Marketing

Prerequisites: 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

Prerequisites: HCA 620

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

Prerequisites: HCA 622

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

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

Prerequisites: 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 308 Mental and Emotional Health

Recommended prior completion of: COH 318

Exploration of emotional well-being and mental health issues including stress, anxiety, depression, grief, self-abuse/ suicide, eating disorders, anger, and oppositional defiance disorders. Resiliency, health choices, and lifestyle factors effecting overall health and well-being along with identification, intervention, and referral strategies will be examined.

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.

HED 351 Coordinated School Health

Prerequisites: COH 100

Recommended prior completion of: COH 321

Focus on the components of a coordinated school health program and the relationship between school-based health and community health programs. Components and effectiveness of exemplary programs: roles of parents, schools, the school nurse, and the community; and evidence-based strategies to improve children's health will be explored.

HED 414 Violence & Bullying Prevention

Focus on the nature, extent, causes and consequences, and remedies to forms of school violence, bullying, harassment, and cyber-intimidation. Discuss the personal, social, and legal ramifications and requirements for providing a safe, inclusive school environment. Explore preventative strategies and conflict-resolution techniques educators can utilize when issues occur.

HIS – History**HIS 220A United States History I**

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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.

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 100 and ENG 101

Investigates roots of present-day events in Modern Middle East since 1600 C.E. Surveys history of the region, pre-modern empires, European colonization, and renaissance of Middle East culture in the 18th and 19th century, movement toward independent states, and emergence of Pan-Arabism and Islamist ideologies of the 20th century.

HIS 345 Latin American Studies

Prerequisites: ENG 100 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 the 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

Prerequisites: 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

Prerequisites: ENG 100, ENG 101 and HIS 220B

Examines social, economic, cultural, and political contours of the 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

Prerequisites: 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 Const.

Prerequisites: 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

Prerequisites: 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 historians, their historical assumptions, and theoretical framework of their interpretations.

HIS 410 California History

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 Mayan city-states in Mesoamerica.

HIS 433 The Post-Classical World

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 240 or equivalent, HIS 400 and completion of 31.5 quarter units of core courses in the major.

This seminar is the capstone course for the history major. The objective of the capstone course is to produce a paper that is exemplified by extensive research, critical thought, and intellectual engagement. The project should excite students and deepen their historical understanding. As a "senior project," it will combine primary sources with secondary interpretations in an original and interesting way.

HIS 600 Seminar in History and Theory

Critical examination of the major methodological and philosophical foundations of modern historical research and writing.

HIS 618A Seminar in Modern Europe I

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on early-modern European history (ca. 1500-1789). Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental, and diplomatic history.

HIS 618B Seminar in Modern Europe II

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature in modern European history since the French Revolution of 1789. Areas may include, but are not limited to: political, economic,

intellectual, cultural, social, environmental, and diplomatic history.

HIS 620A Seminar in U.S. History I

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on American history through the Civil War. Areas may include, but are not limited to: political, economic, intellectual, cultural, social, and diplomatic history.

HIS 620B Seminar in U.S. History II

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on U.S. history since the Civil War. Areas may include, but are not limited to: political, economic, intellectual, cultural, social, and diplomatic history.

HIS 630 Seminar in World History

Prerequisites: HIS 600

Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of world history. Emphasizes the reconceptualization needed to research and write world history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

HIS 640 Seminar in Comparative History

Prerequisites: HIS 600

Critical examination of major themes and topics as well as advanced research in the current scholarly literature in the field of comparative history. Highlights the interdisciplinary nature of comparative history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

HIS 645A Special Topics in History I

Prerequisites: HIS 600

Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645B, HIS 649A or HIS 649B).

HIS 645B Special Topics in History II

Prerequisites: HIS 600

Advanced research in the current scholarly literature on a special topic in history. Variable topic chosen by the instructor. Possible topics include the history of work, imperialism, migration, gender, war, technology, family, or religion. (May not duplicate content of HIS 645A, HIS 649A or HIS 649B).

HIS 649A Seminar in a Period/Movement I

Prerequisites: HIS 600

Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649B).

HIS 649B Seminar in a Period/Movement I

Prerequisites: HIS 600

Advanced research in the current scholarly literature on a period or movement in history. Variable topic chosen by the instructor. Possible topics: Renaissance, antebellum U.S., Age of Empires, Nazi Germany, civil rights, labor, environmental, or national liberation movements. (May not duplicate content of HIS 645A, HIS 645B or HIS 649A).

HIS 658 Seminar in Modern China

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Chinese history since the establishment of the Qing dynasty (ca. 1615 C.E.). Areas may include, but are not limited to: political, military, economic, intellectual, cultural, social, environmental, and diplomatic history.

HIS 668 Seminar in Modern Middle East

Prerequisites: HIS 600

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Middle Eastern history since ca. 1450 C.E. Areas may include, but are not limited to: political, economic, intellectual, cultural, social, environmental, and diplomatic history.

HIS 678 Seminar in Modern Africa

Prerequisites: HIS 600

Focused examination of primary and secondary sources, as well as advanced research in the current scholarly debates on African history since ca. 1600. Areas may include, but are not limited to: political, economic, intellectual, cultural, social, environmental, and diplomatic history.

HIS 688 Seminar in Latin America

Focused examination of primary and secondary sources as well as advanced research in the current scholarly literature on Latin American history since ca. 1500. Areas may include, but are not limited to, political, economic, intellectual, cultural, social, environmental and diplomatic history.

HIS 692 Methods and Sources

Prerequisites: HIS 600

Assessment and implementation of effective primary-source research strategies. Also includes assessment and implementation of methodologies for interpreting a wide variety of primary sources critically and professionally. Grading is H, S, or U only.

HIS 695 Directed Research Methods

Prerequisites: HIS 600, HIS 618A or HIS 618B, HIS 620A or HIS 620B and HIS 630

Directed research on a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a research prospectus (proposal).

HIS 696 History and Applied Media

Prerequisites: HIS 600 and HIS 695

Directed application of new media technologies to a historical topic chosen by the student in consultation with the instructor and the student's thesis project advisor. Involves successful completion of a historical digital storytelling prospectus (proposal).

HIS 697 Guided Thesis/Project Research

Prerequisites: HIS 600 HIS 692 and HIS 695

Instructor-guided advanced research on students' specific thesis or multimedia project topics. May be repeated. Grading is by H, S or U only.

HIS 698 Media/Technology Project

Prerequisites: HIS 695 and HIS 696, *Select four courses from the following:* HIS 618A or HIS 618B, HIS 620A, or HIS 620B, HIS 630, HIS 640, HIS 645A, HIS 645B, HIS 649A, HIS 649B, HIS 658, HIS 668, HIS 678 and HIS 688

Two-month-long course. Required of all non-thesis history M.A. students as their last course. Culminates in the creation of a substantial, original multimedia website on a historical topic of personal interest involving the critical evaluation of primary sources and relevant secondary materials and interpretations and the writing of a well-developed commentary. Grading is on a H, S or U basis only. Course if IP grade eligible.

HIS 699 Thesis

Prerequisites: HIS 695 *Select four courses from the following:* HIS 618A or HIS 618B, HIS 620A or HIS 620B, HIS 640, HIS 645A, HIS 645B, HIS 649A, HIS 649B, HIS 658, HIS 668, HIS 678 and HIS 688

Two-month long course. Required of all thesis history M.A. students as last course in program. Culminates in the research and writing of a substantial, original work on a historical topic of personal interest involving the critical examination and evaluation of primary sources as well as appropriate secondary materials and interpretations. At the end of the course, the student is issued an IP (In Progress) grade until a completed thesis is evaluated by the course instructor and the faculty advisor. Grading is H, S or U only.

HON – Honors**HON 100 Honors Introductory Module**

Prerequisites: Acceptance into the Honors Fellows 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

Prerequisites: Acceptance into the Honors Fellows 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

Prerequisites: Acceptance into the Honors Fellows 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

Prerequisites: Acceptance into the Honors Fellows 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 the formulating a personal vision of social change in the context of one's education and career.

HON 304 Experiential Learning Seminar

Prerequisites: Acceptance into the Honors Fellows 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 a reflection on that experience for the student's experiential learning portfolio.

HON 500 Honors Thesis

Prerequisites: Acceptance into the Honors Fellows for Social Change, 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 of the Honors Senior Project Honors Senior Symposium.

HON 501 Senior Honors Symposium

Prerequisites: Acceptance into the Honors Fellows for Social Change and HON 500

Final seminar in the Honors Fellows 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 200 Intro to Basic Human Resources

Introductory overview of basic human resource management activities. Various functions of human resource management are explored including planning, staffing, training, compensation, motivation, employee development, benefits, performance evaluation, discipline, health and safety issues, employer-employee relationships, and compliance with employment laws.

HRM 210 Staffing and Development

Prerequisites: HRM 200

Exploration of the basic aspects of the human resource planning process, including recruitment, selection, retention, and development of employees. Special attention is given to the strategic direction of an organization in assessing its human resource needs.

HRM 220 Compensating Employees

Prerequisites: HRM 200

Overview of the fundamentals of wage and salary programs. Benefit programs and related employee incentive programs are explored. Linking performance to monetary and non-monetary rewards will be reviewed. Utilizing HR technology to increase efficiency in pay and benefits administration, as well as aligning HR with organizational activities will be highlighted.

HRM 230 Legal Aspects of Basic HRM

Prerequisites: HRM 200

Introduction to the wide spectrum of legal concerns that human resource managers face in the workplace. Emphasis on employment discrimination laws as they relate to the employer-employee relationship. EEO methods of liability prevention are examined. Integrated into the course are aspects of ethical considerations for HR managers.

HRM 409B Survey in 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

Prerequisites: 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 & Hlth. Pr.

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

Prerequisites: Completion of the major requirements

This two-month capstone project undertaken by allied health students when they have completed the core courses in the program provides an opportunity for the student to complete the outcomes management project proposal developed in HSC 430. Results will be reported orally and in written form. Students will also design and participate in a collaborative service learning experience in a community, ambulatory, home or health care setting. Students will complete the portfolio of their work from core courses and revise as needed to create an impressive final portfolio that can be used. Grading is H, S or U only.

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

Prerequisites: Students must have fulfilled all General Education, Core Courses, and Elective Course 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

Prerequisites: Completion of at least six core courses of the program. Students must complete HSE690A before starting HSE690B

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

Prerequisites: HSE 690A, Completion of at least six core courses of the program

This course is a continuation of the HSE610A 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

Prerequisites: 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 605 Healthcare Info Technologies

This course is designed to give the student a fundamental knowledge of evolving healthcare informatics and wireless healthcare delivery. Emphasis will be placed on the synergy between information systems and medical services with a focus on the improvement of medical standards and reduction of healthcare cost. Students will receive a comprehensive view of new and evolving e health and the rapid changes in healthcare delivery models due to the rapid improvement in healthcare information delivery. Informatics, e health and wireless response to the growing healthcare disease and delivery market will be explored.

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 100, ENG 101 and PSY 100

A study of the theoretical and practical aspects of interpersonal and group communication.

HUB 440 Organizational Development

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 100 and ENG 101

Covers the relationship between knowledge and the interdependence of people and focuses on citizenship, change and the challenges of migration/immigration patterns, cultural shifts and transnational positioning in our global economy. Provides a framework for global citizenship, community-building, economic development, social responsibility and service.

IBU – International Business**IBU 430 Survey of Global Business**

Prerequisites: 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 Int'l 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.

IHC – Integrative Health Coaching**IHC 600 Intro to Complementary Healing**

Introduction to complementary and healing practices and opportunities to explore these practices. The cultural context of healing traditions and specific practices such as Chinese medicine, energy healing, mind-body healing, healing environments, spirituality and healing, naturopathy, homeopathy, manual therapies, and integrative nutrition will be examined.

IHC 610 Self as Coach

Provides students with an opportunity for self exploration and related self-work leading to personal growth and development. Students will examine their core beliefs, personal style, roles, defensive strategies, projections, etc. This exploration will enhance their coaching presence in their role as a health coach.

IHC 615 Fundamentals of Health Coaching

Coaching fundamentals, including: coaching models, relationships, contexts, principles, and practices. Students will demonstrate learning through reading of primary texts, virtual discussions of ideas presented in readings and related websites, and application of material via written work. Students will relate past experiences to their future role as health coach.

IHC 620 The Coaching Relationship

Focus on health coaching as a transformational journey. Emphasis on understanding change from a transformative learning and adult development perspective. Topics include: theoretical perspectives on the change process, decision making, co-creating a plan of action, uncovering blocks, handling resistance, establishing a plan for accountability, and developing holistic interventions for optimal health.

IHC 630 Advanced Health Coaching Semi.

Opportunity to explore advanced topics in health coaching. Students will demonstrate learning through assignments including: reading of primary texts, virtual discussions and application of learned material via written work. Students will acquire a depth of knowledge and understanding of ways to serve their clients as health coach.

IHC 632 Practicum in Health Coaching

Preparation to operate as competent professional health coaches. Students develop their coaching competencies by completing a minimum of 50 hours of coaching in a healthcare environment. Supervision by the course instructor, who has knowledge of and experience in coaching best practices.

IHC 635 Multiple Intelligences in Heal

Provides student with a clear understanding of and appreciation for social emotional intelligence. Students will craft an individual emotional competency development plan. They will leave the course with a depth of knowledge concerning emotional and social intelligence and the ways in which they can develop these competencies in themselves and in their coaching clients.

IHC 640 Independent Study

Opportunity to focus on a health-coaching topic of interest. Students propose an area for study with faculty guidance and determine a topic. The outcome is a project-focused research paper which results in the development of a coaching application, tool, or training method.

IHM – Integrative Health Management

IHM 600 Integrative Stress Management

Examination of an integrative approach to stress, types of stressors, physiology of stress, stress and disease, and theoretical models of disease. Stress emotions of anger and fear, journaling, expressive art therapy, and humor therapy will be explored. Discussion of diaphragmatic breathing, meditation, hatha yoga, imagery, visualization, and music therapy. Massage therapy, Tai Chi, and progressive muscular relation will be explored.

IHM 605 Healing Environments

Our environments not only express who we are but also impact how we feel. They support our body, mind, and spirit. This course examines the definition, history of, and barriers to creating healing environments, describes elements of healing environments, discusses philosophies of healing spaces, natural elements utilized to create them, explores elements of healing relationships, and the importance of education and knowledge.

IHM 615 Nutrition and Fitness

Leading a healthy, balanced life is dependent on many variables. Two important variables include a nutritious diet and daily physical activity. There are many elements to consider when developing a nutritious diet and creating a lifestyle in which movement and activity are integral to our day. Understanding these elements helps us make informed choices about how we nourish our body, mind, and spirit.

IHM 625 Energy Medicine

Examination of an integrative approach to energy medicine to balance the mind, body, and spirit. Energy testing, the meridians, chakras, aura, electrics, Celtic weave, and the basic grid will be explored. A discussion of five rhythms, triple warmer, radiant circuits, and strategies for health and wellness, nature of pain, energy techniques to relieve pain, creating an electromagnetic environment that supports health, maintaining optimum health will be explored.

IHM 630 Spirituality, Health, & Healing

This course will examine an integrative approach to spirituality, health, and healing. The characteristics of spirituality, spirituality and the care provider, and spiritual rituals will be explored. Next, there will be a discussion of providing spiritual care, spiritual assessment, therapeutic interventions, and healing environments. Lastly, the spiritual dimension in end-of-life care, and spiritual considerations of children and the aging individual will be explored.

IHM 632 Chinese Medicine

This course will examine an integrative approach to Chinese medicine, provide an understanding of the history, fundamental concepts and theories as well as its philosophical and cultural basis. Diagnosis in Chinese medicine, acupuncture and Tui Na (therapeutic bodywork), will be explored. Traditional Chinese pharmacotherapy and Chinese dietetics will be described. Lastly, qi gong, tai ji quan, and areas for future research will be explored.

IHM 635 Ayurveda

Ayurvedic medicine is an ancient healing system that is between 3,500 and 5,000 years old. Translated as the “science of life,” Ayurveda believes that everything has specific elemental qualities as well as a specific constitution based on the relationship between three vital energies, or doshas. This course will examine Ayurveda, including its origins, the role of doshas, the disease process, the importance of lifestyle regimens, and treatments of disease.

IHM 640 Legal and Ethical Issues

Legal and ethical issues related to the provision of complementary and alternative care are complex and evolving. Examination of biomedicine, regulation of medicine, scope of practice, and credentialing processes. Exploration of malpractice, liability, informed consent, and making referrals. Review of the disciplinary process, legal authority in medicine, and issues related to healing. Discussion of access to treatment, third-party reimbursement, and dietary supplement regulation.

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 Information Literacy

Prerequisites: 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, spreadsheet, 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

Prerequisites: 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

Prerequisites: 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.

ITL – Inspired Teaching and Learning

ITL 400 Becoming a Teacher

B.A. 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 402 Context: Education in the U.S.

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 (variable units)

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty.

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

Prerequisites: 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

Prerequisites: ITL 512

Teacher candidates synthesize knowledge of socio-cultural, linguistic, and individual factors affecting K-12 student's 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Corequisites: 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.

ITL 550B Student Teaching B

Prerequisites: ITL 550A

Corequisites: ITL 551B

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.

ITL 551A Student Teacher Seminar A

(2.25 quarter units)

Corequisites: ITL 550A

Seminar concurrently taken with ITE 550A, Student Teaching A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1.

ITL 551B Student Teacher Seminar B

(2.25 quarter units)

Prerequisites: ITL 551A

Corequisites: ITL 550B

Seminar concurrently taken with ITE 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

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 602 Context: Education in the U.S.

Prerequisites: ITL 600, and students must complete 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 604 Learners and Learning I

Prerequisites: ITL 602

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 expectationalities, 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

Prerequisites: 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

Prerequisites: 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

Corequisites: 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.

ITL 650B CP Internship B: Year 1

Prerequisites: ITL 650A

Corequisites: ITL 651B

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.

ITL 650C CP Internship C: Year 2

Prerequisites: 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.

ITL 650D CP Internship D: Year 2

Prerequisites: 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.

ITL 650E CP Internship E: Year 3

Prerequisites: 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.

ITL 650F CP Internship F: Year 3

Prerequisites: 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.

ITL 651A CP Intern Seminar A

(2.25 quarter units)

Corequisites: ITL 650A

Meets concurrently with ITE 650A CP Internship A: Year 1. Interns reflect as the teachers of record in their K12 classrooms and apply the six Teaching

Performance Expectations (TPEs) composing the 45 TPE Elements needed to pass CalTPA Cycle 1.

ITL 651B CP Intern Seminar B

(2.25 quarter units)

Prerequisites: ITL 651A

Corequisites: ITL 650B

Seminar concurrently taken with ITE 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

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 Mgmt.

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

Prerequisites: 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 client's 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

Prerequisites: 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. This course provides the basic preparation for the Certified Wireless Network Administration (CWNA) exam.

ITM 435 Wireless LAN Security

Prerequisites: ITM 434

Fundamental concepts of wireless network security. The focus is on 802.11 standard wireless solutions

including: learning how to defend against the latest hacking techniques, implement the latest wireless LAN security solutions, and understand the impact of new solutions. This course provides the basic preparation for the Certified Wireless Security Professional (CWSP) exam.

ITM 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ITM 325, 10 of the core ITM courses must be successfully completed.

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

Prerequisites: ITM 490A

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

Prerequisites: 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. ITM490A, ITM490B and ITM490C need to be taken consecutively. Grading is H, S or U only.

ITM 697 MS-ITM Capstone Project III

Prerequisites: 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.

JJS - Juvenile Justice**JJS 601 Field Experience & Orientation**

(1.5 quarter units)

By observation and interview the student will get an understanding of the roles of the teacher in an incarceration facility, mental health facility, alternative education setting or a non-public school. They will examine the differences and similarities between the missions and goals of interacting and coordinating agencies.

JJS 602 Creating Alliances in Alt. Ed.

Prerequisites: JJS 601

Students will examine the Individuals with Disabilities and Education Act and how it relates to students who are incarcerated or out of the regular education program. Students will also develop a network amongst various coordinating agencies involved with students in and out of school placements. Students will learn how to predict delinquent youth behavior and interventions that might mitigate the problem.

JJS 603 Role of Profess. in Alt. Ed.

Prerequisites: JJS 601

In this course candidates will examine relevant educational and mental health practices that can be utilized by professionals in alternative ed. settings looking for practical methods in working with difficult students.

JJS 604 Mgmt. of Behaviors

Prerequisites: JJS 601

This course will prepare professionals in the juvenile justice system and alternative school placements to work with students with behavior problems in a variety of settings, including public schools, alternative schools, residential treatment centers and incarcerated youth confined by the juvenile justice system.

JJS 605 Prof. Ethics in Juv. Justice Sys.

Prerequisites: JJS 601

This course will prepare professionals in the juvenile justice system to examine the ethical problems associated with working in the area of special education within a juvenile justice system, or in a variety of settings, including public schools, alternative schools, residential treatment centers, and incarcerated youth confined by the juvenile justice system.

JJS 606 Delinquency & Gang Impact

Prerequisites: JJS 601

In this course students will examine accurate analysis of gangs in America in its social context and investigate the effectiveness of current interventions.

JJS 625 Advanced Research Methods

Student will enhance their writing and research skills focusing in the area of juvenile justice. Students will 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.

JJS 690 Capstone Project

Recommended prior completion of: All 7 other core JJS classes.

A two-month course required for all JJS candidates. Culminates the research and writing of a substantial original work on a juvenile justice pre-approved project of personal interest involving critical examination and evaluation of primary and secondary sources with faculty supervision and guidance. All projects must include a lens towards exceptional populations. Grading is by H, S or U only. Course is eligible for In Progress grade.

JRN – Journalism

JRN 200 History of Journalism

Provides insight into Western history through the lens of journalism theory and practice. For journalism majors and non-majors, this course makes key connections between world events and the role of a free press. Students interested in world history, governance, and political science will find particular value in exploring the connections between democracy and the media.

JRN 301 News Writing and Editing

Prerequisites: ENG 100 and ENG 101

Provides an introduction to copy editing and includes the roles and responsibilities of a copy editor, which go beyond being able to spot grammatical and spelling errors in copy. Students learn how a copy editor approaches a piece, and how to edit that piece for clarity, sense, and organization, as well as for spelling, grammar, style, legal concerns, and fairness. Students will edit copy and write headlines and captions, while learning the basics of layout and design.

JRN 302 New Journalism Technology

Prerequisites: ENG 100 and ENG 101

An overview of current journalism technology that is updated with each running of the course. Through hands-on practice, students become skilled in a variety of cutting-edge applications and web-based and mobile tools.

JRN 303 Global Journalism

Prerequisites: ENG 100 and ENG 101

This project-based course exposes students to journalism norms, traditions, history, and practice around the globe. It provides students with real-world experience reporting on and in various cultures. Also surveys international journalism ethics and law.

JRN 306 Mobile Reporting

Prerequisites: ENG 100 and ENG 101

Provides instruction on and experience in reporting breaking and spot news on and for mobile devices. Through emphasis on grassroots and community reporting, students learn the unique demands of journalism via mobile device. They practice writing, shooting photos and video, and capturing audio optimized for mobile media. They also learn to use and create mobile apps for news and entertainment. Students must have access to a mobile device, such as a tablet computer or smartphone.

JRN 309 Documentary Techniques

Prerequisites: ENG 100 and ENG 101

Explores the history and context of documentary storytelling while demonstrating the use of new tools to report nonfiction narratives. Students receive hands-on instruction and practice in creating multimedia stories by capturing nonfiction elements using current multimedia technology.

JRN 311 Editing Multimedia

Prerequisites: JRN 306

Provides students with guidance and experience in curating, editing, and producing text, audio, video, and interactive media. Students gain expertise combining multimedia story elements from various sources across platforms.

JRN 326 Enterprise Reporting

Prerequisites: JRN 306

Provides instruction and practice in enterprise reporting—seeking, finding, and telling the uncovered and hidden stories often buried deep within communities that have limited influence or voice. Emphasis on reporting in diverse and underserved communities to reveal underreported and unreported stories and angles. Students develop proficiency in uncovering potential stories as well as strategies for providing ongoing coverage of issues relevant to these communities.

JRN 330 Investigative Reporting

Prerequisites: JRN 200 and JRN 301

Investigative reporting extends beyond partisan claims and counter claims to offer verifiable facts that can be found in court documents, or state or company reports. Such news stories require collecting enough evidence to allow an editorial judgment to be made about whether what people say is, in fact, true. Students learn how to select an appropriate investigative topic, narrow the focus of a story from a broad subject to a suitable topic, and conduct the shoe-leather reporting that is needed to discover a story's shape and weight. Students formulate questions, determine who they will need to interview, conduct the reporting, then write an in-depth piece in several drafts that illuminates the chosen subject.

JRN 350 Youth and the News

Young people are playing a major role in the reinvention of news during the digital age as consumers of media and as producers of their own content. This course investigates the value of fostering youth journalism, the adolescent as news reporter, and a potentially active participant in his or her own development as a citizen in a democratic society.

JRN 355 Writing at the Margins

Prerequisites: JRN 330 and JRN 335

This course examines the social welfare beat, covering the segment of American society that relies on the government and private charities for basic survival. This beat is often challenging for reporters because of privacy considerations and fear of social stigma that can make authorities reluctant to allow interviews or access to the places where the poor live. Students focus on intractable social dilemmas such as welfare reform, homelessness, child abuse and neglect, drug dependency, and mental illness. Students plan and orchestrate projects on issues that they wish to learn more about or delve into the charitable agencies that seek to bring assistance and attention to disenfranchised groups.

JRN 360 Journalism on Screen

Prerequisites: ENG 100 and ENG 101

A study of how films portray journalists in popular culture, historically, and continuing to the present. Students view, analyze, and discuss the role of journalists in a variety of films that dramatically depict the journalist as hero or villain, raise important First Amendment issues, and show how corporate pressures impact journalists, the media, and the public.

JRN 421 Journalism Law and Ethics

Prerequisites: ENG 100 and ENG 101

Focuses closely on the legal and ethical aspects of journalism and the ways professional journalists exercise the rights of the press and free expression guaranteed them by the First Amendment to the U.S. Constitution. Provides students with both a theoretical understanding of the legal and ethical issues in journalism and practical knowledge of how to apply that understanding in the conduct of their professional work gathering and disseminating information. Students also learn to manage the responsibilities that such rights entail and to respond to limits on those rights.

JRN 422 Long-Form Nonfiction

Prerequisites: ENG 100 and ENG 101

Provides an overview of literary nonfiction and creative nonfiction. Students gain experience writing long-form nonfiction narratives using the literary and creative techniques of fiction and new journalism.

JRN 430 Reporting for TV News

Prerequisites: JRN 300, JRN 310, JRN 320, JRN 321 and JRN 335

This course focuses on what it takes to successfully write and assemble reporter packages for broadcast news programs. The course includes shooting video for the package, deciding which video pieces to use and conducting interviews to get information and effective sound bites for the report. In addition to writing and reporting techniques, students will learn how to perform for TV news, including the manner of dress, speech and other factors that relate to trust, believability, and likeability.

JRN 431 Writing the TV News Script

Prerequisites: JRN 430

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

JRN 492 Journalism Business Skills

Provides learners with the skills needed to successfully manage a freelance or consulting business building or maintaining websites, online content or blogs. Course content includes creation of business plans, promotion of services, marketing, budgeting, billing, and filing taxes.

JRN 495 Capstone Project in Journalism

Prerequisites: JRN 310, JRN 330, JRN 335 and JRN 340 or JRN 430, JRN 431 and JRN 315

In this capstone course, students have a choice of producing a capstone project or engaging in an internship in the community where they live. Students in both cases must apply the knowledge and skills gained in other journalism courses to perform the following types of activities: write news stories; produce news packages; shoot videos for news or public affairs programs; conduct interviews; conduct research on current affairs or breaking news developments; collect audio recordings for news or public affairs programs; generate story ideas concepts for a newsroom; participate in news meetings with editors, staff writers and/or producers.

All students must work with the program lead faculty in advance of the course to identify their area of interest. Students who elect the capstone project work with their capstone advisor to construct a long-form feature, investigatory news article (2,000 word minimum) suitable for a news-magazine or online serial publication. Video or radio projects may also be proposed. Students who choose the internship must work for no less than one month as apprentice journalists in a journalistic environment such as a newspaper, broadcast or web-based newsroom or multimedia facility. All students must produce a capstone portfolio consisting of their best work from this and previous courses and a reflective essay on the internship or project. Grading is by H, S or U only.

JRN 502 Essential Digital Competencies

(1.5 quarter units)

Guides students through online tutorials and DVD training in four technical areas of journalism: 1) digital video editing, 2) audio recording and editing, 3) interactive content creation on the Web and 4) image/photo editing. Students complete online tutorials or DVD training in each area in which they lack basic proficiency. Students must take tutorials or training unless they can demonstrate proficiency in one or more of the areas before the second week of class begins. Work demonstrating a student's proficiency must be received and approved by the instructor during the first week of course work to fulfill the "test-out" option. Grading is by S or U only.

JRN 600 The New News

Transforms a journalist into a multimedia powerhouse who can produce news, features and associated products for a variety of audiences. Students gain familiarity with the demands of each medium, create news stories for print, audio, video and online media platforms, and learn to move fluidly from one medium to another.

JRN 605 Advanced Non-Fiction Writing

Provides guided practice in short- and long-form feature writing for print and online media, as well as critical experience in composing feature scripts for radio, television, podcasts, slideshows and Web video.

JRN 610 Backpack Digital Audio & Video

Prerequisites: JRN 502

Provides a thorough knowledge of video use in journalistic communication without a TV station's truck, studio, or edit bay. It teaches students to work as video journalists and communicate video news stories using a small digital camera and a laptop computer.

JRN 615 International Reporting

Examines what international reporting has become and what lies ahead. It explains theories of international politics and how they relate to different types of reporting, while offering students practical advice on how to function as a foreign correspondent in the new hyper-technological universe.

JRN 620 Online Publishing

Provides students guided practice in every stage of the print, broadcast, and online production processes, with emphasis on the convergent and increasingly grassroots generalist.

JRN 630 Professional Editing

Provides students guided practice in every stage of editing from the top edit, to the line edit, to proof-reading. It offers ample opportunities for practice working in print, broadcast and online media.

JRN 640 Emerging News Business Models

Examines the changing nature of the journalism business, covering the evolution of different business models, from monopoly newspapers to the current financial anarchy of the digital world. It analyzes changing social models for the distribution of information, and weighs how news is increasingly being transmuted into data.

JRN 645 Marketing the News

The course explores the mechanisms of how newscasters achieve confidence and integrity in the public eye; the way stories are presented as "unbiased, impartial, honest, and fair"; and what factors contribute to this implied relationship between newscaster and audience.

JRN 650 Computer-Assisted Research

Provides skills necessary for journalists to accomplish more sophisticated, analytical work involving database management, GIS mapping, statistical analysis, and the development of Web applications. Computer-assisted reporting (CAR) is an emergent branch of investigative and watchdog journalism. CAR allows journalists to utilize various computer tools for improved news reporting.

JRN 655 Communication Law

Examines the constitutional, philosophical and legal bases of free speech and what it means in daily life. The course considers the debate over words that threaten people in power, and how the powerful have tried to control the press.

JRN 656 Ethics in the New Media World

Investigates the moral decision-making processes behind journalistic choices, and the principles on which these decisions are based. It examines not only what a journalist has a right to do, but what is right to do. Students consider cases of ethical breaches, and discuss how to uphold sound standards during reporting.

JRN 660 Investigative Methods

Takes students past the foundational skills of beat reporting to the more challenging field of specialty reporting, in which a journalist becomes an expert in a particular area and builds a body of work around it. Offers an overview of the most common types of specialties in journalism today.

JRN 670 Producing Enterprise Projects

Defines and explores the concept of enterprise, a core component of journalism. News stories cover crimes, meetings and other one-time events, but enterprise reporters and editors do the bigger-picture work of identifying trends, connecting the dots, investigating inconsistencies, analyzing personalities, and asking the important questions.

JRN 680 Capstone Project

Reinforces the knowledge and skills gained in other courses by working in real-world media outlets. Students work with the program lead faculty in advance of the course to identify their area of interest and develop a proposal for either a journalism internship or a project. Grading is by H, S or U only.

LAD – Language and Academic Development**LAD 632 Speech & Language Development**

Focus on phonology, morphology, syntax, semantics, and pragmatics in the context of typical and atypical language development across disabilities. Candidates will differentiate between language differences.

language delays, language disabilities, and language disorders; identify the major milestones of language development in infancy, toddlerhood, preschool age, school age and across the lifespan. Candidates will describe the neuroanatomy and neuro-physiology of language and compare and contrast several theories of language development.

LAD 633 Academic Language Assessment

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

LAD 634 Curriculum and Instruction

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

LAD 635 Intensive Lang. Intervention

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

LAD 682A Student Teaching I

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

LAD 682B Student Teaching II

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

LAD 692A Internship LAD

Prerequisites: SPD 608, SPD 614 and TED 621B, Candidates must be admitted to university internship program.

The National University Special Education Internship for Language and Academic Development preliminary credential is designed as an alternative route

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

LAD 692B Internship LAD

Prerequisites: SPD 608, SPD 614 and TED 621B, and candidates must be admitted to university internship program.

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

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

Prerequisites: LAW 204

A sequential course to 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 prevention of litigation and liability arising from business operations.

LAW 310 Litigation

A broad-based overview of the various stages of the civil/criminal litigation process. Covers the complete litigation process starting from the initial filing of the criminal information and/or civil complaint, progressing through the client interview, motion and trial phase. Explores the process of court pleading and discovery, including interrogations, depositions

and the voir dire process. Also covers heavy strategies and the role of the law office assistant. Students must demonstrate their legal knowledge and understanding of the material through the drafting of a civil complaint, accompanying forms, summons, and depositions.

LAW 400 Current Legal Issues

This course will review contemporary issues including minority rights, abortion, free speech and criminal justice with a special emphasis on the effect 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 employ the Socratic method used in law school classes.

LAW 420 Advocacy

A capstone course that requires students to participate in a mock trial. Students write trial briefs, create pre-trial discovery strategies, give oral arguments, and examine witnesses in a simulated civil case.

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, contracts, and alternative dispute resolution and (2) criminal law, including investigation and prosecution of human rights violation and the remedies for such violations.

LAW 445 Administrative Law for Business

An advanced survey of administrative law and procedure and manner in which the various state and federal agencies are a part of the integral workings of business operations, including, but not limited to,

the areas of environmental operations, employee relations, consumer good regulations, and 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

Prerequisites: LAW 310, LAW 400 and LAW 408

This course represents a culmination of the skills learned in previous research and writing courses. It consists of the preparation of a research document equivalent in form and content to an appellate brief. In the case of those students who have received an internship, this course will be assigned and the student graded on the writings produced during the internship, whether legal memorandum and/or briefs.

LED - Leadership

LED 400 Introduction to Leadership

Examination of core issues in the practice of leadership. Identification of differing theories and styles of collaborative, integrative organizational leadership and comparison to authoritarian or management by edit within the organizational context.

LED 410 Leading 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

Prerequisites: LED 400 and LED 410

Advanced topics in understanding groups and team formation, hidden agenda items of team members and strategies to navigate difficult behavior or challenging groups. Experiential learning of group dynamics, examining multiple phenomena and the impact of leadership will be explored.

LED 460 Ethics and Decision Making

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

Prerequisites: LED 410 and LED 420

This course should be taken toward the completion of the BSOL course work, as it allows the student to develop strategies in identifying and interpreting quality research. The study of leadership involves both qualitative and quantitative research which informs effective leadership in an ever-changing and global business environment.

LED 490 Leadership Capstone Project

Prerequisites: 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, students will 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

Prerequisites: 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 and experiential teaching methodology including case-in-point, here-and-now, group dynamics, and Socratic dialogue.

LED 680 Leadership Research

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 240 and LIT 100

An examination of major works of William Shakespeare.

LIT 345 Mythology

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 240 and LIT 100

A survey of important contemporary literary theories and their application to literary analysis and criticism.

LIT 401 Contemporary Fiction

Prerequisites: 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

Prerequisites: 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

Prerequisites: LIT 100 and ENG 240

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

Prerequisites: LIT 100 and ENG 240

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

LIT 450 Studies in the Novel

Prerequisites: ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

LIT 456 Studies in Drama

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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)

Prerequisites: ENG 240, LIT 100, and 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

Prerequisites: 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.

LTL – Language Teaching and Learning**LTL 504B Teach Methods: Sec Schs**

Second language instructional approaches (Communicative, Content-Based, Situated Learning) and methodologies (ELD, SDAIE) and use of instructional materials in secondary and middle schools. Examination of the most effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

LTL 524S Lang Teach & Assess: Spanish

Serves as a foundation for critically examining and implementing effective practices, assessments, and resources for teaching listening, speaking, reading, and writing in Spanish. Focuses on developing and

implementing authentic approaches to teaching culture that integrate trends in history, politics, traditions, social relationships, and value systems.

LTL 600 Found of Lang Teach & Learn

Synthesize and apply the foundations of education: history, philosophy, legal aspects, ethics, and sociology of language teaching and learning with an emphasis placed on the major cultures represented in the state of California. Utilize the knowledge, paradigms and perspectives to deal effectively with the challenges and opportunities of diversity in language teaching and learning.

LTL 602 Linguistics & Lang Learn

Focuses on the components of language and theories of first and second language acquisition. Compares and contrasts the processes and outcomes of first and second language acquisition. Includes classroom implications of first and second language acquisition.

LTL 604A Teach Methods: Elem Schs

Examination of specific second language instructional approaches (Communicative, Content-Based, Situated Learning) and methodologies (ELD, SDAIE) and use of instructional materials in elementary schools. Demonstration and integration of the most effective age-appropriate strategies, techniques, resources, and technology applications for all students, especially English Language Learners.

LTL 606A S-B Assessment: Elem Schs

Examines and applies the theory of assessment and specific approaches and techniques of standards-based assessment and use of materials including tests for Single Subject Teaching Credential (CAHSEE, SHSP, PSAT and vocational assessment), in order to implement the most effective assessments in their teaching practices for all students, especially English Language Learners, in elementary schools based on age-appropriate tools.

LTL 606B S-B Assessment: Sec Schs

Examines and applies the theory of assessment and specific approaches and techniques of standards-based assessment and use of materials including tests for Single Subject Teaching Credential (CAHSEE, SHSP, PSAT and vocational assessment), in order to implement the most effective assessments in their teaching practices for all students, especially English Language Learners, in middle and secondary schools based on age-appropriate tools.

LTL 608 Culturally Responsive Inst

Examines culturally responsive and inclusive instruction through historical, sociological and psychological perspectives. Emphasizes the development of successful family and community involvement. Includes an overview of multicultural and multilingual curricula and inclusive approaches to teaching.

LTL 612S Culture: Experiences in U.S.

Examines Latino historical and cultural information about 1) geographic and demographic features of countries of origin and immigration and migration patterns within the United States; 2) Latino historical eras, movements, and developments; 3) United States and countries of origin socio-political and socio-cultural features, and 4) diversity within countries of origin and in the United States.

LTL 614S Bilingual Methods & Material

Foundations of bilingual education, bilingualism and bi-literacy. Implications of school, home and community collaboration as well as language and literacy instruction and assessment. Applications of language teaching styles, materials, assessment and the use of technology in bilingual education settings. Strategies and methodologies to teach Spanish language in the classroom and application of higher order thinking.

LTL 616S Language & Comm: Spanish

Literal comprehension, inferential, interpretive and critical analysis of the following forms of communication: written expression, and oral communication. Students will demonstrate proficiency in reading, writing, listening and speaking Spanish for a variety of purposes in authentic contexts.

LTL 618S Program Design & Advocacy

Philosophical, theoretical, and research bases for second language programs and bilingual education, including the theoretical foundations, practices, limitations, and effects of the subtractive and additive perspective of secondary language, bilingual and dual language education. Literacy learning, native and simultaneous literacy development in the context of various approaches to program management, governance and school and community advocacy.

LTL 620S Contrastive Analysis: Sp & Eng

Examines and applies the linguistic and cultural structures and functions of Spanish and English, and provides a contrastive analysis and comparison of the two languages. Candidates will analyze the evolution of Spanish and English, as well as language variations and levels of language.

LTL 622S Cultural Texts & Traditions

Literary and cultural history and traditions of Spain and Latin America. Examination of historical, social, and political influences on Spanish and Latin American literary movements and cultures. Comparison of Spanish and Latin American cultural traditions, perspectives, products, and practices.

LTL 690 Applied Research

Knowledge, skills and dispositions required to locate, evaluate and generate research on language teaching and learning. Construction of an Applied Research Project that includes 1) the preparation of a written document ready for publication that reports findings from an applied research and 2) the preparation of a presentation that situates the research project's findings within the field of research on language teaching and learning and within the practices of professional educators.

MAT – Master of Arts in Teaching**MAT 620 Multidimensional Education**

Examination of the interconnection between geography, politics, history, and economic development in major regions of the world within a global context assessing the impact of these factors on education with specific emphasis on the U.S. educational system.

MAT 621 Impact of Culture & Language

Prerequisites: MAT 620

Students will develop an understanding of the ways in which cultural, religious and linguistic factors affect countries' choices of educational systems and educational priorities. The main focus of the course is the impact of these factors on education within global, regional and national contexts. Students will compare the impact of these factors on education in selected world regions with their influence on the U.S. educational system and some of the issues they face in classrooms.

MAT 622 Comparative Ed Systems

Prerequisites: MAT 621

Examination of national and regional educational systems, approaches and theories, identify global trends, and theorize on a prospective system of education for the 21st century U.S. school. They will develop a comparative perspective of international educational ideas, traditions and systems and their relationships with U.S. education. Course investigates structure and organization of national educational systems, societal attitudes towards education, teacher preparation, instructional methodologies, student behaviors, collaboration with family and community.

MAT 623 Transformative Ed Practices

Prerequisites: 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 U.S. 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 635 Contemporary Issues/Challenges

Provides advanced study in mathematics education with emphasis on contemporary issues and challenges confronting K-12 mathematics education at the K-12 levels. Focus on applying the mathematics principles and standards to improve curriculum, teaching and learning, assessment, technology usage and equity.

MAT 636 Teaching Algebra/Number Theory

Prerequisites: MAT 635

Provides K-9 advanced study in teaching and learning algebra and number theory content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

MAT 637 Teaching Geometry/Masurement

Prerequisites: MAT 635 and MAT 636

Provides K-9 advanced study in teaching and learning geometry and measurement content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

MAT 638 Teaching Probability/Stats

Prerequisites: MAT 635, MAT 636 and MAT 637

Provides K-9 advanced study in teaching and learning probability and statistics content. Presents effective strategies and models of instruction to improve pedagogy and assessment in mathematics classrooms.

MAT 648A Foundation of Lit. Spec/Coaches

Prerequisites: ARL 645, ARL 646, ARL 647A and ARL 647B

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

Prerequisites: 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

Prerequisites: 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.

MAT 651 Assessing Educational Leaders

This is the foundation course for the Teacher Leadership Specialization and involves a self-assessment and the creation of a personal learning plan. Upon completion of the course, candidates will develop a clear sense of their strengths and challenges as educational leaders. In addition to developing a plan for their own professional learning, participating candidates will all learn the skills for assessing and developing other educational leaders within their organization.

MAT 652 Leadership Accountability

This course focuses on the role of the leader in educational accountability and contains an exploration of the "antecedents of excellence" which are measurable activities in teaching, curriculum, leadership, parent involvement, extracurricular activities, and other factors that are the antecedents of student achievement. Candidates learn to create accountability systems for their personal and professional responsibilities going beyond the consideration of test scores as the sole vehicle for educational accountability.

MAT 653 Motivational Leadership

This course focuses on the current state of teacher leadership, emerging proposals for reframing teacher leadership, and examines emotion intelligence research and its impact on morale and motivation of staff within organizations. Through completion of a triangulation assessment, and the creation of a personal action plan to improve emotional intelligence, candidates will better understand their organization and develop a clear sense of their own strengths and challenges as leaders.

MAT 654 Seminar in Social Issues

This course examines the issues of Poverty, Race and Class in terms of demographics, instructional, and structural influences associated with variations in student achievement. A thorough review of historical and emerging research around these issues will be examined within the lens of standards, accountability, and leadership policies.

MAT 655 Leadership Impact Seminar

This course requires candidates to apply their accumulated knowledge to a specific professional challenge addressing student equity and achievement. This is an individualized course involving the reading of one required textbook and one additional text of the candidate's choice on the topic of leadership or organizational effectiveness. An important component of this course is connecting leadership theory with practical application.

MAT 670 Theory best-practice Teaching

Covers theories and research on Best Practices in education. best-practice research on effective schools emphasizes: classroom instructional practices, classroom management, school organization and planning, strategies for linguistically and culturally diverse students to access the core curriculum, instructional leadership, teaching environment, teaching strategies, peer assistance, peer review process and parent and community support.

MAT 671 Appl. best-practice Strat. in CI

Upon completion of this course, participants will possess the knowledge, skills and abilities identified in the California Standards for the Teaching Profession. The emphasis is on developing a repertoire of best-practice Teaching Strategies that can be applied to classroom instruction and assessment of diverse learners.

MAT 674 Differentiated Instruction

Participants in this course learn how to increase student achievement by improving the match between the learner's unique characteristics and various curriculum components; how differentiation involves changes in the depth or breadth of student learning; and how differentiation is enhanced through the use of appropriate classroom management, pre-testing, flexible small groups, tiered assignments, target teaching, and the availability of appropriate resources.

MAT 675 21st Century Multimedia & Tech

Students in this course will learn how to integrate, differentiate, align and individualize instruction using technology and multimedia technologies.

MCW – Creative Writing**MCW 600 Pedagogy of Creative Writing**

Examines the practical and theoretical models of teaching and learning creative writing with particular attention to the developments of the last twenty years. An introduction to and overview of contemporary theories, practices, texts, professional organizations and web sites will be the primary focus of this course.

MCW 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 through 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

Prerequisites: 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

Prerequisites: MCW 650

Intensive writing workshop that includes reading a selection of classic and contemporary literary nonfiction, with selections from memoir, personal essay, travel writing, and literary journalism. Students will submit original manuscripts, critiquing the manuscripts of peers, and will submit revised work for peer and faculty review.

MCW 660 Thesis I (Practicum)

Prerequisites: 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)

Prerequisites: 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

Prerequisites: 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

Prerequisites: MCW 685 and MCW 680A

Intensive writing workshop designed for students to use professional screenwriting techniques in the creation of their own original screenplay. Readings of both classic and contemporary films reinforce students' knowledge of three-act structure and cinematic storytelling. Peer review and instructor feedback provide writers a mode of creative support.

MCW 685 Basics of Screenwriting

Introduction to the craft of screenwriting, particularly in regards to the principles of narrative and storytelling, traditional three-act structure, character, and dialogue. Through intensive reading and writing exercises, along with workshop critiques, students produce a finished treatment and the beginning of a feature-length screenplay.

MDC – Digital Cinema**MDC 650 Film Producing**

Prerequisites: MDC 651 and MDC 652

This seminar covers the process of producing a film from a draft screenplay through distribution. Working in collaborative groups students will develop a project timeline, distribution plan, preliminary budget, legal and technical specifications and a look book suitable for pitching the film for investors. Includes independent research, case studies and the use of film production management software.

MDC 651 Digital Cinematography

Prerequisites: MDC 661

Corequisites: MDC 651P

This workshop focuses on digital cinematography and the aesthetic aspects of cinematic practice. Students evaluate core concepts of cinematography: composition, lighting, camera movement, lens selection and the technical limitations and advantages of digital cinematography. Taken concurrently with MDC 651P "studio practicum," students apply cinematic techniques using digital still and video cameras to shoot projects with live subjects.

MDC 651P Cinematography Practicum

(2.25 quarter units)

Corequisites: MDC 651

In this independent "studio practicum" taken concurrently with MDC 651, students apply cinematic techniques and theory shooting practical assignments with digital still and video cameras and live subjects. Practical assignments will receive individual and peer critiques. Grading is S or U only.

MDC 652 Digital Editing

Corequisites: MDC 652P

This workshop covers the history, theory and practice of motion picture editing and post-production workflow. Students evaluate and apply editing techniques and theory using digital still and video cameras based on practical assignments developed by the instructor. Practical assignments will receive individual and peer critiques.

MDC 652P Editing Practicum

(2.25 quarter units)

Corequisites: MDC 652

Recommended Preparation: MUL 365 Digital editing competencies may also be achieved by taking Lynda.com or equivalent training courses in at least one non-linear editing program: Adobe Premiere, AVID Media Composer or Final Cut Pro. Contact the program lead faculty for more information.

In this independent “studio practicum” taken concurrently with MDC 652, students apply professional editing theory and techniques using non-linear editing systems on practical assignments developed by the instructor. Practical assignments will receive individual and peer group critiques. Students must have an intermediate working knowledge of a digital editing system like Adobe Premiere, AVID or Final Cut Pro.

MDC 653 Film Directing

Prerequisites: MDC 651, MDC 660 and MDC 662

Focusing on the theory and practice of directing films, the course covers the director’s responsibility for developing the vision and objectives of a production. Students analyze and break down scripts and evaluate aesthetic choices necessary for effective dramatic and visual storytelling.

MDC 660 Narrative Structure in Film

This seminar examines the characteristics of cinematic storytelling found in popular genre and independent films, including the conventional three-act structure and variations on those structural elements.

MDC 661 Cinematic Design

This seminar covers the application of visual aesthetic theory in the design of contemporary cinema and visual communication. Topics include the physiological and psychological basis of visual design such as perception of light and color, and the use of compositional elements and principles of cinematic design to construct meaning in film.

MDC 662 Sound Design

Prerequisites: MDC 652

Covers the role of sound in contemporary filmmaking, including the development of sound design as a part of contemporary cinema and essential aspects of field production audio recording, post-production workflow, studio mixing, audio effects, ADR, music and media asset management.

MDC 663 Cinematic Storytelling

Covers the cinematic concepts developed by filmmakers over the last 100 years to engage the audience emotionally and to convey meaning about a subject. Students engage in “close readings” of films to develop an understanding of essential concepts to convey dramatic intentions: axes of movement,

composition, lighting, manipulation of time, and motion, editing techniques, production and sound design and the use of setting. Provides students with a foundation in critical thinking, research, analysis and deconstruction of movies.

MDC 664 Short Film Colloquium

Students engage in “close readings” of short films to develop an understanding of the short film as a dramatic narrative form. Explores short film narratives in live action, animation, commercials and documentary genre. Provides students with a critical approach to research, analysis and deconstruction of short films and how to adapt story ideas into the short film format.

MDC 664P Short Film Practicum

(2.25 quarter units)

Prerequisites: MDC 664

Students work independently to write and produce an original short film. Covers the development process of a short script and applies cinematic concepts covered in the first year courses: MDC 660, 663, 664, 652, 662 and 661. Development drafts and revisions are submitted for peer and instructor critique. Running time must be less than ten minutes in length including titles. May be taken concurrently with other MDC courses. Course must be completed before thesis year. Upon completion of a first short film, the course may be taken a second time as an elective credit, but must be complete prior to MDC 693, Thesis Production. Grading is S or U only.

MDC 670 Producing Documentaries

Prerequisites: MDC 650 and MDC 683

Course covers approaches to documentary filmmaking including development and production requirements unique to documentary production as well as the aesthetic and stylistic considerations. Students engage in analysis of documentary films from an historical perspective and independent research to develop their own approach to a documentary subject suitable for distribution. Course must be completed prior to taking MDC 692 for students making a short documentary thesis film.

MDC 670P Documentary Practicum

(2.25 quarter units)

Prerequisites: MDC 670, MDC 651P and MDC 688

Students develop approaches to documentary subjects by planning and producing several short films in a variety of documentary styles. Practicum assignments receive individual and peer group critiques.

MDC 683 Production Management

Prerequisites: MDC 650, MDC 651, MDC 652, MDC 662 and MDC 653

Corequisites: MDC 683P, MDC 688 and MDC 689

Working collaboratively as director, director of photography, assistant director, or production manager, students develop a film production from pre-production through production and post-production. Includes script breakdowns for budget, schedule, casting, location, cinematography and production design, on-set procedures, and post-production workflow.

MDC 683P Production Practicum

(2.25 quarter units)

Prerequisites: MDC 683

Corequisites: MDC 688

The studio practicum taken during the Digital Cinema MFA production residency. Taken concurrently with MDC 688 and 689, students apply industry practices to develop and execute a professional production plan. Covers production meetings, practical demonstrations, on set performance in a department leadership role, response to Executive Producer editorial notes, meeting postproduction distribution requirements and delivering a production wrap book. Practical assignments receive individual and peer-group critiques.

MDC 688 Production

Prerequisites: MDC 651 and MDC 653

Corequisites: MDC 683

Collaborative production of short film projects using professional equipment. Includes masters production workshops and production of a short film in an authentic production environment. Must be taken on site at a National University campus and concurrently with MDC 683P. See the program catalog description for residency information. A materials fee for production expenses applies.

MDC 689 Digital Cinema Post-Production

Prerequisites: MDC 650 and MDC 652

Corequisites: MDC 683

Students work collaboratively editing digital cinema projects shot during MDC 688 using professional editing and audio post-production systems. Must be taken onsite at a National University campus. Must be taken concurrently with MDC 683P, unless approved by lead faculty. See the program catalog description for residency information. (A materials fee applies.)

MDC 691 Thesis Production

(Prerequisite: all other MDC core courses)

The MFA in Digital Cinema Thesis consists of a short subject digital motion picture, a written component that demonstrates the student’s ability to communicate coherently, critically, and creatively and a selected professional digital reel/ portfolio. The written components of the thesis include a project proposal, treatment/synopsis, shooting script, budget and production documentation, a critical analysis of the project and research on relevant genre influences, and a personal evaluation of the candidate’s portfolio work and evolution as a filmmaker. Initially, MFA candidates work with their thesis advisor to develop a thesis proposal. Once a proposal is accepted, a grade of IP is assigned. Milestones established in the proposal include a shooting script or documentary shooting treatment, preproduction planning, production and post-production phases. A rough cut of the project must be submitted to the committee on DVD as specified by the thesis advisor for committee comment prior to completion of the project. Candidates have one-year from the awarding of the IP grade to submit a thesis. The completed thesis consists of the digital motion picture short, written thesis and digital portfolio on DVD in formats specified by the thesis advisor. The thesis committee evaluates the short subject motion picture project, written thesis and digital portfolio to determine whether the student has mastered the requirements for the MFA in Digital Cinema. Grading is by H, S or U only. Course is eligible for an “IP” grade.

MDC 692 Thesis Development

Prerequisites: Satisfactory completion of all MDC core requirements.

MFA candidates work independently with a thesis advisor to develop a story and proposal for a digital cinema short suitable for funding through grants or other sources. This is a 16-week course. For unsatisfactory graded proposal, the course must be repeated. Grading is by H, S or U only.

MDC 693 Thesis Production

(2.25 quarter units)

Prerequisites: MDC 692

MFA Candidates work independently in consultation with the thesis production advisor during the pre-production and production phases. Production deliverables include a production plan, final budget and schedule, production documentation and dailies. This is a two-month course. Grading is H, S or U only. Unsatisfactory graded course must be repeated.

MDC 694 Thesis Postproduction

(2.25 quarter units)

Prerequisites: MDC 693

Development of a digital asset management plan, post-production workflow and schedule and an editing script or outline and editing the thesis short subject film independently under the guidance of a postproduction advisor. Includes submission of multiple cuts of the film based on advisor and thesis committee critiques. This is a three-month course. Grading is S or U only. The course must be repeated for an unsatisfactory grade.

MDC 695 Thesis Qualification

(2.25 quarter units)

Prerequisites: MDC 694

Final review and critique of a completed thesis film and written thesis. The candidate is allowed a maximum of three reviews to meet the qualification standard for the MFA. This is a two-month course. Grading is H, S or U only. The course must be repeated for an unqualified project.

MGT - Management**MGT 309C Prin. of Mgmt. & Organizations**

This course is a survey of the theories, techniques, and concepts of management in organizations and the role of the manager in a technologically-oriented society.

MGT 400 Ethics in Law, Business & Mgmt.

This course is an exploration of values and ethics in American business utilizing debate and written exercises. It also considers ethical issues arising in the global business environment.

MGT 422 Team 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 442 Strategic Business Management

A study of the application of strategic management principles to the developing, organizing, financing, and operating of a business enterprise, this course integrates and applies skills and knowledge gained in other business courses, especially those in management, marketing, accounting, and finance. To enroll in MGT 442, students must first complete all "Preparation for the Degree" courses and at least four of the courses listed as upper-division BBA requirements.

MGT 451 Production & 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 481 Foundations of Entrepreneurshi

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 (variable units)

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 Managerial Support Systems

Survey of the principal information systems applications and how business decisions are facilitated by these applications, including information as a competitive resource. Also covered are supply chain management, enterprise resource planning, and knowledge management. Topics are approached from a systems standpoint, emphasizing effective managerial use of such systems.

MGT 610C Graduate Business Project

Prerequisites: Specific prerequisites for each program are indicated below: MBA students: completion of 31.5 quarter units in the MBA program.

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 super-isees, 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

Prerequisites: MGT 605, MGT 608, MKT 602, MNS 601, ECO 607, IBU 606, ACC 604 and FIN 609A

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: MKT 302A

A survey of effective advertising techniques in multiple media (virtual, visual, radio, television) and advertising campaign allocation methods.

MKT 445 e-Marketing

Prerequisites: 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

Prerequisites: MKT 302A

This course examines services marketing as distinct and separate from product marketing. Discussions focus on the theory and practice of designing and developing service marketing strategies for segmented populations. Emphasis is placed on positioning various types of services through added value and immediate response using technology to communicate effectively in a global market.

MKT 447 Marketing for Entrepreneurs

Prerequisites: MKT 302A

A discussion of the strategies and ideas for building a business in the global economy for the entrepreneurial business owner taking a hands-on approach to managing a company. This course focuses on innovation and creativity, global thinking, service support, and the importance of the internet in developing marketing strategy in both large and small companies.

MKT 448 Not-For-Profit Marketing

Prerequisites: MKT 302A

A study of the marketing dynamics of Not-For-Profit organizations in which multiple groups, often with conflicting goals and needs, must be simultaneously satisfied for organizational success. A particular emphasis is placed on the identification and attraction of funding sources in the community.

MKT 449 Advanced Market Research

Prerequisites: MKT 434

Data is everywhere, but knowledge is precious. Organizations require extensive information to identify new markets and new ways of addressing existing markets. Students will learn how to use software to extract and analyze data, find patterns and interpret the results to develop marketing strategies and messages for traditional and Web 2.0 media.

MKT 480 Marketing Project

Prerequisites: 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

Prerequisites: 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

Prerequisites: MKT 602

A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products,

and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

MKT 633 Sales Management

Prerequisites: MKT 602

This course is a survey of all facets of sales management, including estimating sales potential and forecasting sales, manning territories, selecting, training, motivating, supervising and compensating the sales force, and interfacing with other company functions. Also covered are typical sales management problems and potential solutions.

MKT 634 Market Research

Prerequisites: MKT 602

An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

MKT 635 Ad Management & Marketing

Prerequisites: MKT 602

An analysis of marketing communications from business, social, economic, and political perspectives, this course provides an in-depth discussion of advertising and promotion as key tools in marketing new and established products. It examines advertising planning and management, research, creative development, media selection, direct response, and advertising agencies. Emphasis is on new media technologies and the growing use of alternative media in communicating with selected publics.

MKT 651 Mobile Marketing

Prerequisites: 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 652 Adv Mobile Mkt Strategies

Prerequisites: MKT 651

This course will present a strategic focus for marketing in the mobile world. Students will cover the 3 C's: Communication, Content, and Commerce as it relates to mobile marketing. Students will be exposed to the most current cases in mobile marketing, and will be challenged to validate the ROI of mobile marketing in business globally. This course will include use of QR codes, Near Field Technology (NFT) and Location Based Services (LBS).

MKT 653 Social Media

Prerequisites: 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 654 Adv Social Media for MKT

Prerequisites: MKT 653

Mastering business using social media is about sustaining relationships with customers and tracking them throughout the supply chain. Customer Relationship Management and the three M's will be covered: Monitoring, Measurement, Metrics. Case studies will be used throughout the course to illustrate the mastery of the subject.

MKT 655 Mobile MKT SocialMedia Project

Prerequisites: MKT 654 and MKT 652

Students work in teams or as individuals under the guidance of an assigned faculty advisor. Students gather intelligence and then create a strategic Mobile Marketing/Social Media Plan for an existing or new company. Students present their plans in both written and oral forms to faculty, industry experts and classmates. Presentations include how to implement and evaluate their plan's effectiveness for products or services in a global marketplace.

MKT 660 Strategic Marketing Simulation

Prerequisites: 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

Prerequisites: 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 co-morbidities. Patient adherence strategies examined.

MNP 687 MH Care: Children/Adolescents

(Corequisites: MNP 696B)

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

Coresquisites: 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

Coresquisites: 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

(Coresquisites: MNP 696A)

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

Coresquisites: 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

Coresquisites: 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

Prerequisites: 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.

MRA – Clinical Regulatory Affairs

MRA 600 Intro to Regulatory Affairs

This course is designed to present an introduction to the regulations and documents necessary for FDA approval of a new medical device or pharmaceutical product. The student will be introduced to federal regulations (CFR), human subject regulations, clinical trials and evidence-based documents, clinical protocols, data management, clinical trial data, investigational review board and submissions of drug and device approval documents. An introduction to clinical and manufacturing process and standard operating procedure documentation will also be included.

MRA 601 Clinical Documentation

This course will focus on the laws and regulations, documentations and process imposed by the Federal government especially the Food and Drug Administration related to pharmaceutical and medical device approval and the clinical trials associated with the approval process. Emphasis is placed on designing and implementing appropriate clinical trial protocol documents as well as all forms associated with the

clinical trials used for evidence-based documentation of the trial(s). Statistical justification will also be introduced for use as to methodology and analysis of the trial.

MRA 602 Human Subjects in Clinical Tri

This course is designed to give the student the fundamental knowledge in the protection of human subjects in a clinical trial. The course will emphasize federal, state and local regulations in protecting the health and welfare of human subjects in a clinical trial. Proper documentation, HIPAA regulations, IRBs, international codes of conduct, Declaration of Helsinki, Informed Consent, adverse events CFRs and all other pertinent documents and codes will be covered.

MRA 603 Medical Device and Pharmaceuti

This course will focus on the laws and regulations, documentations and process imposed by the Federal government especially the Food and Drug Administration related to pharmaceutical and medical device approval. The course will provide students with detailed knowledge and practical application as it applies to appropriate documentation and process of approval for pharmaceutical and medical devices. The students will understand the nomenclature of the regulatory agencies; have a thorough knowledge of the code of Federal Regulations as it applies to medical devices and pharmaceutical products.

MRA 604 Coordinating and Monitoring Cl

This course is designed to give the student comprehensive knowledge in coordinating and monitoring clinical trials and clinical trials research. Emphasis is placed on understanding regulations, good clinical practice, an overview of research, standard operating procedure, data documentation, preparing and working with subjects, monitoring clinical trials and study closure.

MRA 605 Analytical Methods for Regulat

This course will give the student the fundamental knowledge of statistical concepts and analytical methods as applied to biomedical science and clinical trials. It will emphasize basic concepts of methodology and experimental design, quantitative analysis of data and statistical significance. A case study approach will be used to cover the basic designs of clinical trials with emphasis on appropriate methodologies, endpoint variables, control groups, blinded studies, eligibility criteria and placebo control. The course will cover statistical analysis including probabilities and variables. Students will be required to design and implement a full protocol for a fictitious drug or medical device elucidating the data for approval.

MRA 606 FDA Regulations & Submissions

This course will give the student the fundamental knowledge of FDA regulations as they apply to medical devices and pharmaceutical products and the documentation needed for such approval. The code of Federal Regulations will be utilized with emphasis on CFR 21, FDA compliance, ICH guidelines for international harmonization and Good Clinical Practice (GCP), investigator study files, FDA audits and Adverse Event reporting.

MRA 610A Regulatory Affairs Capstone

A two month course that meets on a once a week basis, this course is designed to have the student develop and implement a research document that integrates

all facets of a clinical trial including regulations, documentation, clinical evidence, data management, statistical analysis of the data and other principles taught throughout the entire program. Grading is by S or U only. Course is eligible for an “IP” grade.

MRA 610B Regulatory Affairs Internship

This course is designed to give the student a “hands on” real world experience working in a clinical trial environment. The student will acquire fundamental knowledge in evidence-based clinical data, statistical analysis and documentation of clinical results. The student will be required to write a critical evaluation of the clinical trial a complete analysis of methodology, clinical forms, FDA regulations and data management. Grading is by S or U only. Course is eligible for an “IP” grade.

MTH - Mathematics

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

Prerequisites: MTH 12A and MTH 12B or Accuplacer test placement

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, PHS 104 and PHS 104A, CHE 101 and CHE 101A, PHS 102, SOC 100 and SOC 260.

MTH 209A Fundamentals of Mathematics I

Prerequisites: Accuplacer test placement evaluation 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

Prerequisites: Accuplacer test placement evaluation 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 214 Modeling of the Environment

Prerequisites: Placement Evaluation

A course offering a thorough and useful beginning-level understanding of mathematical modeling. Examines diverse applications from the physical, biological, business, social and computer sciences. Discusses the limitations, as well as the capabilities, of models applied in understanding the real world and its inhabitants.

MTH 215 College Algebra & Trigonometry

Prerequisites: Accuplacer test placement evaluation 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)

Prerequisites: Accuplacer test placement evaluation 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)

Prerequisites: 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

Prerequisites: Accuplacer test placement or MTH 216B or MTH 215

(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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 215, or MTH 216A, and MTH 216B, or placement evaluation

*Should be taken as early as possible in the student’s program. Students observe and reflect on the actual work of public secondary school mathematics teachers (at least 28 hours in public middle or secondary school mathematics classrooms and at least 3.5 hours of student activities and administrative meetings). Grading is by S or U only. Course is eligible for an “IP” grade.

MTH 311 Topics from Geometry

Prerequisites: Accuplacer test placement or MTH 216B or MTH 215

A survey of main concepts of Euclidean geometry with the emphasis on the axiomatic approach, constructions, logic of proof, and some ideas from non-Euclidean geometry including historical aspects. A study of axioms of Euclidean Geometry, inference rule, some basic theorems of Euclidean Geometry, and rigorous proofs will be offered.

MTH 317 Mathematical Modeling

Prerequisites: MTH 215 or MTH 216A 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 216B or MTH 215 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 216A and MTH 216B or MTH 215 and MTH 311

A discussion of fundamental ideas and processes common to Euclidean and Non-Euclidean Geometries: projective, affine and metric geometry. Examines the interplay between inductive and deductive reasoning and formal and informal proof. Addresses uses in science (transformations, scaling), art (Escher-type tessellations, projections), architecture (three-dimensional figures) and computer science (fractals, computer-aided design).

MTH 418 Statistical Analysis

Prerequisites: MTH 210 and MTH 220

An examination of statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables,

hypothesis testing and experimental design. Includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling.

MTH 432 Advanced Calculus

Prerequisites: MTH 223

A look at sets, functions and the real numbers. Topics include the Completeness axiom, cardinality and Cantor's Theorem, LimSup and LimInf; the topology of R_1 and R_2 , open sets, limit points, compactness and the Heine-Borel Theorem, continuous functions properties, uniform continuity, the Mean-Value theorem; the Riemann integral and the Lebesgue Measure.

MTH 433 Differential Equations

Prerequisites: 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

Prerequisites: 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

Prerequisites: MTH 433, MTH 416 and MTH 432

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

Prerequisites: 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, quadratures, numerical differentiation, initial and boundary-value problems.

MTH 441 Abstract Algebra

Prerequisites: 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

Prerequisites: MTH 223

This course is a study of functions of complex variables and their applications to other mathematics branches, sciences, and engineering. The following topics will be examined: the complex plane, analytic functions, integration and Cauchy's Theorem, sequences and series, residue calculus, Fourier and Laplace transforms, and applications.

MTH 450A Mathematics Project Course I

Prerequisites: Completion of Mathematics Core for B.S. and interview with Department Chair.

The project courses are not independent study. They are directed student team projects or internships in mathematics. Requires utilization of previously acquired skills and knowledge to complete the project. Students can select project topics from industry, government, business, education, or research. Grading is S or U only.

MTH 460 Problem Solving Strategies

Prerequisites: MTH 416 and MTH 417

The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' understanding that mathematics is a science of identifying, solving problems and generalizing. The course includes the description of main approaches to solving standard and challenge math problems.

MTH 461 Methods of Teaching Math

Prerequisites: MTH 311, MTH 412, MTH 210 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 CommonCore 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: COM 220, ENG 100 and ENG 101

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

Prerequisites: 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

Prerequisites: 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 310 Introduction to Video Gaming

Prerequisites: ENG 100, ENG 101 and COM 100 or COM 103

An overview of video gaming and its applications: the current soft- and hardware tools used to build and deliver video games; the history and evolution of the field; and its social and ethical implications. Students learn the fundamentals of how a video game is created from its inception to release and become familiar with the roles of programmers, designers, artists, and writers in developing the product. Includes an overview of the basics of mathematics and physics used in video game development, as well as the computer languages appropriate for the various game genres: action, role-playing, adventure, simulation, etc.

MUL 315 Video Game Design

Prerequisites: 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 318 Video Game Production

Prerequisites: All general core courses.

A survey course in the fundamental principles and strategies of video game production. Students assume the role of producer, as they learn game assembly, project management and tracking. The course introduces the challenges posed by the ever-changing technologies used to make and deliver video games, and students become familiar with the many different game engines available to developers. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

MUL 318A Video Game Production Lab

(1.5 quarter units)

Prerequisites: MUL 315

This laboratory course provides students with an opportunity to use tools and methods of video game production. While not intended to be an extensive and comprehensive course on the game production process, the lab introduces the student to the basic tools while providing hands-on experience on how they are used to produce the final product. This will include teaching the student the fundamental parts of a video game engine and providing examples of how the professional community makes modifications to these engines to achieve specific objectives. The student will also use tracking software during game production. Software instruction is in Anark, Genesis3D, MS Project, and Concurrent Version System/Revision Control System (CVS/RCS).

MUL 325 Psychology of Video Games

Prerequisites: All general core courses and PSY 100

An overview of the psychological aspects of game playing, with particular emphasis on video gaming. The course presents the historical foundations of research into human play activity, as well as current research into video gaming and its impact on individuals and society. Students learn about the interaction between people and video games in terms of individual sensory response, personality, and social behavior. Covers human-computer interaction issues specific to video gaming, such as cognitive processing, reaction time, idiosyncratic navigation, and non-traditional interface design. Topics include motivation, addiction, fantasy escapism, conflict, aggression, reward, player prestige, and alienation.

MUL 332 Electronic Design and Layout

Prerequisites: ENG 100, ENG 101 and COM 100

An introduction to layout design for print and Web publishing that covers typography, layout theory, prepress production methods and project management. Emphasizes practical development techniques to produce digital visual images efficiently. Software instruction is in Adobe Illustrator.

MUL 335 Digital Design for Print

Prerequisites: ENG 100, ENG 101 and 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 336 2-D Graphic Imaging

Prerequisites: MUL 200, MUL 245, MUL 255, MUL 265 and MUL 275

An intermediate course in computer-aided photographic manipulation and the merging of vector and raster graphic files used in web authoring and print design. Students produce images in a variety of digital formats, applying aesthetic and composition design principles. Covers technological limitations of Internet graphics. Software instruction is in Adobe Photoshop and Illustrator.

MUL 345 Applied Web Design

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 381 Video Game Art

Prerequisites: All general core courses.

A hands-on course to learn video game art and its design for entertainment, military, and education; the course presents the current software tools used to build and deliver video game art. Students learn the fundamentals of how video game art is created from its inception to incorporation into a video game; they learn the role of artists in the video game development team; and also the current tools used to create game art.

MUL 385 Video Game Animation

Prerequisites: All general core courses

Provides a hands-on introduction to the basics of 3-D and character animation for video game development. Students produce basic 3D environments and animation, as well as animated characters for use in video games and simulations. They apply aesthetic and usability criteria specific to video games. The course covers technological constraints of 3D and character animation; appropriate uses of animated 3D characters and elements to enhance game message delivery and interactivity; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 399 Emerging Technologies

Prerequisites: 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 401 Advanced Video Game Design

Prerequisites: All general core courses.

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

MUL 410 Authoring Corporate Training I

Prerequisites: ENG 100, ENG 101 and COM 100

Provides an introduction to instructional design for corporate training through e-learning and multimedia. Students evaluate digital training packages according to instructional design theory and learn multimedia authoring skills to apply to instructional modules they produce. Covers learning theories, authoring tools, multimedia development and usability criteria

applied to instructional media. Software instruction is in Macromedia Authorware.

MUL 411 Video Game Production Project

Prerequisites: All general core courses, MUL 325, MUL 318 and MUL 401

Students apply advanced theory and practice to create a professional video game design and production product. They develop the game concept they evolved in prior classes into a commercial quality set of game production documents together with a high quality prototype or game engine modification suitable for a commercial pitch of a game to a client.

MUL 420 Multimedia Arts Portfolio Proj.

Prerequisites: 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

Prerequisites: COM 100 or COM 103 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 431 Adv Page Layout / Production

Prerequisites: All general core courses, MUL 336 and MUL 430

A hands-on course on advanced techniques of web graphics production. The course presents the current software tools and techniques for the creation and production of web graphics intended to create identity, atmosphere, and navigation on websites. Students will be exposed to advanced techniques of web graphics, including working with layers, slicing, hotspots, roll-overs, using graphics as framing devices on websites and the use of graphics for content. Students will use current industry software to master the skills of print production, including Photoshop, ImageReady and Dreamweaver.

MUL 432 Print / Web Production

Prerequisites: All general core courses, MUL 336, MUL 430 and MUL 431

This is a hands-on course on print production. The course presents the current software tools and techniques for print production of a wide variety of projects and materials. Students will be exposed to the concepts and techniques of print production, including digital pre-press, color management, and the steps required to prepare printed pieces for final output. Students will use current industry software to master the skills of print production, including learning the Adobe Acrobat PDF workflow for digital pre-press and the latest digital production tools.

MUL 440 Multimedia Design for the Web

Prerequisites: All general core courses.

Intermediate Web page authoring and site design. Students compile graphics, animation and text to produce sites that demonstrate e-business, entertainment and distance education uses of the Internet. Students apply aesthetic and usability criteria to websites developed according to industry practice. Software instruction is in Macromedia Dreamweaver. Certified Internet Webmaster (CIW) curriculum included.

MUL 445 Digital Project Management

Prerequisites: 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 450 Advanced Web Presentation

Prerequisites: MUL 440, All general core courses.

Provides hands-on training in advanced Web presentation techniques. Students learn media integration techniques for quick-loading websites that use streaming vector animation and sound. Covers conceptual 14 approaches to building interactivity into Web presentations; advanced usability testing for user satisfaction; and digital asset management theory and practice. Software instruction is in Macromedia Flash.

MUL 460 Advanced Digital Audio & Video

Prerequisites: MUL 365

Advanced digital audio and video production techniques. Students write scripts, create storyboards and program a/v clips for business, entertainment and educational purposes. Covers advanced Web casting techniques and strategies to overcome technological limitations of Web video and sound. Software instruction is in Sonic Foundry Sound Forge, Adobe Premiere and Terran Media Cleaner.

MUL 461 Motion Graphics

Prerequisites: 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

Prerequisites: 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 463 Digital Video Production Proje

Prerequisites: All general core courses, MUL 460, MUL 461 and MUL 462

Students apply advanced theory and practice to create a professional video production. They develop a concept into a script and manage all phases of production, such as field lighting, videography, sound recording, editing, and producing to DVD and tape. Software instruction is Premiere Pro, Acid Pro, Pro Tools, and Audition.

MUL 470 Interactive Multimedia

Prerequisites: All general core courses.

Provides hands-on training in the production of interactive products for e-business, entertainment and education. Students conduct needs assessments for a variety of potential interactive presentations, games and instructional media and apply project management skills to a product they produce. Covers strategies to overcome the technological constraints of Web and CD-ROM delivery; interactive design theory and practice; needs assessment procedures; and methods of project management. Software instruction is in Macromedia Studio and MS Project.

MUL 471 Adv Digital Interactivity Proj.

Prerequisites: 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 480 Character Animation

Prerequisites: All general core courses.

Provides a hands-on introduction to the basics of 3-D animation. Students produce basic 3-D animation and apply aesthetic and usability criteria for appropriate and effective use. Covers technological constraints of 3-D animation; appropriate uses of animated 3-D elements to enhance message delivery; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

MUL 481 Advanced Animation Project

Prerequisites: All general core courses, MUL 381, MUL 385 and MUL 481

A hands-on course to learn video game art and its design for entertainment, military, and education; the course presents the current software tools used to build and deliver video game art. Students learn the fundamentals of how video game art is created from its inception to incorporation into a video game; they learn the role of artists in the video game development team; and also the current tools used to create game art projects.

MUL 490 Guided Study (variable units)

Prerequisites: Faculty Determined.

Courses require individual study under direction of instructor. Furthermore, course requires proper approval of appropriate academic department.

MUL 495 Internship (variable units)

Internship

nu.edu

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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.

NBC - National Board Certified**NBC 639 Leadership Portfolio**

This course is designed to provide classroom educators the knowledge and skills required to understand and evaluate research relevant to their roles as professional educators. Teachers will develop a professional portfolio that incorporates knowledge, understanding, and evaluation of research providing evidence of meeting NBPTS certificate standards by performance-based assessments. Course is eligible for an "IP" grade.

NBC 680 Quality Teaching and Learning

This course will provide students with an overview that leads to clear interpretations and understanding of the various components and interconnections that shape and influence the quality of teaching, student learning, professional development and leadership in our schools and communities.

NBC 681 Membership in Learning Communi

This course will guide students in the review of research and articles that focus on the definitions, features and significance of learning communities in schools, classrooms, and associations.

NBC 682 Videotape Analysis

This course will provide students with extended time and opportunities to explore and comment on accomplished teaching practices related to the NBCT standards in their fields of expertise.

NBC 683 Student Work and Assessments

This course will provide students with opportunities to review research and commentary that guide and shape decisions and judgments we make when determining the levels of progress students are making toward achieving academic goals, and to identify elements of our practice that contribute to successful learning outcomes.

NBCX - National Board Certified (External Education)**NBCX 6001X NBCT**

NBC Teacher Academy provides new and active NBCT candidates with a year-long, comprehensive approach to support and assistance. All aspects of the certification process are explored while candidates develop a strong, fundamental foundation and increased competence in identifying and increasing content and instructional knowledge, application, and articulation of skills and approaches.

NPL - Nonprofit Leadership**NPL 500 Cause Sales (Level 1)**

Emphasis on the importance of using good relationship-building tactics as the cornerstone of effective fundraising. Featured topics include individual and team fundraising, and development practice in a multi-cultural world. Grounded in industry-approved ethical standards of fundraising, the course offers a detailed examination of donor behavior and communication styles and the factors and motivations that influence donors in the philanthropic decision-making process. In addition, students will gain a greater understanding of one's own solicitation style while honing the tools to navigate various attributes of behavior, versatility as a communication tool, gender style differences, and each donor's unique context.

NPL 510 Cause Sales Practice (Level 2)

Prerequisites: NPL 500

Building on the knowledge gained in Cause Selling I, this sequential course focuses on preparation for "the ask." Course components include methods and tools for donor prospecting, qualification, and constituent relationship management (CRM); development of the unique values proposition to connect each donor with the cause; techniques for engaging the donor in meaningful dialogue, marrying effective questioning with equally effective listening; and skills for handling objections. Students will learn about the "asking frame of mind", the various functions involved with "the ask," timing of the ask, and creative solicitation approaches, as well as motivational factors and

goal-setting for fundraisers. This is an experiential course, and participants will engage in role-play and simulation in order to develop their practice.

NPL 600 Nonprofit Fundamentals

Comprehensive overview of principles and practices related to the governance and management of nonprofit organizations. Topics include the historical, legal, and social foundations of the nonprofit sector as well as aspects of nonprofit operations including mission statements, ethics and leadership, managerial and financial controls, building organizational capacity, fundraising and revenue generation, marketing and external environment, board governance, information technology, performance management, and IRS compliance and transparency.

NPL 610 Volunteer Leadership

Prerequisites: NPL 600

Overview of the history and extent of volunteerism and philanthropy in nonprofit organizations. Topics include administrative leadership; legal and operating definitions; the purpose, function, and role of boards and committees; board identification, selection, and development; building positive board/staff relationships; communication, decision-making, group leadership, etc. Emphasis will be on leadership issues including defining roles and managing boundaries (role of the board of directors, executive leadership, relationship between the board and the executive director).

NPL 620 Financial Management

Prerequisites: NPL 600

Examination of the theory and practice that are essential to understanding how fiscal management should be conducted within a nonprofit organization from a tax, legal, board, and donor perspective. Overview of the knowledge and skills necessary to provide financial leadership in a nonprofit organization, with emphasis on appropriate financial and management strategies including types of giving, gifts processing, grant administration, long- and short-range planning, financial resource management, budgets, financial statements, tax benefits and planning, compliance and financial decision-making tools. The fiduciary responsibilities of both board and staff will be delineated.

NPL 630 Applied Cause Leadership

Prerequisites: NPL 600

Using a mix of case studies, interactive discussions, and group exercises, this course prepares current and future nonprofit leaders with the historical and social foundations of leadership theory grounded in the political, social, and economic contexts in which nonprofit organizations operate. Students are charged with crafting their own leadership philosophy that will enable them to inspire and motivate diverse groups including staff, volunteers, donors, decision-makers involved in policy-making, the constituents they serve, and the community at large, with an emphasis on cultivating a deep appreciation for others' perspectives and realities.

NPL 640 Making the Ask: Dev. Methods

Prerequisites: NPL 600

The successful development cycle includes identification, cultivation, solicitation and stewardship of donors. Students will explore these aspects of the development cycle and best-practice approaches through efforts including annual campaigns, major gifts, planned giving, capital campaigns, corporate

relations, crowd-funding, and donor recognition. Emphasis will be placed on building relationships with and managing donors in the context of organizational mission, and training and motivating the board and volunteers to serve as partners in the development initiative.

NPL 650 Making the Case: Marketing NPs

Prerequisites: NPL 600 and NPL 640

Identifying an organization's unique niche/offering is pivotal to the crafting of the narrative and development of the case for support, yet extends even further to the development of programs that fill the need. The importance of marketing and positioning plans for nonprofit organizations and the significance of linking these tools to the organization's mission and purpose are emphasized. Branding and image integrity are linked to a clear understanding of the ideas, priorities, individuals, and events shaping the landscape of the community.

NPL 680 Leading at a Higher Level

Prerequisites: NPL 600, NPL 620, NPL 610, NPL 630, NPL 640, NPL 650, NPL 500, NPL 510 and LED 620

Developing a shared vision is uniquely important in cause leadership given the varied constraints and opportunities of the nonprofit sector. In order to lead others effectively and to inspire engagement by multiple stakeholders, participants will identify the importance of anchoring to their own and the organization's purpose. Special focus will be given to the development of leadership capacity in others to ensure the ongoing sustainability and success of the organization.

NPL 690 Capstone Course

Prerequisites: NPL 600, NPL 620, NPL 610, NPL 630, NPL 640, NPL 500, NPL 650, NPL 510, LED 620, NPL 680

The Capstone is designed to be the culminating experience of the concepts, theories and practices of the Cause Leadership master's degree. This hands-on learning opportunity transforms educational concepts into action. Graduates will draw inspiration and instruction from their capstone course experience as they assume positions of leadership in the nonprofit sector. The nonprofit arena, in turn, will benefit from the vast reservoir of experience and high level of excellence that Cause Leadership graduates will bring to their positions in the world of philanthropy. Course is H/S/U only and eligible for In Progress grading. Students will choose between two projects for the capstone course:

Option 1: Develop a comprehensive fundraising/marketing plan which includes a financial viability assessment that takes into consideration the organization's finances and trends in the sector. Option 2: Nonprofits commonly engage in a retreat process in order to think about and create a strategic plan. However, with the benefit of quantitative tools to yield rich data, a full marketing assessment, involvement of key stakeholders and knowledge of community partners, organizations can gain a more complete view of their strengths and opportunities that will inform future endeavors. Participants will focus on methods of identifying strategic questions and setting direction for nonprofit organizations by taking a client organization or one's own through a comprehensive strategic planning process. Students will undertake a strategic plan utilizing concepts and skills garnered throughout this program which include: identifying

your unique offering and its value; identifying your resources (human and otherwise); leveraging your resources; creating a strategic plan with vision, mission, values, goals, objectives and actions.

NSG - Nursing

NSG 212 Health Assessment

(3 quarter units)

Prerequisites: Admission to nursing program and completion of required general education preparation with a minimum GPA 2.75

Corequisites: NSG 212A

This course covers holistic health assessment as the basis for nursing intervention and practice, interviewing skills, health history, physical examination, cultural variations and lab and diagnostic procedures. Concurrent enrollment in NSG 212A is required. This is 30 contact hours.

NSG 212A Health Assessment Lab

(2 quarter units)

Corequisites: NSG 212

This course covers practical application of holistic health assessment as the basis for nursing intervention and practice, interviewing skills, health history, physical examination, cultural variations and lab and diagnostic procedures. Concurrent enrollment in NSG 212 is required. Grading is by S, U or I. This course is 60 contact hours.

NSG 240 Foundations of Nursing

Prerequisites: NSG 212 and NSG 212A

Corequisite: NSG 240A

Using the nursing process, this course focuses on meeting basic human needs through planning and implementing nursing. This course covers beginning knowledge and skills required for nursing care of patients with commonly occurring health problems. Basic concepts of therapeutic communication are discussed. Concurrent enrollment in NSG 240A is required.

NSG 240A Foundations Clinical Lab

(3.5 quarter units)

Prerequisites: "C" or better in NSG 212 and "S" in NSG 212A

Corequisites: NSG 240

Using nursing language, students devise basic plans of care for patients. Practical application of beginning knowledge and skills required for nursing care of patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Concurrent enrollment in NSG 240 is required. Grading is by S, U or I.

NSG 245 Medical-Surgical Nursing I

Prerequisites: NSG 240 and NSG 240A

Corequisites: NSG 245A

The course focuses on concepts relating to care of the adult in the acute care setting with commonly occurring medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing and coordinating nursing care. Concurrent enrollment in NSG 245A is required.

NSG 245A Medical-Surgical I Clinical

Prerequisites: NSG 240 and NSG 240A

Corequisites: NSG 245

Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring medical-surgical problems is demonstrated in both Lab and clinical settings. Using the language of nursing, students will devise and implement care plans and teaching plans. Concurrent enrollment in NSG 205 is required unless approved by the Department Chair. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

NSG 280 Human Lifecycle Development

Prerequisites: ENG 100, ENG 101 and 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 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

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 Pharmacology in Nursing II

Prerequisites: NSG 304, NSG 335 with a minimum grade of "C" and NSG 335A with a minimum grade of "S"

This course continues the introduction of nursing pharmacology. Nursing implications related to pharmacodynamics and pharmacokinetics for the safe use of drug therapy for adult patients are discussed. The content focuses on principles of pharmacology and aspects of the drug classification applied primarily to acute illnesses. Prototype drugs for each classification will be used to illustrate drug actions, side effects, contraindications and precautions. The etiology, pathogenesis, clinical presentation, and pharmacological disease management will also be discussed.

NSG 310 Professional Nursing Values

This course provides an introduction to fundamental values as a foundation for professional nursing practice. It provides an understanding of key components necessary for demonstration of professional value-based behaviors. The concept of caring will be examined through the values of altruism, autonomy, human dignity, integrity and social justice.

NSG 330 Medical-Surgical Nursing II

Prerequisites: "C" or better in NSG 245 and "S" in NSG 245A

Corequisites: NSG 330A

This course focuses on concepts relating to care of the adult in the acute care setting with medical-surgical problems. In addition, urgent and critical nursing care responses to symptomatology are addressed. Emphasis is on refining use of the nursing process to provide nursing care for individuals with specific health care needs/problems. Concurrent enrollment in NSG 314A is required unless approved by the Department Chair.

NSG 330A Medical-Surgical II Clinical

(3.5 quarter units)

Prerequisites: "C" or better in NSG 245 and "S" in NSG 245A

Corequisites: NSG 330

Practical application of knowledge and skills required for nursing care of adult patients with commonly occurring acute/critical medical-surgical problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 330 is required unless approved by the Department Chair. Grading is by S, U or I.

NSG 333 Child-bearing Family Nursing

Prerequisites: NSG 245 and NSG 245A

Corequisites: NSG 333A

This course focuses on the health care needs of parents and newborns during the childbearing experience. Introducing the concept of the family as a unit, emphasis is placed on the variations in health care due to behavioral, life cycle, physiological, cultural and environmental factors. Concurrent enrollment in NSG 333A is required.

NSG 333A Child-bearing Family Clinical

(3.5 quarter units)

Prerequisites: NSG 245 and NSG 245A

Corequisites: NSG 333

This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using the language of nursing, students will care for the family unit, considering behavioral, life cycle, physiological, cultural and environmental factors. Concurrent enrollment in NSG 333 is required unless approved by the Department Chair. Grading is by S, U or I.

NSG 334 Pediatric Nursing

Prerequisites: NSG 333 and NSG 333A

Corequisites: NSG 334A

Continuing examination of the family as a unit, this course focuses on the health care needs of families with children. Emphasis is placed on the variations in health care due to behavioral, life cycle, genetic, cultural and environmental factors. Concurrent enrollment in NSG 334A is required unless approved by the Department Chair.

NSG 334A Pediatric Nursing Clinical

(3.5 quarter units)

Prerequisites: NSG 3333 and "S" in NSG 333A

Corequisites: NSG 334

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 unless approved by the Department Chair. Grading is by S, U or I.

NSG 335 Psychosocial Nursing

Prerequisites: "C" or better in NSG 330 and "S" in NSG 330A and completion of all previous nursing courses with a passing grade.

Corequisites: NSG 335A

This course demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from the biopsychosocial sciences and humanities to promote mental health and provide care to elderly people and people with mental disorders. Concurrent enrollment in NSG 335A is required.

NSG 335A Psychosocial Nursing Clinical

(3.5 quarter units)

Prerequisites: "C" or better in NSG 330 and "S" in NSG 320A and completion of all previous nursing courses with a passing grade.

Corequisites: NSG 335

Practical application of knowledge and skills required for nursing care of older adult and mentally ill patients with commonly occurring problems is demonstrated in both Lab and clinical settings. Concurrent enrollment in NSG 335 is required. Grading is by S, U or I.

NSG 340 Nursing Leadership/Management

Prerequisites: "C" or better in NSG 335 and "S" in NSG 335A

Corequisites: NSG 340A

The primary purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena. Concurrent enrollment in NSG 340A is required unless approved by the Department Chair.

NSG 340A Leadership/Management Clinical

(1.5 quarter units)

Prerequisites: "C" or better in NSG 335 and "S" in NSG 335A

Corequisites: NSG 340

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. Concurrent enrollment in NSG 340 is required. Grading is by S, U or I.

NSG 403 Nursing Theories and Models

This course facilitates the practice of professional nursing by providing students with an opportunity to experiment with the application of various conceptual models in order to evaluate the impact of conceptual models on nursing practice.

NSG 422 Nursing Research

Prerequisites: BST 322

This course introduces students to quantitative and qualitative research in nursing by reviewing, evaluating and critiquing current research studies which

use a variety of designs. Throughout the course, an emphasis will be placed on the philosophical underpinnings of the quantitative and qualitative research paradigms as well as the use of research in nursing practice.

NSG 440 Professional Issues in Nursing

This course introduces nursing professional issues. Key concepts include: Scope and standards of nursing practice, social policy in nursing, ethics, regulation and legal issues in professional practice. Students begin study of patient safety, holistic and patient centered care concepts, and are guided to begin their development of a professional identity.

NSG 442 NSG Leadership and Management

Corequisites: 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)

Corequisites: 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

Prerequisites: BST 322

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)

Corequisites: 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)

Corequisites: 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

Prerequisites: BST 322

Corequisites: 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

Prerequisites: NSG 443

Corequisites: 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

Corequisites: NSG 460A

Examines the role of nursing in community health and creates conditions that promote healthy living. Topics include community health assessment, diagnosis, intervention, and evaluation along with the economic, structural, and systems influences from a national and global perspective. Using epidemiology, students will track the natural history of a disease and identify its frequency, distribution, and cause. Concurrent enrollment in NSG 460A is required unless approved by the Department Chair.

NSG 460A Community Healthcare I Lab

(1.5 quarter units)

Corequisites: NSG 460

Theories, principles, and strategies of population-based healthcare 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. Students practice community health assessment, diagnosis, intervention, and evaluation. Concurrent enrollment in NSG 460 is required unless approved by the Department Chair. Grading is S, U or I.

NSG 462 Community Healthcare II

Prerequisites: NSG 460 and NSG 460A

Corequisites: NSG 462A

Use theories, principles, and strategies of population-based healthcare to design, implement, and evaluate services and plans of care to a defined population. With epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. Explore nursing care using primary, secondary and tertiary level of interventions and preventions. Concurrent enrollment in NSG 462A is required unless approved by the Department Chair.

NSG 462A Community Healthcare II Lab

(1.5 quarter units)

Prerequisites: NSG 460 and NSG 460A

Corequisites: NSG 462

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, 2nd Edition, (2015). Explores key issues related to public and global health relevant to professional nursing practice. Design, implement, and evaluate services and plans of care. Students must be enrolled concurrently in NSG 462. Grading is S, U or I.

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 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.

NSG 680 Diversity Issues in APN

Provides a knowledge base for applying and analyzing and evaluating the culturally competent provision of patient-centered care. Diversity in the global health-care 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

(6 quarter units)

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

Corequisites: 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

Corequisites: 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 inter-relationship 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 Performance Mgmt.

Prerequisites: 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

Prerequisites: 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 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 dealt 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 involved 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

Prerequisites: 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

Prerequisites: 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 665 Test and Measurements

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

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 units)

The focus of this class is to introduce 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

Prerequisites: PED 671, PED 672 and PED 673

The purpose of the school-based practicum is to provide School Psychology candidates with an orientation to school and community professionals as well as to clarify the role of the school psychologist. Candidates are placed in a school setting and attend a university-based seminar. Placement consists of 450 hours. Grading is by S or U only.

PED 680 Roles, Issues and Ethics

Prerequisites: 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

Prerequisites: 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

Prerequisites: Students must have completed all program coursework, must be enrolled in their

internship and have permission of the faculty advisor

Students will review the knowledge, skills, and standards of the graduate program in 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

Prerequisites: Students must have completed all program coursework, must be enrolled in their internship and have permission of the faculty advisor

Students will review the knowledge, skills, and standards of the graduate program in 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

(Prerequisites: ENG 100 and ENG 101)

A study of the various ways in which outstanding thinkers have approached fundamental philosophical issues, such as knowledge, reality, the self, religion and values. Skills are developed for thinking and arguing philosophically and for setting ideological debates in cultural, literary and historical contexts. PHL 238 Logical & Critical Thinking

Prerequisites: ENG 100 and ENG 101

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 life-long-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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENG 100 and ENG 101

An examination of value theories from historical, cultural, and ideological perspectives. Personal, professional, and societal moral dilemmas are illustrated and analyzed within the contemporary context of real-world challenges to ethical problem-solving. Responsibility, accountability, presuppositions, and consequences are all debated on a case-study basis.

PHL 339 Study of a Major Philosopher

Prerequisites: ENG 100 and ENG 101

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

Prerequisites: ENG 100 and ENG 101

An exploration of ethical theories cited and applied to contemporary environmental issues, such as animal rights and experimentation, habitat loss, species extinction, pollution, industrialization, and population control. Western cultural and ecological assumptions are examined through the lenses of humanitarian eco-centric, and utilitarian perspectives.

PHS – Physics

PHS 102 Survey of Physical Science

An introduction to the basic principles and general concepts of the physical sciences. Develops selected topics from chemistry and physics. A general education course for non-technical majors.

PHS 104 Introductory Physics

Prerequisites: 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, hear, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

PHS 104A Introductory Physics Lab

(1.5 quarter units)

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: PHS 171 and PHS 172

Corequisites: PHS 179A

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 non-immigrant categories. The course also examines the grounds for removal prior and subsequent to entry, as well as relief from removal. After acquiring a foundation in the substantive law, students complete assignments designed to give them practical exposure to immigration forms and documents.

PLA 318 Remedies & Dispute Resolution

Prerequisites: PLA 202, PLX 2100X and PLX 2102X

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: Incurability, Dependency, and Delinquency. Students learn the unique aspects of representation of juveniles, including interviewing, preparation of disposition reports, and development of files of alternative treatment programs. A term project and field trips to court and various juvenile facilities develop the skills needed for a legal assistant to work in this field.

PLA 421 Family Law II

This course covers advanced issues of family law including marital settlement agreements, domestic violence, enforcement techniques, tax issues, prenuptial agreements, paternity law, the Uniform Child Custody Jurisdiction Act and the Uniform Interstate Family Support Act. Emphasis will be placed on familiarization with California Judicial Council Forms, pleading preparation, research, and internet tools.

PLA 426 Litigation II

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: PLX 2101X and 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

Prerequisites: MGT 451

Introduction to the concept of project management, covering the essential elements of planning a project, initiating the project, implementing the project, and the termination of the project, while emphasizing the importance of team building and leadership, as well as incorporating cost, scheduling and budgetary principles according to contractual terms.

PMB 410 Project Planning and Control

Prerequisites: MGT 451 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: ENM 600, ENM 601, ENM 602 and ENM 603

Introduction to the in-depth theory and practice involved in the design and management of projects. It guides students through Concept, Study, Design, and Implementation. The latest developments in the field such as intricate framework of organizational behavior and structure, global project management, project management maturity model will be covered.

PME 602 Skills Management

Focus on modern concepts and practical guidelines for leading people effectively and confidently towards challenging project and organizational objectives. The concepts behind dealing with diverse project teams, issues of delegation, empowerment, accountability, control, commitment, organizational linkages, alliances and intricacies of matrix management will be studied.

PME 603 Product Management

Prerequisites: ENM 600, ENM 601, ENM 602 and ENM 603

Coverage of three major tasks facing today's product managers namely analyzing the market, developing objectives and strategies for the product or service in question, and making decisions about price, advertising, promotion, channels of distribution and service.

PME 604 Project Financing Management

Prerequisites: ENM 600, ENM 601, ENM 602 and ENM 603

Discussion of essential concepts in finance related to project management such as accounting statements

and their interpretation, forecasting, risk and return, time value of money, project budgeting, and project finance management such as working capital, cash flow management, account receivables and inventory and global finance management.

POL – Political Science

POL 100 Introduction to Politics

Prerequisites: ENG 100 and ENG 101

A broad overview of the field of political science including main issues and central questions studied by political scientists and methods used to gain knowledge about politics. A survey course designed to acquaint the student with selective concepts, theories, and of political process.

POL 201 American Politics

Prerequisites: ENG 100 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 effects 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

Prerequisites: ENG 240 and completion of at least 27 units of core courses in the major

The subject of the capstone seminar is to emphasize the study of some aspect of the political science discipline. Students will critically review various concepts, theories, approaches and methodologies and will employ a particular theory and methodology to research and write a substantial research paper 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

Prerequisites: ENG 100, ENG 101 and PSY 100

The relationship between psychology, social relationships, and sport. The concepts of group dynamics, motivation, social support, coaching relationships, and the wider social context's relationship to the individual and the sport will be explored. The course will utilize both theoretical and research findings to suggest practical applications in sports performance.

PSY 301 Child Development

Prerequisites: ENG 100 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100, ENG 101 and 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 ways 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: 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 & Philosophy of Psych

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100, ENG 101, and 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100, ENG 101 and PSY 100

The study of psychological characteristics of the individual that endure in stable form for substantial periods of time. Examines influential theories of personality and supporting research.

PSY 430 Intro to Psychopathology

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100, ENG 101 and PSY 100

An introduction to theories and principles of psychological testing and measurement and to a variety of standardized tests of intelligence, personality, achievement, interest, neuropsychology and other areas. Emphasizes the principles by which tests are constructed and validated. Also examines controversies regarding the valid, appropriate and fair use of psychological tests.

PSY 432 Social Psychology

Prerequisites: ENG 100, ENG 101 and PSY 100

A study of the responsiveness of individuals to various sources and forms of social influence. Major areas of study include persuasion, conformity, obedience, prejudice, attitude formation and change, social behavior, altruism, aggression and the influence of the mass media. Emphasizes social circumstances rather than variations in personal characteristics, as in personality theory.

PSY 433 Cognitive Psychology

Prerequisites: ENG 100, ENG 101 and PSY 100

The study of psychological functioning in the area of mental operations, largely uninfluenced by individual differences in personality or motivation. This encompasses the areas of attention, pattern recognition and other perceptual achievements, memory, problem solving, categorization and concept formation, language acquisition and use, textual interpretation and decision making.

PSY 434 Psychological Research

Prerequisites: PSY 435

A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

PSY 435 Analysis of Data in Research

Prerequisites: MTH 210, PSY 100, ENG 100 and ENG 101

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

Prerequisites: ILR 260 and PSY 435

A survey of the uses of computers in psychology, including the application of computers in psychological research and the analysis of statistical packages for the social sciences. Also considers computer-aided instruction. Lecture and laboratory format.

PSY 437 Theories of Psychotherapy

Prerequisites: ENG 100, ENG 101 and PSY 100

A presentation of clinical theories of treatment that correspond to theories of psychopathology, personality and development already encountered in courses under such titles. Topics include specific treatment approaches, the nature of the therapeutic relationship and how it effects change and therapeutic interventions

PSY 438 Intro to Group Counseling

Prerequisites: PSY 340A and PSY 340B

A basic examination of the dimensions of group

process, dynamics, and practice is the emphasis in this course. Focus is on effective strategies and procedures for facilitating group process practiced by clinicians in the counseling as well as practitioners in human services, criminal justice, behavioral analysis business and education. Opportunities to practice effective strategies with children, adolescents, adults and the elderly will be part of classroom experiences.

PSY 439 Counseling Diverse Populations

Prerequisites: PSY 340A, PSY 340B and PSY 438

An introduction to diversity and multicultural perspectives in psychology, and their impact on counseling practices. Focus will be on dimensions of culture, ethnicity, life style, religion, gender, identity development models and the effects of privilege and oppression on individuals and groups. Basic multicultural counseling competencies will be presented, with opportunities for student self-examination and practice of strategies and techniques.

PSY 440 Sport Psychology for Coaches

Prerequisites: PSY 100 and 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: PSY 100 and 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: PSY 100 and 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

Prerequisites: ENG 100, ENG 101 and PSY 100

Historical development of positive psychology and its applications to the practice of wellness, health, and peak performance. Topics include self-esteem, relationship building, happiness, and mindfulness.

PSY 448 History of Sport & Sport Psych

Prerequisites: PSY 100 and PSY 302

This course looks at the interrelated historical development of psychology, applied psychology, and sport psychology. Topics include the role of the scientific method and applied methods in research and practice, the role of culture in sport and sport psychology, the history of sports, and current trends in sport and applied psychology.

PSY 449 Group Dynamics in Sport

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: PSY 100 and ENG 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100, ENG 101 and 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

Prerequisites: ENG 100, ENG 101 and PSY 100

An overview of the nature of addictive disorders, including the various theories regarding etiology, development and psychopathology of such disorders. Also covers the etiology, diagnosis, assessment and treatment of compulsive gambling and nicotine addiction.

PSY 466 Personal Growth & Development

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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

Prerequisites: ENG 100 and 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 neuropathology 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

Prerequisites: ENG 100 and 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

Prerequisites: Completion of all Core courses.

Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students 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

Prerequisites: ENG 100, ENG 101 and Completion of all core courses.

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

Prerequisites: 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 Students

(variable units)

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: PSY 602 and 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

Prerequisites: 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 616 Counseling Theories

Overview of major theories of counseling as they are applied to psychotherapy. Students are expected to acquire and practice knowledge and skills related to development of a good therapeutic relationship and the therapist's role in promoting communication, insight, and behavior change within the therapeutic setting.

PSY 617A Family Systems

Part one of a two-part sequence. A comprehensive examination of the family as a social institution and how it shapes the course of human development. The student is exposed to models and systems of family development, the multifaceted dynamics of intra-family relationships, and interactions of the family with various elements of the sociocultural environment. Attention is also focused on family interaction patterns, including communication processes, power relationships, open and closed family systems, parent-child relationships, and conflict resolution processes.

PSY 617B Advanced Family Systems

Prerequisites: PSY 617A

Part two of a two-part sequence. Examines the various structures and roles of families, and explores what kinds of supports families need to optimize their successful functioning. Students increase efficacy

in utilizing genograms as a clinical assessment and intervention tool in helping to strengthen families. Students examine cultural context in which relationship problems are understood and from which solutions emerge. Emphasis will be on creating, selecting, and applying appropriate intervention tools from across the micro-macro spectrum, including those developed in other parts of the world.

PSY 620 Perspectives on Psychology

Prerequisites: 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 623 Diagnosis and Assessment

Explores the realm of mental illness from the perspectives of etiology, diagnosis, and assessment. Covers relevant contextual issues often considered to be related to etiology and treatment. These include neurobiology, culture, family and development. Also covers post-modern considerations regarding pathology and treatment.

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 625 Counseling Techniques and Prac

Overview of major theoretical concepts, techniques, and their applications the therapeutic setting. Emphasis is on basic interviewing, assessment, and counseling skills that facilitate the helping process through integration of various theoretical models.

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 627A Legal and Ethical Issues

Examines the professional laws and ethics pertaining to the practice of counseling and psychotherapy, with an emphasis on the laws and ethics pertaining to the practice of professional counseling, the content of these legal and ethical codes, and the underlying principles involved.

PSY 628 Group Therapy

A comprehensive study of the major approaches, techniques and interventions used in group psychotherapy. Also emphasizes dynamics of group process including the types, stages and formation of groups.

PSY 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 629A Adulthood and Aging

An opportunity to examine major topics in adult development and aging as they relate to the practice of psychotherapy. Includes developmental challenges and tasks unique to adult life, theories which assist in understanding the adult experience, issues related to work and career and the impact aging has on individuals and society.

PSY 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 635 Childhood and Adolescence

A seminar focusing on the application of developmental theories and research to the clinical practice of assessment, diagnosis and treatment of children and adolescents. Considers all areas of the developmental process will be considered in addition to issues surrounding diversity, gender and other relevant contexts. Addresses differences between normal developmental transitions, adjustment reactions to life events and/or trauma and deviations in development.

PSY 636 Child 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 Multicultural Issues 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 642 Relational Violence

An examination of child abuse, battering partners and abuse of the elderly as issues rooted in relationships of one form or another. This course covers classical, modern and post-modern identification, assessment and treatment of relational violence as well as preventive intervention. Addresses relevant cultural and gender issues.

PSY 651A Counseling Practicum I

(3 quarter units)

Prerequisites: Regional Lead Faculty Approval

Part one of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon

outside of regular class hours. Grading is by S or U only. Course is eligible for an "IP" grade.

PSY 651B Counseling Practicum II

(3 quarter units)

Prerequisites: Regional Lead Faculty Approval

Part two of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an "IP" grade.

PSY 651C Counseling Practicum III

(3 quarter units)

Prerequisites: Regional Lead Faculty Approval

Part three of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an "IP" grade.

PSY 651D Counseling Practicum IV

(3 quarter units)

Prerequisites: Regional Lead Faculty Approval

Part four of a four part field practicum in which students work as counselor trainees under the supervision of a licensed therapist. Students also participate in an academic seminar at the University. Students select an approved practicum site and accumulate 100 hours of counseling experience that includes 75 hours of face-to-face work with clients during a three-month period. Regular course work continues during this period. The academic seminar meets one and one half hours per week and runs concurrently with onsite work. Seminar work focuses on professional and training issues, including process issues, case conceptualization, oral, written and videotaped presentations and integration of relevant research. On-site psychotherapy and supervision hours may be used as partial fulfillment of required licensing hours. Grading is Satisfactory or Unsatisfactory only. This

three-month seminar may meet in the late afternoon outside of regular class hours. Grading is by S or U only. Course is eligible for an "IP" grade.

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 654 Career & Lifestyle Development

Overview of career and lifespan development theories and skills, including how personal growth and life stages impacts individuals and society. Emphasis is on understanding career and job choices and personal strategies for career decision-making. Students become acquainted with print and electronic resources, counseling techniques, and assessment instruments.

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

Prerequisites: 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

Prerequisites: 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

Prerequisites: RTT 200 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)

Prerequisites: BIO 201, BIO 202, BIO 203 and RTT 300

Corequisites: RTT 320

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

Prerequisites: RTT 305

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

Prerequisites: BIO 201 and BIO 202

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

Prerequisites: RTT 305 and RTT 306

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)

Prerequisites: RTT 315 and RTT 480

Corequisites: RTT 415

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)

Prerequisites: RTT 316

Corequisites: RTT 416

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)

Prerequisites: RTT 300

Corequisites: RTT 305

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

Prerequisites: MTH 215, PHS 171 and RTT 300

Focus is 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

Prerequisites: RTT 410

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 455 Medical Dosimetry

Prerequisites: RTT 315, RTT 316, RTT 317, RTT 410 and RTT 411

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 480 Internship I

Prerequisites: RTT 300, RTT 305, RTT 306, RTT 310 and RTT 320

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

Prerequisites: RTT 480

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)

Prerequisites: RTT 481

Continuation of clinical internship practice. This course focuses on advanced principles and techniques utilized for specific cancer treatments. Students will demonstrate competence in the delivery 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 610 Supply Chain Collaboration

Prerequisites: MGT 608

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

Prerequisites: SCM 610 and MGT 608

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

Prerequisites: SCM 610 and MGT 608

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

Prerequisites: SCM 610 and MGT 608

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.

SCM 695C Supply Chain Risk Capstone

Prerequisites: SCM 610, SCM 620, SCM 630, SCM 640 and MGT 608

Supply chains are becoming more complex with increasing globalization while simultaneously becoming more fragile with leaner inventory buffers. This increases the risk of disruptions exponentially as additional suppliers and logistics providers are added, with potentially devastating financial impacts. However, simply applying cost management strategies are no longer comprehensive enough. This course will present traditional risk management techniques and alternatives including the new application of resilience to the business world. Throughout the course an interactive, competitive simulation will test individual knowledge and leadership skills that encompass MBA disciplines with emphasis on managing supply chain operations in a turbulent, global 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

Prerequisites: SCR 681 and 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)

Prerequisites: SCR 681, SCR 670 and SCR 681P

Corequisites: SCR 675

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

Prerequisites: SCR 681, SCR 681P and SCR 670

Corequisites: SCR 670P

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

Prerequisites: 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)

Prerequisites: 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

Prerequisites: SCR 680

Corequisites: SCR 681P

In this workshop, students complete a second draft revision and “final polish” of an original screenplay. The course is designed to enable students to advance their analytical skill and apply them to professional and student-generated screenplays. Taken concurrently with SCR 681P “studio practicum.”

SCR 681P Screenwriting II Practicum

(2.25 quarter units)

Prerequisites: SCR 680P

Corequisites: SCR 681

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

Prerequisites: 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)

Prerequisites: 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
Prerequisites: 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)

Prerequisites: 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

Prerequisites: 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)

Prerequisites: 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

Prerequisites: 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)

Prerequisites: 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 689 Advanced Rewriting

Prerequisites: SCR 675

This seminar enables students to revise creative work prior to choosing projects for thesis. Course is customized for film, TV and Transmedia projects based upon student area of focus.

SCR 690 Screenwriting Thesis

Prerequisites: 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

Prerequisites: 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." Grading is S, U only.

SCR 691 Thesis Qualification & Review

Prerequisites: 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

Prerequisites: SCR 675 and SCR 670P For MFA in Professional Screenwriting students, an internship can only be taken after onsite residency is completed.

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.

Combines work experience with college instruction. Educators and employers in the film, TV and trans-media 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)

Prerequisites: SCR 670P and 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.

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

Prerequisites: SUS 601, SUS 602, SUS 603, SEM 604, SUS 604, SEM 605, SEM 606, SEM 607 and SEM 608

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

Prerequisites: 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.

SEM – Sustainability Management (Extended Education)

SEM 6005X Energy Management

Prerequisites: 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.

SEN – Software Engineering

SEN 601 Software Eng Fundamentals

A survey of principles of modern software engineering; requirements analysis, development and maintenance of a software product and its supporting documents, software lifecycle and various models of development. Course also introduces students to tools and processes needed to develop a software product, system or application, in a systematic manner.

SEN 602 Software Architecture Principles

Prerequisites: SEN 601 or approval of lead faculty.

Software architecture and its components and relationships, functionality, specifications, properties, interfaces, and data models are examined during this course. Topics discussed include net-centric computing, cloud computing, distributed processes, open source programs and service-oriented architecture.

SOC - Sociology

SOC 100 Principles of Sociology

Prerequisites: 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

Prerequisites: 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 310 Cultural Workplace Dynamics

Prerequisites: ENG 100 and ENG 101

This course defines the relationship of the workplace to the community and examines the historical development and relevance of social and economic matters crucial to a healthy perspective for employers and employees.

SOC 325 Popular Culture

Prerequisites: ENG 100 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 327 Arab Culture

Prerequisites: ENG 100 and ENG 101

This course will introduce the students to the major aspects of Arab culture, civilization, and history from pre-Islamic times to the present. Social composition of the Arab world and the issue of national identity will be stressed. The transformation of Arabic society will be considered in this course.

SOC 328 Intercultural Thinking

Prerequisites: 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

Prerequisites: ENG 100, 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

Prerequisites: 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 338 Chinese Film and Television

Prerequisites: ENG 100 and ENG 101

This course will briefly introduce students to the history of film in China prior to 1949, with a focus on the Shanghai scene, while the bulk of the course will concentrate on the development of film in the People's Republic of China since that time. Attention also to will be given to influences of pre-1949 film and Hong Kong and Taiwan film and TV on the development of post-1976 cinematography and television in China, detailing the move away from political propaganda-based film and TV and the increasing importance of market-driven (both domestic and international) entertainment values.

SOC 344 Marriage, Sex and the Family

Prerequisites: ENG 100 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: SOC 100 and ILR 260

This course examines the foundational theories that have engaged major social theorists. It analyzes the cultural, social, economic, political, intellectual, and biographical contexts within which they developed; and it appraises the extent to which they continue to inform sociological research and thinking.

SOC 375 Contemporary Social Theory

Prerequisites: ENG 100, 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

Prerequisites: ENG 100, ENG 101 and SOC 100

Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

SOC 430 Culture, Technology & Society

Prerequisites: ENG 100 and ENG 101

Examines the social, cultural and historical development of technology from the Industrial Revolution to today, and its consequences.

SOC 443 Sociology of Deviance

Prerequisites: ENG 100, 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

Prerequisites: 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 449 Sociology of Law

Prerequisites: ENG 100, ENG 101 and SOC 100

Explores the social, political, and economic foundations of law, the study of punishment and criminality, formal systems of social control and their legitimacy in law, and the relationship of political agendas to victimization, human rights, and legalized oppression. Emphasis will be on explanations of social order, legal definitions of appropriate and inappropriate behaviors, the history of law, the political uses and structure of the law, criminal justice system components, and critical sociopolitical analyses of law. The impact of the legal system on society and the individual will also be explored. Assignments and readings are designed to connect historical understandings with present day knowledge about law.

SOC 455 Organizational Sociology

Prerequisites: ENG 100, 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 460 The Individual and Society

Prerequisites: ENG 100, ENG 101 and SOC 100

About social interaction: the behavior and cognitive processes that occur in groups. Students consider the individual as social actor and the development of self image or identity and the socialization process. Students analyze group interactions including conformity, productivity, and leadership. The course examines links between the individual and society.

SOC 490 Guided Study (*variable units*)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SOC 499 Sociology Senior Project

Prerequisites: SOC 100 and ENG 240 or equivalent

Must be taken at the end of the program after completion of all requirements for the major and completion of six or more electives. Students produce an original sociological paper or project exemplified by extensive research, critical thought and intellectual engagement. Grading is H, S or U only.

SOC 500 Cultural Pluralism in the USA

Prerequisites: 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

Prerequisites: 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 404 Psychological Foundations**

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

An examination of the learning processes in educational settings addressing human motivation; development of children and youth in affective, cognitive, social, and personal domains; individual differences; and implications of theory and research for teaching and learning. (NV TL: BI, II)

SPD 408 Introduction to Special Ed

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

A survey course of history and definitions of special education and characteristics of student with various mild/moderate disabilities. Examines cultural and linguistic factors and policies of inclusion. (NV TL: B I, III)

SPD 414 Classroom & Behavior Mgt.

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This course examines the principles of classroom management and student assessment. Best practices for classroom management, positive behavior support and the use of informal and formal assessments to plan for instruction are explored. (NV TL: B VII)

SPD 416 Collab, Law, & Transitions

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This course provides an overview of the professional, legal, and ethical practices for educators with an emphasis on law. Collaborative practices with peers, other service providers, community members and family members are examined. Partnerships and planning for transition to the next learning environment are explored. (NV TL: B VII, IX)

SPD 422 Assessment of Diverse Learners

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This course examines the use of formal and diagnostic assessments to determine strengths and weaknesses of students. Tests commonly used with students with Mild/moderate disabilities are administered and interpreted. Candidates will learn about selection, administration, and analysis of assessment instruments and to use the data to write a formal report, an IEP with goals and objectives, and to help prepare lesson plans. (NV TL: B V)

SPD 428 Reading and Language Arts M/M

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

The course provides research-based instruction to teach reading/language arts to students with disabilities. Candidates demonstrate their ability to deliver a program of systematic instruction in reading, writing, listening, and speaking aligned to the adopted curriculum. They administer a variety of reading/writing assessments to diagnose students' reading/language arts abilities. (NV TL: B, VIII, X)

SPD 430 Preparing Teachers to Use Tech

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This introductory course is designed to provide candidates the skills needed to integrate technology in teaching and learning as required in the INTASC Standards including assessment, monitoring of student progress, evaluation of media and technology and plan instruction to meet the needs of diverse learners, colleagues and families. (NV TL: B VII, X) SPD 432 Instructional Strategies

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. Positive behavior support, learning strategies, study skills, instructional and behavioral support partnerships with parents and establishing positive environments are also covered. (NV TL: B IV, VIII, X)

SPD 436 Math/Writing for M/M

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

This course provides an overview of the educational demands experienced by K-12 students with M/M disabilities in all settings. This course focuses on planning for instruction in two areas: written expression and mathematics. The course emphasizes learning strategies, study skills, and core vocabulary development as they relate to the IEP and accessing the general education curriculum. (NV TL: B VIII, X)

SPD 438 Differentiation of Instruction

Prerequisites: TED 320 and Completion of General Education Requirements Section of the program.

An in-depth look at students with mild to moderate disabilities served both in and out of the general education classroom with an emphasis on differentiating instruction for successful learning. (NV TL: B I, II)

SPD 481A Student Teaching

Corequisites: SPD 487

Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 481B Student Teaching

Prerequisites: SPD 481A and SPD 487

Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 487 Student Teaching Seminar

(2.25 quarter units)

Corequisites: SPD 481A

The Professional Portfolio is developed, completed and approved by the instructor in order to successfully pass this course. The course is graded satisfactory (S) or unsatisfactory (U) only. Eligible for In Progress (IP) grading.

SPD 604 Psychological Fdns of Educ.

An examination of learning processes in educational settings will address human motivation; development of children and youth in the affective, cognitive, social, and personal domains; individual differences; and implications of theory and research for teaching and learning.

SPD 608 Exceptionalities

An examination of four major types of learners: students with disabilities, English learners, students with gifts and talents, and students at risk. Explores how these groups of learners can best be served in general education using effective instructional strategies, including accommodations, modifications, and differentiated instruction.

SPD 614 Classroom and Behavior Mgmt.

This course is designed to assist candidates in developing a practical working knowledge of the basic principles of classroom and behavior management.

Candidates will examine the impact of classroom rules, consequences, procedures, physical layout, instructional pacing, diversity, and other topics. Candidates will analyze antecedents to behavior, remediation strategies for misbehavior, and promotion of positive behavior. Best practices for classroom management and positive behavior support will be reviewed.

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 618 Law, Transition, & Collab

This course offers a heightened awareness of working with other professionals and parents of special needs students. It is designed to insure that each candidate will recognize his/her role in the understanding and practice of the professional, legal, and ethical practices for instructing students with disabilities.

SPD 622 Assessment

Prerequisites: TED 621B or equivalent, Pass CBEST and CSET

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

SPD 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 628 Teaching Reading/Lang Arts

Prerequisites: TED 621B or equivalent, Pass CBEST and CSET.

The course provides substantive, research-based instruction to teach reading/language arts to students with disabilities. Candidates will demonstrate their ability to deliver a comprehensive program of systematic instruction in reading, writing, listening, and speaking aligned to the English/Language Arts

Content Standards and the Reading/Language Arts Framework. They will exhibit the ability to administer a variety of reading/writing assessments to diagnose students' reading/language arts abilities. This is a two month onsite course, which cannot be taken concurrently with any other course.

SPD 630 Tech for Teaching & Learning

This introductory course is designed to provide special education candidates with the skills needed to integrate technology in teaching and learning as required in the INTASC Standards including assessment and monitoring of student progress, evaluation of media and technology, the use of technology to effectively plan instruction to meet the needs of diverse learners, colleagues, and families. Course content includes designing lesson plans for integration of technology in classrooms serving students with mild/moderate disabilities, respond to case study utilizing technology to assess, monitor progress, and provide targeted support for a student with special needs, a research paper on the selection of effective media and technology resources, a PowerPoint presentation on the legal, and ethical use of information and technology including social media and development of newsletter or video as a communication tool to engage learners, families and the global community.

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

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. Positive behavior support, learning strategies, study skills, instructional and behavioral support partnerships with parents and establishing positive environments are also covered. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum.

SPD 634 Assess of Std w/ M/M Disab

This course is designed to provide the candidate with knowledge and skills required for assessing children and youth with disabilities and special needs with mild/moderate disabilities using formal and informal assessment techniques. The course also provides knowledge and skills required for linking assessment findings to instructional planning, including development, implementation and communication of the Individualized Education Program.

SPD 636 Teaching Math/Writing for M/M

This course provides an overview of the educational demands experienced by K-12 students with M/M disabilities in all settings. Candidates will develop skill in planning and evaluating curriculum, methods, techniques, strategies, materials and media for teaching students. This course focuses on planning for instruction in two areas: written expression and mathematics. The course emphasizes learning strategies, study skills, and core vocabulary development as they relate to the IEP and accessing the general education curriculum.

SPD 638 Content Differentiation

An in-depth look at students with mild to moderate disabilities served both in and out of the general education classroom with an emphasis on differentiating instruction for successful learning.

SPD 642 Academic Instruction M/S

This course covers identifying and teaching academic

content for students with severe disabilities across the educational placement continuum, including instruction in the general curriculum, use of Universal Design principles, and a functional skills approach. The course presents methods for determining functional skills, curriculum selection, development and adaptation to approximate the general education curriculum using the California curriculum frameworks and State standards. Assessment in all areas of academic instruction is emphasized.

SPD 644 Life Skills & Transitions M/S

Life Skills and Transitions for Learners with Moderate/Severe disabilities. This course is advanced methodology designed to ensure that candidates will be able to meet curriculum needs of their students with moderate/severe disabilities in the areas of teaching life skills, self-advocacy, and transition to post-secondary school needs. Issues regarding parent involvement, IEPs and ITPs, Community Living, recreation and leisure are included.

SPD 646 PBS, Comm & Social Skills M/S

This course prepares candidates to meet the communication, behavior, and social skill needs of students with moderate/severe disabilities. Candidates conduct behavioral assessments and plan behavior interventions for the behavioral needs of these students. They learn strategies to meet the communicative needs of their students, including using AAC devices. Methods for improving social skills of these students in all settings are presented. Collaboration, assistive technology, and functional communication training are emphasized.

SPD 648 Medical & Asst Tech Issues M/S

In this course candidates will demonstrate knowledge and ability to support the movement, mobility, sensory and specialized health care needs required for students to access school and the community to the fullest extent of their ability through utilizing appropriate techniques, procedures, materials, assistive technology, and adaptive equipment. Candidates will also demonstrate mandated considerations for assistive, augmentative, alternative, and sign language communication technology for students with moderate/severe disabilities and their application to facilitate communication, improved academic performance, and skill.

SPD 650 Research in SPD: Design

This course is designed to provide an introduction to empirical research and a variety of research approaches common to the field of education. Upon completing the course, participants will be able to locate, understand, evaluate, and interpret qualitative as well as quantitative educational research and use these skills to become consumers of research and develop a draft of the capstone

SPD 651 Ed Hist Perspt, Iss Trends SPD

Prerequisites: SPD 650

This course is designed as an introduction to issues and trends in Special Education. Candidates in this course will examine, analyze, and synthesize current legislation, instructional formats, and Special Education research. They will be required to look at recent policies, issues, and trends that impact the Special Education field. Candidates will be expected to complete the first step in the research process and

identify a research problem related to an issue or a trend in which they have a personal interest.

SPD 652 21 Century SPD Prac. & Systems

Prerequisites: SPD 651

This course examines the process of how to (a) name key roles needed to implement special education effectively; (b) specify the knowledge and skills relevant to individuals in each role; (c) identify essential professional development and parent education necessary to ensure the readiness of members of a multi-disciplinary team to perform responsibilities effectively; and (d) compare and contrast various types of such growth opportunities. In this course candidates will develop step 2 of the research process: Review of the Literature

SPD 653 Assist Tech & Practices in SPD

Prerequisites: SPD 651 and SPD 652

This course will provide opportunities for candidates to refine their skills as consumers of technology in order to make informed decisions regarding reliability of technology and applications (APPS) designed to provide accessibility to the curriculum for students with disabilities. Universal Design for Learning is at the core of this course, and will provide candidates with the ability to adapt technology, instruction, and assessment to meet a range of student needs. During this course, candidates will complete step 3 of the research process: Specifying a Purpose. Candidates will complete a draft of the IRB review form.

SPD 654 SPD Law & Leadership Practice

Prerequisites: SPD 651, SPD 652 and SPD 653

This course is designed to extend knowledge of federal and state courts interpretation of statutes and regulations addressing the delivery of special education and related services to students with disabilities. The candidate will also examine the collaborative practices with families, school personnel, and community members. During this course, candidates will complete step 4 of the research process: Step 4 Choosing a Research Design. Candidates will also submit the IRB review form.

SPD 660 Clear Orientation Seminar

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

A continuation of professional development for new Preliminary Education Specialist teachers. Participating teachers will assess their current teaching practice, explore professional teaching standards and design a growth plan to meet their needs and the needs of students they serve. Must be taken as the first course for the Education Specialist Clear Credential Program.

SPD 661 Special Topics MM MS DHH

Prerequisites: SPD 660

Course focuses on synthesis and application of evidence-based research informing data driven instruction for monitoring student behavior and academic progress. Advanced practice in creating effective learning environments for special needs and EL students, collaborating with families and service providers, developing instruction and technology to facilitate curriculum mastery are examined. SPD 664 Clear Capstone

Prerequisites: SPD 660 and SPD 661 and the elective course must be completed. A 3.0 grade point average is required to complete the program.

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

SPD 672 Intro to ECSE

Prerequisites: SPD 672 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

Prerequisites: 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

Prerequisites: 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

Prerequisites: 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 681A Nevada Student Teaching M/M

Prerequisites: SPD 604, SPD 608, SPD 614, SPD 618, SPD 622, SPD 628, SPD 630, SPD 632, SPD 636 and SPD 674; Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A, Student teaching candidates must have successfully completed all coursework in the licensure program (Corequisite, Core and Advanced Specialization Courses) with an overall GPA of 3.0 or better.

The student teaching experience requires candidates to be placed in a special education program that serves student with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a classroom teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 681B Nevada Student Teaching M/M II

Prerequisites: SPD 681A and SPD 687A

The student teaching experience requires candidates to be placed in a special education program that serves student with Mild/Moderate disabilities for 9 weeks or 40 days of full-day supervised teaching. Candidates are supervised/supported by a classroom teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 682A Student Teaching M/M

Corequisites: SPD 688A

Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 682B Student Teaching M/M

Corequisites: SPD 688B

Six weeks or 30 days of full-day supervised teaching with Mild/Moderate special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified University Supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 684A Student Teaching M/S

Corequisites: SPD 688A

Six weeks or 30 days of full-day supervised teaching with Moderate/Severe special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified university supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 684B Student Teaching M/S

Corequisites: SPD 688B

Six weeks or 30 days of full-day supervised teaching with Moderate/Severe special education students. Candidates are supervised by a teacher with a clear special education credential and by a certified

university supervisor. The course is graded satisfactory (S) or unsatisfactory (U).

SPD 687A Portfolio Clinical Seminar

(2.25 quarter units)

Prerequisites: Candidates must be enrolled in SPD 687A Clinical Practice Seminar concurrently with SPD 681A

SPD 687A is taken concurrently with Student Teaching (SPD 681A) to support the development of the Clinical Practice Portfolio submitted the last week of SPD 681B. During SPD 687A, candidates will focus on 10 INTASC Standards create or revise artifacts reflecting their knowledge and skills in each of the standards. These artifacts and reflections will be uploaded into their Professional Portfolio within the eCompanion Course. The completed Portfolio must be approved by the instructor in order to successfully pass this course. Grading is Honors, Satisfactory or Unsatisfactory.

SPD 688A Clinical Practice Seminar

(2.25 quarter units)

Corequisites: SPD 682A or SPD 684A or LAD 682A

Focus on three CTC Teaching Domains. Create or revise artifacts reflecting knowledge and skills in each of those Domains to be uploaded into their Professional Portfolio. The Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

SPD 688B Clinical Practice Seminar

(2.25 quarter units)

Corequisites: SPD 682B or SPD 684B or LAD 682B

Focus on three of CTC Teaching Domains, and creating or revising artifacts reflecting their knowledge and skills in each of those Domains to be uploaded into their Professional Portfolio. The Professional Portfolio must be completed and approved by the instructor in order to successfully pass this course. Grading is S/U only. Eligible for In Progress (IP) grading.

SPD 692A Internship M/M

Prerequisites: SPD 608, SPD 614 and TED 621B; *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. This course is graded as Satisfactory (S) or Unsatisfactory (U).

SPD 692B Internship M/M

Prerequisites: SPD 692A

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. This course is graded as Satisfactory (S) or Unsatisfactory (U).

SPD 694A Internship M/S

Prerequisites: SPD 608, SPD 614 and TED 621B; *Candidates must be admitted to the University internship program.*

The National University Special Education Internship for Moderate/Severe disabilities is designed as an alternative route for the preparation of Preliminary 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 moderate/severe disabilities. Does not grant graduate units towards graduate degree. This course is graded as Satisfactory (S) or Unsatisfactory (U).

SPD 694B Internship M/S

Prerequisites: SPD 694A

The National University Special Education Internship for Moderate/Severe disabilities is designed as an alternative route for the preparation of Preliminary 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 moderate/severe disabilities. Does not grant graduate units towards graduate degree. This course is graded as Satisfactory (S) or Unsatisfactory (U).

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

Prerequisites: 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.

SPD 698A Internship Seminar

(2.25 quarter units)

Prerequisites: SPD 608, SPD 614 and TED 621B; *Candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.*

This course provides additional synchronous and asynchronous support and mentoring for interns specific to their classroom teaching experiences and needs. The course emphasizes the Teaching Performance Expectations (TPEs) for Education Specialists. During the three-month seminar, candidates submit evidence of their knowledge and skills in each TPE area as part of a portfolio requirement completed and approved by the instructor.

SPD 698B Internship Seminar

(2.25 quarter units)

Prerequisites: SPD 608, SPD 614 and TED 621B; *Candidates must also complete all pre-requisite requirements for the internship credential as outlined by CTC.*

This course provides additional synchronous and asynchronous support and mentoring for interns specific to their classroom teaching experiences and needs. The course emphasizes the Teaching Performance Expectations (TPEs) for Education Specialists. During the three-month seminar, candidates submit evidence of their knowledge and skills in each TPE area as part of a portfolio requirement completed and approved by the instructor.

SPD 699 Research in SPD Capstone

Prerequisites: SPD 651, SPD 652, SPD 653 and SPD 654

This course addresses fundamental concepts and practices in educational research in special education. Covers specific applications of educational research methods in special education. Emphasizes review and critique of special education research, and applied classroom research for teachers in diverse settings. This course is designed as the capstone course in which candidates will complete the research project and present it before a panel of experts for feedback and recommendations.

SPN - Spanish

SPN 100 Beginning Spanish I

Introduction to Spanish and to the culture of its speakers. Facilitation of the application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 101 Beginning Spanish II

Prerequisites: SPN 100

Sequel to beginning Spanish I. Further application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 200 Intermediate Spanish I

Prerequisites: SPN 101

Intermediate Spanish and the culture of its speakers. Facilitation of the application of the language in both oral and written manners in a more advanced form. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

SPN 201 Intermediate Spanish II

Prerequisites: SPN 200

Sequel to the Intermediate Spanish I course. Continued practice in the oral-aural skills, with increasing importance placed on acquiring Spanish grammatical skills, while extending and enhancing vocabulary and insight into the Spanish-speaking world through a study of its culture.

SPN 300 Advanced Spanish I

Prerequisites: SPN 201

Integration of speaking, listening, reading, and writing within a cultural context by immersion in the target language. Designed to give further insight into the Spanish-speaking world through a study of its culture, society, history, and politics.

SPN 301 Advanced Spanish II

Prerequisites: SPN 300

A sequel to Advanced Spanish I. It continues to develop student skills in idiomatic and conversational forms of speech, and proficiency in moderately complex written structures. Studies and grammar review supplemented with readings, media and computer-based materials.

SPN 310 Literary Readings in Spanish

Prerequisites: LIT 100 and SPN 301

Introduction to a variety of prominent 20th century Latin American literary texts in their original language. Readings will come from a variety of Spanish-speaking countries and historical movements. Discussions, collaborations, and writing assignments will be in English.

SPN 320 Advanced Spanish Conversation

Prerequisites: SPN 201 or 3 semesters of college level Spanish language.

Focus on intensive oral practice obtained through the use of video programs, class discussions, and other interactive activities. Students will put into practice key elements of communication in standard spoken Spanish, with some focus on dialectal variations.

SPN 330 Intro Lat Am Cultures

Prerequisites: SPN 301

The Spanish-speaking world is a rich tapestry of cultures and histories. The aim is to overview this heterogeneous reality through a survey of some of its significant cultural, historical, social, and political themes. Introduction to strategies of cultural analysis, discussions, collaborations, and writing assignments will be in Spanish.

SPN 340A Spanish for the Work Place

This course provides English-speaking students the necessary tools for communication with Spanish speakers in the work place.

SPN 341 Cross-Cultural Communication

An examination of the basic cultural differences generally encountered in the workplace. Special emphasis is given to cross-cultural communication in the workplace.

SPN 350 Film and Culture

Prerequisites: SPN 301

Films and documentaries from and about the

Spanish-speaking world serve as the basis for lectures, discussions, and class projects. Diverse topics will be explored along with a range of cultural social issues. This course also introduces strategies of cultural analysis. Discussions, collaborations, and writing assignments will be in Spanish.

SPN 420 Literature and Culture I

Prerequisites: SPN 310 and SPN 330

Introduction to cultural productions from the Pre-Columbian period to the mid-19th century in Spanish. Readings will come from a variety of regions and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

SPN 430 Literature and Culture II

Prerequisites: SPN 420

Introduction to Latin American literature and culture during the late 19th and 20th century with a focus on key aspects (analysis of genre, form, structure, language, history, society, politics, gender, sexuality, etc.) necessary to the understanding of Latin American culture. Discussions, collaborations, and writing assignments will be in Spanish.

SPN 450 Identity and Multiculturalism

Prerequisites: SPN 310 and SPN 330

Introduction to prominent Latin American and Hispanic cultural productions that deal with identity and multicultural issues. Most of the readings will deal with Hispanic/Latino authors. Readings will come from a variety of countries and historical and cultural movements. Discussions, collaborations, and writing assignments will be in Spanish.

SPN 490 Guided Study in Spanish

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

SPN 499 Spanish Capstone

Prerequisites: SPN 430

In this two-month seminar students will demonstrate the knowledge they have learned in their core courses. Students will develop a portfolio consisting of their revised papers and new essays to create a final project. There will be a final capstone paper for this course.

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

Prerequisites: 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 through 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

Prerequisites: 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.

SYE – Systems Engineering

SYE 600 Introduction to Systems Design

Detailed overview of the nature of systems and the systems engineering design process of human-made systems. The main emphasis is on the four phases of systems design: conceptual design, preliminary design, detail design, and evaluation and testing. Life cycle engineering and requirements analysis are introduced.

SYE 601 Systems Analysis & Design Eval

Prerequisites: SYE 600

An in-depth study of system analysis and design evaluation. The emphasis is on using various modeling tools to predict system performance and evaluate various system alternatives under multiple design criteria and conditions of risk and uncertainty. Use of calculus and MS Excel are required.

SYE 602 Advanced System Design

Prerequisites: SYE 601

Advanced system design concepts and details the methodologies of design for operational feasibility: system reliability, maintainability, usability (human

factors), supportability (serviceability), producibility and disposability, and affordability (life-cycle costing). The course also provides an introduction to systems engineering management, including planning, organization, and program control and evaluation.

SYE 603 System Dynamics

Prerequisites: SYE 602

Analysis of complex systems, system behavior, and system of systems. Includes the concept of intended and unintended consequences, systems thinking, modeling dynamic systems and decision making, system instability and oscillation, and testing of system models. System dynamic programming software is provided with the text.

TED – Teacher Education

TED 300 Fundamentals of Education

Prerequisites: TED 320 or TED 305 or TED 306

Examines the role and nature of schools in the United States through an exploration of a range of cultural, philosophical, historical, legal, political, and ethical perspective.

TED 305 Teaching as a Profession

First course in California Teacher Credentialing program, candidates introduced to California Standards of the Teaching Profession (CSTP), Teaching Performance Expectations (TPEs) and California Teaching Performance Assessment (TPA) process. Candidates explore role of teachers within schools, community, society, and in world; and an understanding of the commitment, rewards and responsibilities of a teaching career, as well as the process and procedures for creating a Professional Electronic Portfolio. Includes 15 hours of field experience. Course will be offered over a 2 month format and must be completed prior to enrollment in other TED courses.

TED 306 21st Century Teaching Methods

Preparation of pre-service teachers for 21st Century culturally and technologically enriched classrooms. Strategies will include how teaching, learning, and technology work together to develop a holistic view of education.

TED 310 Development and Learning

Prerequisites: TED 305 or TED 320 or TED 306

Focuses on the cognitive, social, and emotional development of children from both theoretical and practical perspective. This course includes an introduction to learning theory and practice and its relationship to student achievement and motivation.

TED 320 Introduction to Teaching
(1.5 quarter units)

Introduces teacher candidates to teaching as a profession. Included in this course is the process and procedures for creating an ePortfolio. Course is offered over a 2 month period to be completed prior to enrollment in other TED courses.

TED 330A Reading and Lang. Arts Methods

Prerequisites: TED 305 or TED 320 or TED 306

Includes content, methods and materials for teaching reading in an integrated elementary classroom. Teacher candidates will learn strategies for managing

classroom instructional activities to enhance student achievement. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 330B Reading and Language Arts

Prerequisites: TED 305 or TED 320

Includes content, methods and materials for teaching reading in a secondary classroom. Candidates will learn strategies for management of activities/materials, planning lessons, using technology, evaluating learning, and integrating reading into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 340 Content Area Reading Methods

Prerequisites: TED 305 or TED 320

Includes content, methods, and materials for teaching reading across the curriculum. Teacher candidates will learn instructional strategies for integrating reading in the content area. Teacher candidates are required to complete five hours of observing and assisting in a public school classroom as directed by the instructor.

TED 350 Math and Science Methods

Prerequisites: TED 305 or TED 320 or TED 306

Includes content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Strategies for implementing and assessing student achievement will be introduced.

TED 351 Teaching STEM Methods

Prerequisites: TED 305 or TED 306 or TED 320

This eight week course is designed to prepare pre-service teachers with the knowledge and skills necessary to teach students in grades K-8 science, technology, engineering, and mathematics(STEM). This includes developing rigorous, standards-based lessons that are engaging, enjoyable, and meaningful to students. Opportunities will also be provided to explore, analyze, and incorporate digital resources for teaching STEM methods.

TED 355 Hist/Social Science Methods

Prerequisites: TED 305 or TED 320 or TED 306

Includes content, methods and materials for teaching history-social science in the elementary classroom. Candidates will learn classroom management of activities/materials, planning lessons, using technology, evaluating learning, and integrating history and social science into other content areas. Student Teaching Candidates are required to complete five hours of observing and assisting in a classroom as directed by the instructor.

TED 380 Arts/PE/Health Methods

Prerequisites: TED 305 or TED 320 or TED 306

Includes content, methods, and materials for teaching visual and performing arts, physical education, and health in the elementary classroom.

TED 410 Survey of Multicultural Lit.

Prerequisites: TED 305 or TED 320 or TED 306

Provides K-12 teacher candidates with knowledge of the wide-range of genres of multicultural literature. Teacher candidates will learn instructional methodologies and strategies for selecting appropriate

literature that reflects the interests and reading abilities for diverse student populations.

TED 420 Diversity in Schooling

Prerequisites: TED 305 or TED 320

Provides teacher candidates with background knowledge on how to ensure parity of treatment of students who differ in race, class, exceptionality, ethnicity, culture, gender, and religion. Teacher candidates must complete five hours observing and assisting within diverse classrooms in a public school classroom as directed by the instructor.

TED 430 Special Needs Students

Prerequisites: TED 305 or TED 320 or TED 306

Provides instructional strategies and methodologies for adapting content, assessment and pedagogy that ensures every student with exceptional learning needs is taught under optimal conditions for learning.

TED 434 Methods of Teaching Social Sci

Prerequisites: TED 305

Prepares candidates in History/Social Science to be effective and reflective teachers, emphasizing current research. Comprehensive study of teaching methods in the social sciences: economics, history, political science, and geography. Candidates learn pedagogical content knowledge, methods of teaching and learning, classroom management strategies, lesson planning, and assessment of student learning.

TED 440 Leadership and Assessment

Prerequisites: TED 305 or TED 320 or TED 306

Provides teacher candidates with classroom leadership strategies to create a classroom environment that is conducive to teaching and learning. Teacher candidates will also learn how to determine students' abilities through formative and summative assessments and to use this information to provide appropriate instructional strategies to enhance student learning.

TED 450 Methods of Teaching English

Prerequisites: TED 305 or TED 320

Prepares prospective English language arts teachers to be accomplished teachers in present day diverse middle or secondary school classrooms. Fundamental language skills including reading, writing, listening, speaking, viewing and visually representing will be studied. Prospective teachers will display knowledge and mastery of these skills and demonstrate how to imbue these concepts across the English language arts curriculum through rigorous and varied teaching methods. Opportunities will be provided to explore and analyze resources and to demonstrate and celebrate a commitment and responsibility to developing teaching skills.

TED 455 Methods of Teaching Science

Prerequisites: TED 305 or TED 320

Prepare prospective science teachers to be accomplished teachers in present day diverse middle or secondary school classrooms by creating a vision for successful science teaching. Candidates will deliver pedagogical content knowledge through appropriate instructional materials and by creating context for meaningful learning methods, strategies, and best practices.

TED 461 Mathematics Teaching Methods

Prerequisites: TED 305 or TED 320

A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

TED 464 Mths Teach Sec Health Sci

Prerequisites: TED 305, TED 300, TED 310, TED 430, HED 351 and COH 100

Recommended prior completion of: TED 330B, TED 420, COH 320, COH 416, COH 317, COH 318, COH 319, HED 308, HED 311, HED 414 and COH 321

Prepares individuals seeking a single subject teaching credential in Health Science to be effective and reflective teachers in middle or secondary schools. Candidates will learn pedagogical content knowledge, methods of teaching and learning, classroom management strategies, lesson planning, and assessment of student learning.

TED 465A Student Teaching I

Prerequisites: Completion of all upper division course requirements, including all TED coursework.

Elementary and secondary teacher candidates, who have met the university student teaching requirements, will be assigned for student teaching in an accredited school where they will implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is by S or U only.

TED 465B Student Teaching II

Prerequisites: Completion of all upper-division course requirements, including all TED coursework.

Teacher candidates, who have successfully completed Student Teaching I, will enter their second phase of supervised fieldwork where they will continue to implement the state approved content standards for their subject area(s) and the content performance standards for the teaching profession. Grading is by S or U only.

TED 465C Student Teaching III

Prerequisites: Completion of all upper-division course requirements, including all TED coursework.

Teacher candidates who have successfully completed Student Teaching II will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession for student teaching that includes assessing their readiness for assuming responsibility for daily classroom instruction. Grading is by S or U only.

TED 465D Student Teaching IV

Prerequisites: Completion of all upper-division course requirements, including all TED coursework.

Teacher candidates, who have successfully completed Student Teaching III, will continue to implement the state approved standards for their subject area(s) and the content performance standards for the teaching profession including assessing their readiness for daily classroom instruction. Grading is by S or U only.

TED 470 Student Teach/E-Portfolio

(3 quarter units)

Prerequisites: Completion of all course requirements and Admission to Student Teaching, this course must be taken concurrently with TED 465A-D

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

TED 530A Student Teaching I

Corequisites: TED 531A

Student Teaching comprises the first half of a semester long Student Teaching experience. Candidates are placed with certified, P-12, Supervising Teachers. Candidates must successfully demonstrate competency in the six Teaching Performance Expectations (TPE) Domains. Grading is S or U.

TED 530B Student Teaching II

Prerequisites: TED 530A

Corequisites: TED 531B

Student Teaching II comprises the second half of a semester long Student Teaching experience. Candidates are placed with certified P-12 Supervising Teachers. Candidates must successfully demonstrate competency in the six Teaching Performance Expectations (TPE) Domains. Grading is S or U.

TED 531A Student Teaching Seminar I

(2.25 quarter units)

Corequisites: TED 530A

This course is taken concurrently with TED 530A: Student Teaching I and provides student teachers with opportunities to integrate and reflect on knowledge, skills, and dispositions acquired during their clinical experiences. Candidates focus on assessing PK-12 student learning and are required to pass CalTPA Task (3) Assessing Learning. Grading is by S or U only. Eligible for In Progress (IP) grading.

TED 531B Student Teaching Seminar II

(2.25 quarter units)

Prerequisites: TED 530A and TED 531A

Corequisites: TED 530B

This course is taken concurrently with TED 530B: Student Teaching II and provides student teachers with opportunities to integrate and reflect on designing effective differentiated instruction for diverse K-12 learners. Candidates are required to pass CalTPA Task (4) Culminating Teaching Experience.

TED 538 Parent Engagement

This course covers strategies for parent and community engagement. Working with diverse communities will be covered. The benefits of parent and community engagement will be discussed. Teacher candidates learn the importance of building relationships with all stakeholders in the community in order to support student achievement will be covered. This course is required for a Nevada license.

TED 601 Teaching and Credentialing

(1.5 quarter units)

Designed as the first course in the multiple and single subjects California Teacher Credentialing program. Candidates are introduced to the California Standards of the Teaching Profession (CSTP), the Teaching Performance Expectations (TPEs) and the California Teaching Performance Assessment (TPA). (This course must be taken within the first three courses.)

TED 602 Educational Foundations

Theoretical foundations of education with emphasis in the historical, legal, ethical, philosophical, and political areas. Emphasis on the intersection of legal, political, historical, social, and philosophical contexts of both areas. A field experience is required.

TED 605 The Diverse Classroom

Complexity of today's classroom through cultural diversity, student development, curriculum planning, including curriculum development, design, implementation and evaluation.

TED 606 Equity and Diversity

Examination of experiences of diverse groups in American society and California schools. Principles of education equity and practices that maximize student achievement are reviewed. The course includes instruction in understanding and acceptance of differences in culture, cultural heritage, ethnicity, language, age, religion, social economic status, gender identity/expression, sexual orientation, and abilities and disabilities of individuals serve. Culturally relevant learning pedagogy to meet individual and collective learners' academic and social equity needs are addressed.

TED 610 Best Internship Practices

Prerequisites: Admission to the intern program; SPD 608

This course is designed to provide learning opportunities for candidates to integrate and reflect on the knowledge, skills, abilities and dispositions acquired in the pre-service coursework with their student teaching experience.

TED 611 Educational Psychology

Examines how educational psychology is applied to learning and teaching. Learning theories, instructional approaches, learning environments and student assessment are studied.

TED 612 Curric, Assess, & Instruction

Students in this course will learn the theoretical foundations of curriculum, instruction, and assessment. Students will apply the key principles in designing effective curriculum, instruction, and assessment strategies for diverse learners in a variety of settings. This course is one of six Core courses and serves those students not interested in earning a PK-12 teaching credential.

TED 615 The Foundations of Education

TED 615 is the first course in the Teacher Preparation Program. The role and nature of schooling is explored through a range of philosophical, historical, legal, and sociological perspectives within the context of our society.

TED 616A C&I I:History & Social Science

Elementary education curriculum development and teaching History and the Social Sciences using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 616B C&I II: Math & Science

Elementary education curriculum development and teaching Mathematics and Science using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

TED 616C C&I III:V & P Arts Health & PE

Elementary education curriculum development and teaching the Visual & Performing Arts and Health and Physical Education using Nevada content standards. Content specific teaching practices, lesson design, learning environments and assessment of student learning are emphasized to provide access to the curriculum for all students.

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

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

Designed for multiple subject credential candidates and focuses on current theories and research in language structure and use, and in language learning, particularly those in the first and second language development. Considers social, cultural, political, legal, psychological, general pedagogic and specific methodological factors affecting the first and second language development. Addresses application of these theories, strategies and techniques of second language learning across content areas in diverse educational environment in elementary schools.

TED 621B Reading/Lang. Arts Methods

Prerequisites: TED 621A

Multiple Subject Candidates use research-based theories and strategies to design and implement a balanced and comprehensive program of instruction in reading, writing, speaking, and listening based on state adopted Content Standards and Reading/Language Arts Framework for California Public Schools. Prepares candidates for TPAs and RICA. It is strongly recommended students take RICA examination after completion of this course.

TED 623 Lang. Dev. Methods: Secondary

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

Designed for single-subject candidates, course focuses on current theories and research in language structure and use, language learning, L1 & L2 development; social, cultural, political, legal, psychological, pedagogic and methodological factors; and application of strategies and techniques of L2 learning across content areas in diverse classrooms.

TED 624 Literacy for Content Areas

Prerequisites: TED 623

This course is aligned with the California Board of Education adopted academic content standards in English Language Arts and the Reading/Language Arts Framework for students who are speakers of English, English language learners (ELLs) and students with special needs and is designed to assist Single Subject Credential Candidates in developing the background and skills necessary to teach literacy in the content areas to middle/junior and/or senior high school students in the culturally and linguistically diverse classrooms in the California public schools.

TED 625A Curriculum Design Sec. Learner

Prerequisites: TED 623

Integration of California's K-12 SACs, student learning data, research-based curriculum development, learner assessment strategies and instructional principles in designing short and long-term learning plans for each middle/high school learner. In actual G7-12 school activities, teacher candidates are guided in the application of these concepts, skills and dispositions.

TED 625B Instruction and Classroom Mana

Prerequisites: TED 632

This course builds on TED 625A by incorporating within a well-designed learning plan, effective instructional and classroom management strategies needed to engage each middle/high school learner. Teacher candidates develop classroom management plans and skills, use the plans in decision-making scenarios and apply the skills in various classroom situations.

TED 628A Internship Clinical Practice I

Corequisites: TED 610 and TED 631A

This four-month clinical practice course is taken concurrently with TED 631A Internship Seminar and it provides interns with opportunities to apply, examine, integrate and reflect on knowledge, skills, abilities, and dispositions as they analyze and assess their teaching performances in their K-12 classrooms as teachers of record. Does not grant graduate units towards graduate degree.

TED 628B Internship Clinical Pract. II

Prerequisites: TED 628A

Corequisites: TED 631B

This four-month clinical practice course is taken concurrently with TED 631B Internship Seminar and it provides interns with opportunities to apply, examine, integrate and reflect on knowledge, skills, abilities, and dispositions as they analyze and assess their teaching performances in their K-12 classrooms as teachers of record. Does not grant graduate units towards graduate degree.

TED 628C Clinical Practice III

(2.25 quarter units)

Prerequisites: TED 628A, TED 628B, TED 631A, TED 631B

The purpose of this course is to provide ongoing support for intern candidates who have not completed the Preliminary Multiple or Single Subject Teaching Credential. The course is designed to meet the Commission on Teacher Credentialing's requirement

for 'continuous support and supervision'. This is a two-month (2.25 Unit) course and will be repeated by individual interns until they have successfully completed all credential requirements needed to earn the preliminary teaching credential. Does not grant graduate units towards graduate degree. This course can be repeated up to 8 times.

TED 629 Student Teaching Seminar

(3 quarter units)

Corequisites: TED 630A, TED 630B, TED 630C and TED 630D

Integrates theory and practical approaches to situations experienced by candidates during their Student Teaching experience. Content areas include: (1) School/Classroom Culture and Professional Responsibilities, (2) Learning Environment and Classroom Management, (3) Assessment and Evaluation, (4) Lesson Design and Differentiated Instruction. Grading is H, S or U only.

TED 629I Intern Teaching Seminar

(3 quarter units)

Prerequisites: May only be taken by students approved for the internship program.

Corequisites: TED 628I

Designed for interns to learn and apply developmentally appropriate pedagogy; planning for and implementing differentiated instruction; and exploring principles of assessment and potential adaptations in response to K-12 students. Grading is S or U only.

TED 630A Student Teaching I

(Note: This course does not grant graduate level credit) TED 630A comprises the first month of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) school site classroom orientation and responsibilities, (2) observations, (3) professional dispositions and (4) lesson plan design, implementation and reflection. Grading is H, S or U only.

TED 630B Student Teaching

Prerequisites: TED 630A

(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 630C Student Teaching

Prerequisites: TED 630B

(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 630D Student Teaching

Prerequisites: TED 630C

(Note: This course does not grant graduate level credit) TED 630B, C, D comprises the second, third and fourth months of the semester-long Student Teaching experience. Candidates are placed with certified Supervising Teachers. Candidates must successfully complete four components: (1) classroom responsibilities and professional dispositions, (2) learning environment and classroom management, (3) assessment and evaluation, and (4) lesson design and differentiated instruction. Grading is S or U.

TED 631A Internship Seminar I

(2.25 quarter units)

Prerequisites: TED 610

This two-month seminar is taken concurrently with TED 628A Internship Clinical Practice and provides interns with opportunities to integrate and reflect on knowledge, skills, abilities, and dispositions acquired during their clinical practice experiences. Candidates focus on providing safe and engaging learning environments for K-12 students through differentiated instruction and purposeful assessment.

TED 631B Internship Seminar II

(2.25 quarter units)

Prerequisites: TED 628A and TED 631A

Corequisites: TED 628B

This two-month seminar is taken concurrently with TED 628B Internship Clinical Practice and provides interns with opportunities to integrate and reflect on knowledge, skills, abilities, and dispositions acquired during their clinical practice experiences. Candidates focus on providing safe and engaging learning environments for K-12 students through differentiated instruction and purposeful assessment.

TED 635 Methods: History/SS-Heal-PE-Art

Prerequisites: TED 621A

Multiple subject curriculum development in teaching History, Social Science, Health, Physical Education, Visual and Performing Arts using State of California content standards. Content-specific teaching practices, lesson design, and assessment of student learning are emphasized to provide access to the curriculum for all students. Four-hours of field experiences in a K-6 classroom are required.

TED 636 Methods: Mathematics-Science

Prerequisites: TED 621A

Multiple subject curriculum development in teaching math and science using State of California content standards. The course emphasizes content-specific teaching practices, lesson design, and assessment of student learning used to provide access to the curriculum for all students. This course requires four-hours of field experiences in a K-6 classroom.

TED 638 Spanish for the Math and Scien.

Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in Mathematics and Science. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners.

TED 639 Spanish for the Humanities Cla.

Development of relevant Spanish vocabulary, comprehension and speaking skills to effectively support student learning in the Humanities. Learning through the use of instructional scaffolds, teachers incorporate the strategies into their teaching repertoire and enhance their sensitivity to second language learners.

TED 640A Student Teaching I

(6 quarter units)

Focuses upon the practice and development of teaching skills in the classroom in a full day, eight-week term at a school site. Elementary education candidates meet the requirements of the Teacher Performance Expectations and are mentored by a university supervisor and a master teacher at the school site. Students attend the seminar concurrently with the student teaching experience. Grading is by S or U only.

TED 640B Student Teaching II

(6 quarter units)

A continuance of TED 640A, and as such, continues to focus upon the practice and development of teaching skills in the classroom in a full day, eight-week term at a school site. Elementary education candidates continue to meet the requirements of the Teacher Performance Expectations as they are mentored by a university supervisor and a master teacher at the school site. Students continue to attend the seminar concurrently with the student teaching experience. Grading is by S or U only.

TED 643 Added SS Authorization

Prerequisites: Passing CSET in desired Single Subject content area authorization.

This course is for individuals: 1) pursuing a second Single Subject authorization or 2) who possess a Multiple Subject Credential and desire an initial Single Subject credential. Passing CSET scores in the desired authorization is a prerequisite. Course is repeatable for credit for each additional Single Subject content area authorization.

TED 649 Student Teaching Seminar

Merging coursework knowledge and teaching practice in relation to classroom management and appropriate student behavior. Problems met within the student teaching experience are discussed, and conflict resolutions skills are practiced. Assessment of teaching practice before and during student teaching occurs through completion of the e-portfolio. Grading is by S or U only.

TED 670 Educational Research

Prerequisites: TED 602, SPD 604, TED 606, SPD 608 and TED 612

This course provides an overview of educational inquiry approaches. Students will select an area of interest and demonstrate research and evaluation competencies in completing an educational inquiry project.

TED 680 Dev as a Professional Educator

Prerequisites: California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position.

A continuation of professional development for beginning teachers. Teachers will review their learning from their professional preparation program, explore professional standards for the teaching profession and design a growth plan to meet their needs and the needs of the students they serve. This is the first course for the Clear Credential program.

TED 682 Instructional Technology

Prerequisites: TED 680; California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position.

An examination of technology used in classrooms with particular attention to maximizing available resources for communication and collaboration with a variety of stakeholders as well as assessing, planning and delivering instruction.

TED 684 Using Standards and Frameworks

Prerequisites: TED 680; California Preliminary Multiple or Single Subject Credential and a full-time teaching position in a P-12 school or a pre-approved long term substitute position.

Beginning teachers will review, select, utilize and reflect upon appropriate content standards and other instructional materials in order to meet the learning goals for the class/ school/ district.

TED 686 Assessment and Instruction

Prerequisites: TED 680; Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.

Beginning teachers will focus on the types of assessments used at their school, in district, state and national levels. Strategies for strengthening the use of assessment data for instructional planning will be researched, applied and reflected upon.

TED 688 Meeting Needs of All Learners

Prerequisites: TED 680; Full-time teaching position in a public, charter or private school. A long-term substitute position may be used but needs pre-approval.

This course covers background information on and strategies for use with a variety of learners including those with special needs, gifted and talented, English learners and struggling readers.

TED 690 Capstone

Prerequisites: TED 530B or TED 628B or TED 628I or TED 640B

M.Ed. degree's culminating course. Candidates build a professional development portfolio based on P12 student learning evidence and other data. Then, use educational research in creating, implementing, and evaluating their professional development projects. Students work in a community of learners to plan and share evidence-based research-based practices, strategies, and findings.

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 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.

TMG 620 Principles of Technology Mgmt.

This course provides an in-depth analysis allowing students to apply the key concepts in technology management and the role of technology managers in both private- and public- sector organizations. It provides an understanding of how organizational entities can be structured and managed to respond effectively to dynamic changes caused by technology and international competition.

TMG 625 Systems Analysis and Design

Students apply the fundamentals of systems analysis and design. The purpose is to provide an understanding of the systems view of a product, service, or process to include a generic representation of its elements, security, and dynamics. The skills, tools and methodologies needed to quantitatively analyze and optimize systems, and to make decisions as technology managers are provided.

TMG 635 Mgmt. of Tech & Innovation

Students apply strategic analysis techniques to business policy and organizational development. Emphasis is placed on linking technology policy with corporate strategy and the identification of technology options appropriate for the business or organizational strategy being executed.

TMG 640 Managing Technology Change

This course provides students with skills and knowledge that will help them introduce new technology or continuous improvement initiatives smoothly and effectively. During this course, students learn a structured approach for dealing with the organizational and human aspects of technology transition, including the key concepts of change management, communication, and managing resistance.

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