



National University  
Catalog 2022-2023  
Volume 85 | December 2022

# Preface

2022/2023

## GENERAL CATALOG

VOLUME 85 | December 2022

National University Academic Headquarters  
9388 Lightwave Ave • San Diego, CA 92123-1426 • (858) 642-8800

### For More Information

(800) NAT-UNIV (628-8648)

### Current Students

(866) NU-ACCESS (682-2237)

### Student Concierge Services

(866) 628-8988

### Visit Us on the Web

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

November 21, 2022

### Accredited By

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

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<http://www.benefits.va.gov/gibill>.

## Message from 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 join our transformational community of 40,000 lifelong learners.

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

As a veteran-founded nonprofit, National University was among the first institutions in the United States to recognize and focus on the unique educational needs of adult learners. The University is distinctive because of its intensive four-week class format and other flexible degree programs that enable students to complete studies in a way that makes sense given their home and work lives—sometimes accelerated, other times at a measured pace.

Our focus on “whole human education” provides an innovative, 360-degree supportive ecosystem built on five critical pillars: *Financial, Academic, Social & Emotional, Family Life & Community, and Career*. NU utilizes data to create a more customized learning experience for students—ensuring that the education you receive is among the most rigorous, relevant, and rewarding in higher learning.

NU's programs are available either completely or partially online. They empower 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 by our unique student population representing a wide range of backgrounds—from working professionals to military personnel. We also believe in encouraging collaborations and workforce education partnerships that serve the public good and create opportunities for our students to get real-world experience.

Our commitment to providing holistic advising and student support to meet your needs remains our top priority. We are proud to offer additional resources through partnerships, programs, and scholarships to assist students in achieving their goals. Student Services and the Veteran Center can assist you in many ways—including acting as a liaison with other units in the university, as an advocate for you as you navigate university processes and programs, and as a central source of quality assurance. Students can become further involved with our community through our vibrant student organizations and our nationwide alumni network that is 200,000+ strong.

National University is proud of what it has accomplished in our 50-year history, and we look forward to sharing an even more distinguished future with you as we continue to seek new and better ways to address your needs as a student and lifelong learner.

All the best as you work hard, learn well, and finish strong!

Sincerely,



Mark D. Milliron, Ph.D.

# Calendar Information

## Class Calendar at a Glance

OCTOBER 2022						
S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
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NOVEMBER 2022						
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DECEMBER 2022						
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JANUARY 2023						
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FEBRUARY 2023						
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MARCH 2023						
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APRIL 2023						
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MAY 2023						
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JUNE 2023						
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JULY 2023						
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


AUGUST 2023						
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SEPTEMBER 2023						
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OCTOBER 2023						
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NOVEMBER 2023						
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DECEMBER 2023						
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17	18	19	20	21	22	23
24	23	26	27	28	29	30
31						

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

## Calendar and Class Schedules

### 2022 Fall

**Fall Quarter Begins:** Monday, September 26

**Veterans Day:** Friday, November 11

**Thanksgiving:** Thursday, November 24

**Fall Quarter Ends:** Saturday,

### 2023 Winter

**New Year's Day:** Sunday, January 1  
**Winter Quarter Begins:** Tuesday, January 3

**Martin Luther King's Birthday:** Monday, January 16

**President's Day:** Monday, February 20

### 2024 Winter

**New Year's Day:** Monday, January 1

**Winter Quarter Begins:** Monday, January 8

**Martin Luther King's Birthday:** Monday, January 15

**President's Day:** Monday, February

<p>December 18  <b>Christmas Eve:</b> Saturday, December 24  <b>Christmas Day:</b> Sunday, December 25</p>	<p><b>Winter Quarter Ends:</b> Saturday, March 25</p>	<p>20  <b>Winter Quarter Ends:</b> Saturday, March 30</p>
	<p><b>2023 Spring</b>  <b>Spring Break:</b> Sunday, March 26 – Saturday, April 1  <b>Spring Quarter Begins:</b> Monday, April 3  <b>Memorial Day:</b> Monday, May 29  <b>Juneteenth:</b> Monday, June 19  <b>Spring Quarter Ends:</b> Saturday, June 24</p>	<p><b>2024 Spring</b>  <b>Spring Break:</b> Sunday, March 31 – Saturday, April 6  <b>Spring Quarter Begins:</b> Monday, April 8  <b>Memorial Day:</b> Monday, May 27  <b>Juneteenth:</b> Wednesday, June 19  <b>Spring Quarter Ends:</b> Saturday, June 29</p>
	<p><b>2023 Summer</b>  <b>Summer Break:</b> Sunday, June 25 – Saturday, July 1  <b>Summer Quarter Begins:</b> Monday, July 3  <b>Independence Day:</b> Tuesday, July 4  <b>Labor Day:</b> Monday, September 4  <b>Summer Quarter Ends:</b> Saturday, September 23</p>	<p><b>2024 Summer</b>  <b>Summer Break:</b> Sunday, June 30 – Saturday, July 6  <b>Summer Quarter Begins:</b> Monday, July 8  <b>Independence Day:</b> Thursday, July 4  <b>Labor Day:</b> Monday, September 2  <b>Summer Quarter Ends:</b> Saturday, September 28</p>
	<p><b>2023 Fall</b>  <b>Fall Quarter Begins:</b> Monday, September 25  <b>Veterans Day:</b> Saturday, November 11  <b>Thanksgiving:</b> Thursday, November 25  <b>Fall Quarter Ends:</b> Saturday, December 16  <b>Christmas Eve:</b> Sunday, December 24  <b>Christmas Day:</b> Monday, December 25</p>	<p><b>2024 Fall</b>  <b>Fall Quarter Begins:</b> Monday, September 30  <b>Veterans Day:</b> Monday, November 11  <b>Thanksgiving:</b> Thursday, November 28  <b>Fall Quarter Ends:</b> Saturday, December 21  <b>Christmas Eve:</b> Tuesday, December 24  <b>Christmas Day:</b> Wednesday, December 25</p>

**Undergraduate Class Schedule**

Undergraduate classes are 4.5 quarter units unless otherwise noted. In Person Undergraduate classes meet for a total of 45 contact hours. National University also offers Hybrid and Online Modalities. 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.

- in person 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

**IN PERSON MEETING SCHEDULE**

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

**UNDERGRADUATE CLASS TERM DATES**

**NOVEMBER 2022**

Start Date: Monday, October 24  
End Date: Saturday, November 19

**DECEMBER 2023**

Start Date: Monday, November 20  
End Date: Saturday, December 16

**DECEMBER 2022**

Start Date: Monday, November 21  
End Date: Saturday, September 17

**JANUARY 2024**

Start Date: Monday, January 8  
End Date: Saturday, February 3

**JANUARY 2023**

Start Date: Tuesday, January 3  
End Date: Saturday, January 28

**FEBRUARY 2024**

Start Date: Monday, February 5  
End Date: Saturday, March 2

**FEBRUARY 2023**

Start Date: Monday, January 30  
End Date: Saturday, February 25

**MARCH 2024**

Start Date: Monday, March 4  
End Date: Saturday, March 30

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**MARCH 2023**

Start Date: Monday, February 27  
End Date: Saturday, March 25

**APRIL 2023**

Start Date: Monday, April 3  
End Date: Saturday, April 29

**MAY 2023**

Start Date: Monday, May 1  
End Date: Saturday, May 27

**JUNE 2023**

Start Date: Tuesday, May 30  
End Date: Saturday, June 24

**JULY 2023**

Start Date: Monday, July 3  
End Date: Saturday, July 29

**AUGUST 2023**

Start Date: Monday, July 31  
End Date: Saturday, August 26

**SEPTEMBER 2023**

Start Date: Monday, August 28  
End Date: Saturday, September 23

**OCTOBER 2023**

Start Date: Monday, September 25  
End Date: Saturday, October 21

**NOVEMBER 2023**

Start Date: Monday, October 23  
End Date: Saturday, November 18

**APRIL 2024**

Start Date: Monday, April 8  
End Date: Saturday, May 4

**MAY 2024**

Start Date: Monday, May 6  
End Date: Saturday, June 1

**JUNE 2024**

Start Date: Monday, June 3  
End Date: Saturday, June 29

**JULY 2024**

Start Date: Monday, July 8  
End Date: Saturday, August 3

**AUGUST 2024**

Start Date: Monday, August 5  
End Date: Saturday, August 31

**SEPTEMBER 2024**

Start Date: Tuesday, September 3  
End Date: Saturday, September 28

**OCTOBER 2024**

Start Date: Monday, September 30  
End Date: Saturday, October 26

**NOVEMBER 2024**

Start Date: Monday, October 28  
End Date: Saturday, November 23

**DECEMBER 2024**

Start Date: Monday, November 25  
End Date: Saturday, December 21

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**Graduate Class Schedule**

Graduate classes are 4.5 quarter units, unless otherwise noted. In Person Graduate classes meet for a total of 40 contact hours. National University also offers Hybrid and Online modalities. 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.

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National University's academic year is divided into four twelve-week quarters, each composed of three one-month classes.

Graduate students enrolled in an In Person class 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.



• In person classes are held two evenings each week, from 5:30 p.m. to 10 p.m.

• Eight-week class schedules are listed in SOAR.

### IN PERSON MEETING SCHEDULE

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

### GRADUATE CLASS TERM DATES

#### NOVEMBER 2022

Start Date: Monday, October 24  
End Date: Saturday, November 19

#### DECEMBER 2023

Start Date: Monday, November 20  
End Date: Saturday, December 16

#### DECEMBER 2022

Start Date: Monday, November 21  
End Date: Saturday, September 17

#### JANUARY 2024

Start Date: Monday, January 8  
End Date: Saturday, February 3

#### JANUARY 2023

Start Date: Tuesday, January 3  
End Date: Saturday, January 28

#### FEBRUARY 2024

Start Date: Monday, February 5  
End Date: Saturday, March 2

#### FEBRUARY 2023

Start Date: Monday, January 30  
End Date: Saturday, February 25

#### MARCH 2024

Start Date: Monday, March 4  
End Date: Saturday, March 30

#### MARCH 2023

Start Date: Monday, February 27  
End Date: Saturday, March 25

#### APRIL 2024

Start Date: Monday, April 8  
End Date: Saturday, May 4

#### APRIL 2023

Start Date: Monday, April 3  
End Date: Saturday, April 29

#### MAY 2024

Start Date: Monday, May 6  
End Date: Saturday, June 1

#### MAY 2023

Start Date: Monday, May 1  
End Date: Saturday, May 27

#### JUNE 2024

Start Date: Monday, June 3  
End Date: Saturday, June 29

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**JUNE 2023**

Start Date: Tuesday, May 30  
End Date: Saturday, June 24

**JULY 2023**

Start Date: Monday, July 3  
End Date: Saturday, July 29

**AUGUST 2023**

Start Date: Monday, July 31  
End Date: Saturday, August 26

**SEPTEMBER 2023**

Start Date: Monday, August 28  
End Date: Saturday, September 23

**OCTOBER 2023**

Start Date: Monday, September 25  
End Date: Saturday, October 21

**NOVEMBER 2023**

Start Date: Monday, October 23  
End Date: Saturday, November 18

**JULY 2024**

Start Date: Monday, July 8  
End Date: Saturday, August 3

**AUGUST 2024**

Start Date: Monday, August 5  
End Date: Saturday, August 31

**SEPTEMBER 2024**

Start Date: Tuesday, September 3  
End Date: Saturday, September 28

**OCTOBER 2024**

Start Date: Monday, September 30  
End Date: Saturday, October 26

**NOVEMBER 2024**

Start Date: Monday, October 28  
End Date: Saturday, November 23

**DECEMBER 2024**

Start Date: Monday, November 25  
End Date: Saturday, December 21

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## Locations

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### **ACADEMIC HEADQUARTERS**

9388 Lightwave Ave.  
San Diego, CA 92123-1426  
P 858.541.7700

### **CERRITOS COMMUNITY COLLEGE UNIVERSITY CENTER**

11110 Alondra Blvd  
Business, Humanities and Social Science Division,  
SS-23 (Basement)  
Norwalk, CA 90650

### **COLLEGE OF THE CANYONS UNIVERSITY**

26455 Rockwell Canyons Rd.  
Suite 204D  
Santa Clarita, CA 91355

### **FRESNO CAMPUS**

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

### **Academic Department**

P 559.256.4969  
F 559.256.4995

### **Administration**

P 559.256.4901  
F 559.256.4991

### **Admissions**

P 559.256.4900  
F 559.256.4992

### **Bookstore**

#### **(National University TextDirect)**

P 1.866.243.0077  
E [Nutextdirect@bkstr.com](mailto:Nutextdirect@bkstr.com)  
W [www.nutextdirect.com](http://www.nutextdirect.com)

### **Business Office/Student Accounts**

P 559.256.4911  
F 559.256.4993

### **PORTERVILLE COMMUNITY COLLEGE UNIVERSITY CENTER**

100 E College Ave  
Porterville, CA 93257

### **OXNARD CAMPUS**

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

### **RANCHO BERNARDO CAMPUS**

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

### **RANCHO CORDOVA CAMPUS**

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

### **SCRIPPS RANCH**

9980 Carroll Canyon Rd.  
San Diego, CA 92131  
P 619.563.7200

### **SOUTH BAY CAMPUS**

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

### **MILITARY LEARNING CENTERS**

### **MARINE CORPS AIR STATION MIRAMAR**

Kelso Rd.  
Building 5305  
San Diego, CA 92145

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**College of Letters and Sciences**

P 559.256.4942

**Conference Facilities**

P 559.256.4926

**Credential Advisor**

P 559.256.4931

**Financial Aid**

P 559.256.4928

**LA MESA CAMPUS**

7787 Alvarado Road

La Mesa, CA 91942-8243

P 619.337.7500

**LOS ANGELES CAMPUS**

5245 Pacific Concourse Drive  
Suite 100

Los Angeles, CA 90045-6905

P 310.662.2000

F 310.662.2098

**Academic Department**

P 310.662.2102

**Administration**

P 310.662.2000

**Admissions**

P 310.662.2000

F 310.662.2099

**Bookstore**

**(National University TextDirect)**

P 1.866.243-0077

E Nutextdirect@bkstr.com

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

**Business Office/Student Accounts**

P 310.662.2035, 310.662.2031,  
2032, 2033

**College of Letters and Sciences**

P 619.563.7355

**NAVAL AIR STATION**

**NORTH ISLAND**

S. R Avenue

Building 650

San Diego, CA 92135-7024

P 619.563.7478

**NAVAL MEDICAL CENTER**

34425 Farenholt Ave.,

Bldg. 26 3B

San Diego, CA 92134-5000

P 619.563.7470

**NAVAL BASE SAN DIEGO**

3975 Norman Scott Rd.

Bldg. 3280 B114

San Diego, CA 92136-5000

P 619.563.7474

**FLEET ANTI-SUBMARINE WARFARE TRAINING**

33077 Ping Place

Building 7

San Diego, CA 92147-5090

P 619.563.7488

**NAVAL BASE CORONADO**

S. R Avenue

Building 650

San Diego, CA 92135-7024

P 619.563.7478

**MARINE CORPS RECRUIT DEPOT**

4025 Tripoli Avenue

Building 111

San Diego, CA 92140-5000

P 619.563.7482

**MARINE CORPS BASE CAMP**

**PENDLETON**

B Street

Bldg. 1331

Box 555020

Camp Pendleton, CA 92055-5020

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P 310.662.2000

F 310.662.2110

**Credential Advisor**

P 310.662.2050

**Financial Aid Advisor**

P 310.662.2020

**Sanford College of Education**

P 310.662.2000

F 310.662.2110

**PLEASANT HILL**

**Admissions Offices**

100 Ellinwood Way

Pleasant Hill, CA 94523-4817

P 925.969.3587

P 760.268-1533

**TWENTYNINE PALMS MARINE AIR GROUND**

Task Force Training Center

6th Street

Bldg. 1526

Twentynine Palms, CA 92278-1118

**NAVAL SUBMARINE BASE**

Admissions Office

140 Sylvester Road

Building 140

San Diego, CA 92106-3521

P 619.563.7490

## Department and Directory

---

### Academic Headquarters

9388 Lightwave Avenue  
San Diego CA 92123  
P 858.642.8594  
F 858.642.8708

### Accounts Payable

P 858.642.8573  
F 858.642.8723

### Administration and Business

9388 Lightwave Avenue  
San Diego CA 92123  
P 858.642.8593  
F 858.642.8711

### Admissions

P 1.800.NAT.UNIV (628.8648)  
E [advisor@nu.edu](mailto:advisor@nu.edu)

### Alumni and Community Relations

9388 Lightwave Avenue  
San Diego CA 92123  
P 858.642.8095  
E [alumni@nu.edu](mailto:alumni@nu.edu)

### Articulations

P 858.642.8248 or 858.642.8287  
E [articulation@nu.edu](mailto:articulation@nu.edu)

### Bookstore

**(National University TextDirect)**  
P 1.866.243.0077  
E [Nutextdirect@bkstr.com](mailto:Nutextdirect@bkstr.com)  
W [www.nutextdirect.com](http://www.nutextdirect.com)

### CARE Team

9388 Lightwave Avenue  
Suite 164D  
San Diego CA 92123  
P 858.226.1369  
E [care@nu.edu](mailto:care@nu.edu)

### Library

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

### Reference/Information

P 858.541.7900  
F 858.541.7993  
E [refdesk@nu.edu](mailto:refdesk@nu.edu)

### Office of Diversity, Equity & Inclusion

9388 Lightwave Avenue  
San Diego, CA 92123  
P 858.642.8087  
E [odei@nu.edu](mailto:odei@nu.edu)

### Office of the President

9388 Lightwave Avenue  
San Diego, CA 92123  
P 858.642.8802  
F 858.642.8701

### Office of the Provost

9388 Lightwave Avenue  
San Diego, CA 92123  
P 858.642.8298  
F 858.642.8719

### Office Student Conduct

P 858.642.8040  
E [osc@nu.edu](mailto:osc@nu.edu)

### Online Admissions

9980 Carroll Canyon Road  
Scripps Ranch, CA 92131-1136  
P 619.563.7200  
F 619.563.7350  
E [onlineadmissions@nu.edu](mailto:onlineadmissions@nu.edu)

### Purchasing

9388 Lightwave Avenue

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**Career Services**

9388 Lightwave Avenue  
San Diego, CA 92123-1447  
P 858.541.7950  
F 858.541.7996  
E [careerservices@nu.edu](mailto:careerservices@nu.edu)

**School of Arts, Letters and Sciences**

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Tuition and Fees

**TUITION**

Tuition rates are effective as of November 10, 2022.

- Undergraduate..... \$370 per quarter unit
- Graduate..... \$442 per quarter unit
- Undergraduate NSG Courses..... \$388 per quarter unit  
(Excludes RN to BSN courses)
- Master of Science in Nursing ..... \$450 per quarter unit
- Doctor of Education ..... \$650 per quarter unit
- Doctor of Nurse Anesthesia Practice..... \$798 per quarter unit

<b>Course Level</b>	<b>4.5</b>	<b>3.0</b>	<b>2.25</b>	<b>1.5</b>
	quarter units	quarter units	quarter units	quarter units
100, 200, 300, 400	\$1,665	\$1,110	\$832.50	\$555
500 Undergraduate	\$1,665	\$1,110	\$832.50	\$555
500 Graduate	\$1,989	\$1,326	\$994.50	\$663
600, 700	\$1,989	\$1,326	\$994.50	\$663
800 (Subject EDD)	\$2,925	\$1,950	\$1,462.50	\$975
800 (Subject ANE)	\$3,591	\$2,394	\$1,795.50	\$1,197

**John F. Kennedy School of Psychology and Social Sciences Tuition & Fees**

- Doctor of Psychology Course..... \$886 per quarter unit
- Doctor of Psychology Internship Course..... \$217 per quarter unit
- Graduate Course..... \$700 per quarter unit
- Certificate Course..... \$500 per quarter unit
- Field Placement Course ..... \$680 per quarter unit

Tuition is due and payable prior to the first class session of each course. Some students may qualify for National University Payment Plans. 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 and fees at any time. Students whose employers have entered into a contractual agreement with the University may be eligible for reduced tuition.

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

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

**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
(Per copy fee for each transcript—additional \$2 surcharge applicable to e-transcripts.)	
Returned Check Charge .....	\$20
Credit by Examination Fee.....	\$100
(Per examination, per course.)	
Challenge Examination Fee .....	\$50
(Per examination charge, course waiver, no credit.)	

**Program Fees**

**Ed.D., Organizational Innovation Fees**

Application Fee .....	\$150
Orientation Fee .....	\$450

**Doctor of Nurse Anesthesia Practice (DNAP)**

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

**Undergraduate Nursing Program Fees**

NSG 330 Course Fee .....	\$6,414
NSG 403 Course Fee .....	\$6,414
Nursing Clinical Laboratory (NSG) Fee .....	(per course) \$675
ORI 10 Nursing Course Fee .....	\$250

**Master of Science in Nursing Fees**

**Post-Graduate Family Nurse Practitioner Certificate Fees**

**Post-Graduate Psychiatric Mental-Health Nurse Practitioner Certificate Fees**

FNP 683A .....	\$1,330
FNP 683C .....	\$1,330
FNP 684A .....	\$1,330
FNP 684C .....	\$1,330
FNP 685A .....	\$1,330
FNP 685C .....	\$1,330
FNP 689 .....	\$1,330
MNP 687.....	\$1,330
MNP 687C .....	\$1,330
MNP 688A .....	\$1,330
MNP 688C .....	\$1,330
MNP 694 .....	\$1,330
MNP 694C .....	\$1,330
MNP 697 .....	\$1,330
NSG 600 .....	\$1,330
NSG 681 .....	\$1,330

**RN-MSN students**

NSG 500 .....	\$3,280
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## **JFK School of Psychology and Social Sciences**

Master of Arts in Counseling Psychology MFT Program Fee

PSY 611B .....\$445

Master of Arts in Sport and Performance Psychology Program Fee

Tavera .....\$195

## **School of Arts, Letters and Sciences (SoALS)**

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

Courses: BIO 100A, BIO 169A, BIO 201A, BIO 202A, BIO 203A, BIO 406A, BIO 407A, BIO 414A, BIO 416A, BIO 470A, CHE 101A, CHE 149A, CHE 150A, CHE 350A, CHE 351A, EES 103A, FSC 620, FSC 623, FSC 632, FSC 633, FSC 634, FSC 635, FSC636, FSC648, PHS 104A, PHS179A

## **Technology Fees**

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

## **Undergraduate Psychology Programs**

PSY 428 Technology Fee .....\$61.00

PSY 469 Technology Fee .....\$61.00

## **Master of Arts in Counseling Psychology**

PSY 626 Technology Fee .....\$60.56

## **Bachelor of Science Nursing Fees**

NSG 240 Technology Fee ..... \$146.00

NSG 245 Technology Fee ..... \$146.00

NSG 335 Technology Fee ..... \$110.00

NSG 460 Technology Fee ..... \$100.00

## **RN to BSN Fees**

NSG 442 Technology Fee .....\$90.00

NSG 443 Technology Fee ..... \$90.00

NSG 444 Technology Fee .....\$130.00

## **Bachelor of Science Information Technology Management**

ITM 200 Technology Fee.....\$15.50

ITM 205 Technology Fee.....\$15.50

ITM 230 Technology Fee.....\$15.50

ITM 320 Technology Fee.....\$15.50

ITM 325 Technology Fee.....\$15.50

ITM 340 Technology Fee.....\$15.50

ITM 345 Technology Fee.....\$15.50

ITM 420 Technology Fee.....\$15.50

ITM 430 Technology Fee.....\$15.50

ITM 434 Technology Fee.....\$58.50

ITM 435 Technology Fee.....\$58.50

ITM 438 Technology Fee.....\$15.50

ITM 440 Technology Fee.....\$15.50

ITM 450 Technology Fee.....\$15.50

ITM 470 Technology Fee.....\$15.50

ITM 475 Technology Fee.....\$15.50

ITM 490A Technology Fee.....\$15.50

ITM 490B Technology Fee.....	\$15.50
ITM 490C Technology Fee.....	\$15.50

**Bachelor of Science Cybersecurity**

CYB 202 Technology Fee.....	\$79.50
CYB 204 Technology Fee.....	\$71.50
CYB 206 Technology Fee.....	\$15.50
CYB 213 Technology Fee.....	\$15.50
CYB 214 Technology Fee.....	\$15.50
CYB 215 Technology Fee.....	\$15.50
CYB 216 Technology Fee.....	\$75.50
CYB 320 Technology Fee.....	\$ 15.50
CYB 331 Technology Fee.....	\$ 15.50
CYB 332 Technology Fee.....	\$ 15.50
CYB 333 Technology Fee.....	\$15.50
CYB 340 Technology Fee.....	\$ 15.50
CYB 420 Technology Fee.....	\$ 15.50
CYB 450 Technology Fee.....	\$ 15.50
CYB 451 Technology Fee.....	\$ 15.50
CYB 452 Technology Fee.....	\$ 15.50
CYB 453 Technology Fee.....	\$ 15.50
CYB 454 Technology Fee.....	\$ 15.50
CYB 460 Technology Fee.....	\$ 15.50
CYB 461 Technology Fee.....	\$ 15.50
CYB 462 Technology Fee.....	\$ 15.50
CYB 463 Technology Fee.....	\$ 15.50
CYB 470 Technology Fee.....	\$ 15.50
CYB 471 Technology Fee.....	\$83.50
CYB 472 Technology Fee.....	\$ 15.50
CYB 473 Technology Fee.....	\$ 15.50
CYB 499A Technology Fee.....	\$ 15.50
CYB 499B Technology Fee.....	\$ 15.50
CYB 499C Technology Fee.....	\$ 15.50

**Master of Science Cybersecurity**

CYB 600 Technology Fee.....	\$71.50
CYB 601 Technology Fee.....	\$79.50
CYB 602 Technology Fee.....	\$15.50
CYB 604 Technology Fee.....	\$63.50
CYB 606 Technology Fee.....	\$15.50
CYB 607 Technology Fee.....	\$15.50
CYB 608 Technology Fee.....	\$15.50
CYB 612 Technology Fee.....	\$15.50
CYB 613 Technology Fee.....	\$15.50
CYB 616 Technology Fee.....	\$15.50
CYB 632 Technology Fee.....	\$15.50
CYB 633 Technology Fee.....	\$15.50
CYB 634 Technology Fee.....	\$15.50
CYB 699A Technology Fee.....	\$15.50
CYB 699B Technology Fee.....	\$15.50
CYB 699C Technology Fee.....	\$15.50

**Master of Science Nursing**

NSG 623 Technology Fee .....	\$11.24
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**School of Arts, Letters and Sciences (SoALS) Technology Fee (Online Classes Only)**

BIO 191A Technology Fee .....	\$89.99
CHE 101A Technology Fee.....	\$244.73
CHE 149A Technology Fee.....	\$140.73
CHE 150A Technology Fee.....	\$209.73
PHS 104A Technology Fee.....	\$261.73
PHS 179A Technology Fee.....	\$266.73

**School of Arts, Letters and Sciences (SoALS) Technology Fee**

BIO 100 Technology Fee.....	\$35.00
CHE 101 Technology Fee .....	\$55.00
CHE 350 Technology Fee .....	\$55.00
COM 100 Technology Fee .....	\$64.00
COM 305 Technology Fee .....	\$52.49
MTH 12A Technology Fee .....	\$41.25
MTH 12B Technology Fee .....	\$41.25
MUS 100 Technology Fee .....	\$40.00
MUS 327 Technology Fee .....	\$59.50
SOC 100 Technology Fee .....	\$33.50
SPN 100 Technology Fee .....	\$20.53
SPN 101 Technology Fee .....	\$20.53
SPN 200 Technology Fee .....	\$20.53

**School of Business and Economics (SOBE) Technology Fee**

BUS 485A Technology Fee .....	\$63.74
MNS 205 Technology Fee .....	\$94.50
MNS 407 Technology Fee .....	\$63.00
PMB 400 Technology Fee .....	\$65.82
PMB 410 Technology Fee .....	\$65.82

**School of Health Professions (SOHS) Technology Fee**

BST 322 Technology Fee .....	\$76.79
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**School of Technology and Engineering (SOTE) Technology Fee**

CIS 350 Technology Fee .....	\$59.99
CSC 208 Technology Fee .....	\$70.00
CSC 310 Technology Fee .....	\$49.00
CSC 331 Technology Fee .....	\$49.00
CSC 335 Technology Fee .....	\$49.00
CSC 445 Technology Fee .....	\$64.00

**School of Business and Economics (SOBE) eText**

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

ACC 201 .....	\$60.00
ACC 410A .....	\$90.00
ACC 431 .....	\$60.00
ACC 432A .....	\$60.00
ACC 433 .....	\$60.00
ACC 434 .....	\$60.00
ACC 435A.....	\$60.00
ACC 436 .....	\$60.00
ACC 555 .....	\$60.00
ACC 600 .....	\$60.00
ACC 601M.....	\$60.00
ACC 604 .....	\$60.00
ACC 610M.....	\$60.00
ACC 615M.....	\$60.00

ACC 620M.....	\$60.00
ACC 621M.....	\$60.00
ACC 630M.....	\$60.00
ACC 640M.....	\$60.00
ACC 650M.....	\$60.00
ACC 651M.....	\$60.00
ACC 654M.....	\$70.00
ACC 657M.....	\$60.00

**Sanford College of Education (SCOE)**

**Teacher Education Programs CalTPA**

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

**GoReact Technology**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All General Education and Special Education Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/Clinical Practice and Seminar courses.

Students enrolled in any of the SCOE courses listed below are required to obtain an annual subscription to GoReact. If at any point in the program the subscription expires, students are required to renew the annual subscription. There is a \$50 annual tech fee for GoReact. Students will be charged a fee annually throughout the duration of program.

**Department of Organizational Leadership and Education Administration**

EDA 600A

**Department of Special Education**

SPD 550A, SPD 550B, SPD 552A, SPD 552B, SPD 691A, SPD 691B, SPD 693A, SPD 693B

**Department of Teacher Education**

ITL 550A, ITL 550B, ITL 650A, ITL 650B

**simSchool Technology**

simSchool is a web-based virtual classroom environment that provides students authentic interactive experiences with diverse learners and classroom dynamics.

Students enrolled in any of the SCOE courses listed below are required to obtain an annual subscription to simSchool. If at any point in the program the subscription expires, students are required to renew the annual subscription.

There is a \$25 annual tech fee for simSchool. Students will be charged a fee annually throughout the duration of the program.

**Department of Special Education**

SPD 600S, ITL 604, ITL 606, ITL 608, ITL 530

**Department of Teacher Education**

ITL 400, ITL 404, ITL 406, ITL 408, ITL 600, ITL 604, ITL 606, ITL 608, ITL 510, ITL 512, ITL 514, ITL 516, ITL 518, ITL 520, ITL 522, ITL 224, ITL 226, ITL 530

\*Under certain circumstances, candidates may need to be enrolled in simSchool during clinical practice. This is decided case by case.

**SAFMEDS Technology**

SAFMEDS is an online platform designed to provide students critical skills practice of key program learning outcomes. Students enrolled in any of the SCOE courses listed below are required to obtain an annual subscription

to SAFMEDS. If at any point in the program, the subscription expires, students are required to renew the annual subscription.

**Department of Applied Behavior Analysis, School Psychology & Educational Counseling**

There is a \$500 annual tech fee for SAFMEDS. Students will be charged a fee annually throughout the duration of program.

ABA 620, ABA 622, ABA 624, ABA 626, ABA 628, ABA 630, ABA 632, ABA 634, ABA 636, ABA 670

**JFK School of Psychology**

ORI 46 Coun Psy Practicum Data Mgmt.....	\$200.00
ORI 47 Sport Psy Fieldwork Data Mgmt .....	\$195.00

## **General Information**

### **Mission Statement**

To deliver accessible world-class student experiences by providing quality programs and services that ensure student success through meaningful learning.

### **Vision**

To be an inclusive and innovative university serving life-long learners who contribute to the positive 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 San Diego, California. These departments include the Office of the President, Vice Presidents, Provost, College Deans and Department Chairs, and Enrollment Management.

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

### **Enrollment Agreement**

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

### **Familiarity with University Regulations**

Through submission of enrollment agreement, students acknowledge receipt of the General Catalog and agree to abide by the policies, rules and regulations of the University. Upon acceptance of the online enrollment agreement, constituting a virtual signature, students acknowledge that they are bound by the policies, rules and regulations of the University contained in this catalog. This publication includes academic standards and the general requirements for graduation. Lack of knowledge or familiarity with the information contained in the General Catalog does not serve as an excuse for

noncompliance or violations. The University provides assistance in the form of academic advising, but students are responsible for meeting the published requirements of their respective programs.

### **Use of Social Security Number**

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

### **Granting of Credit**

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

### **Notice Concerning Transferability of Credits and Credential Earned at Our Institution**

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

### **National University Student Email Address**

Upon enrollment, all students will be issued an official National University student email address. National University's email services support the educational and administrative activities of the University and serve as a means of primary and official communication by and between users and the University. From this point forward, National University solely uses the official student email address to communicate important announcements to its students regarding financial aid, student accounts,



advising, grades, student records and more. It is important that students access the official student email account. The services are provided only while a student is enrolled in the University and once a student's electronic services are terminated, students may no longer access the contents of their mailboxes.

### **Financial Obligations and Release of Records**

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

### **Criminal History Notice**

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

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

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

### **Faculty**

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

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.

Part-Time (PT) Faculty are subject matter experts whose principal professional commitments are elsewhere in their fields, maintaining relevancy in their professional and disciplinary fields is a requirement of the position. PT faculty are contracted to teach a designated number of students or courses per year, assist in content development, coach peers, or advise students on course-related topics.

All faculty hold advanced degrees in their areas of expertise and are respected professionals with many years of career experience. When hired, they receive an orientation to the University as well as training

in the various learning modalities used at National University. Ongoing professional development occurs throughout the academic year.

### **Military Community**

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

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

### **Safety Program**

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

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

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

### **Campus Security**

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

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

Students should never single-handedly try to stop a criminal in the act. Students should call for security or report the act by calling 911. When the emergency operator answers, students should give the operator their direct dial number, name, and specific location, including building and room number. (For students calling from a campus phone at the La Mesa, South Bay, Marine Corps Recruit Depot, or any of the San Diego Naval installations, the location displayed on the 911 emergency operator's console will be that of the central telephone switch unit, rather than that of the caller.) If time permits, students should also notify the University operator by dialing 0, since it is possible the 911 emergency operator may try to contact them through the main University number.

If students are involved in or aware of any event that requires the attention of University administration, they should complete a "NU Safety & Security Incident Report" available through the center assistant.

Pursuant to the Crime Awareness and Campus Security Act of 1990, referred to as the Clery Act, the University publishes the Annual Security Report that discloses information about campus safety policies, procedures and crime statistics. This current report is available on the University's website at <https://www.nu.edu/ouruniversity/annualsafetyandsecurityreport/> . Printed copies are available upon request to all current students and prospective students at each National University campus.

### **Conference Services**

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

### **Development**

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

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

For further information, visit [www.giving.nu.edu](http://www.giving.nu.edu) or contact the Office of Development at 858.642.8807 or [development@nu.edu](mailto:development@nu.edu) .

### **Accreditation/Memberships**

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

The University is also:

- Accredited by the National Council on the Accreditation of Teacher Education (NCATE) for educator preparation programs.
- Approved by the California Commission on Teacher Credentialing (CTC).

- Accredited by the California Board of Registered Nursing (BRN).
- Approved by the Commission on Collegiate Nursing Education (CCNE) for the Bachelor of Science in Nursing, Master of Science in Nursing programs, Post-Graduate Certificates in Family Nurse Practitioner, and Psychiatric Mental Health Practitioner-Lifespan.
- Designated as a Center of Academic Excellence in Cyber Defense Education (CAE CDE) for the Master of Science in Cybersecurity.
- Approved by the American Bar Association (ABA) for the Bachelor of Science in Paralegal Studies, Associate of Science in Paralegal Studies, and Paralegal Specialist Certificates.
- Accredited by the Accreditation Board for Engineering and Technology (ABET) for the Bachelor of Science in Computer Science.
- Accredited by the Council on Education in Public Health (CEPH) for the Master of Public Health.
- Accredited by the Council on Accreditation for Nurse Anesthesia Educational Programs (COA) for the Doctorate in Science in Nurse Anesthesia Practices.
- Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT) for the Bachelor of Science in Radiation Therapy.
- Certified by the Society of Human Resource Management for the Masters of Arts in Human Resource Management.
- A member of the American Association of Colleges for Teacher Education (AACTE).
- Approved to train veterans under Title 38, U.S. Code (GI Bill).
- Approved for student financial aid by the Department of Education.
- A member of the Council of Colleges of Arts and Sciences (CCAS).
- Authorized under federal law to enroll non-immigrant alien students.
- A member of the American Association of Intensive English Programs (AAIEP) through its Language Institute English Language program.
- Approved for Army, Air Force, Coast Guard, Marine Corps, Navy and U.S. government tuition assistance. Students in San Diego, Los Angeles, and Rancho Cordova who qualify may enroll in the Army or Air Force ROTC cross-enrollment programs.
- National University has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE), located at 11374 Strang Line Road, Lenexa, Kansas, USA. For a listing of accredited programs visit: [iacbe.org/memberpdf/NationalUniversity.pdf](http://iacbe.org/memberpdf/NationalUniversity.pdf)

### **Campuses**

- Fresno
- La Mesa
- Los Angeles
- Oxnard
- Rancho Bernardo
- Rancho Cordova
- South Bay
- Spectrum Business Park Technology

### **Military Learning Centers**

- Fleet AntiSubmarine Warfare Training

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

## **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.

## **JOHN F. KENNEDY SCHOOL OF PSYCHOLOGY NUMBERING SYSTEM**

**5000 to 5999** Graduate-level courses.

**6000 to 6999** Post-Master courses.

**7000 to 7999** Doctoral-level courses

**9000 to 9999** Non-Credit, Field Placement, and Workshops

**Note:** All courses are 4.5 quarter units unless otherwise specified.

### **Smoking Policy**

See Smoking Policy under Policies and Procedures section.

### **Visitors on Campus Policy**

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

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

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

All individuals present on University owned or controlled property shall conduct themselves in a safe and professional manner in accordance with the law and University policies. Prohibited conduct includes, but is not limited to, endangerment of the health and safety of any person or property, intentional or negligent disruption of the operations of the University, excess noise, threats, harassment, hate speech, physical abuse, intimidation,

or unauthorized entry into, obstruction of, or occupation of a University owned or controlled property. Any violation of this policy may result in removal from University property and/or disciplinary action.

### **STATE AUTHORIZATION OF DISTANCE EDUCATION**

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

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

### **STATE RELOCATION NOTICE**

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

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

### **PROFESSIONAL LICENSURE/CERTIFICATION**

Some programs offered at National University may not provide all the educational requirements necessary for professional licensure or certification in a student's state or country. Prospective and current students should review the University's Licensure Disclosures for more information related to these programs. Individuals considering an online program that leads to a professional license/certification should be aware that requirements for professional licensure can vary drastically by state, and these requirements can change frequently and often without notice. While a program may originally meet the educational requirements for licensure, changes in requirements could impact the program's ability to meet any new educational requirements.

Students considering an online program that leads to a professional license in a state are highly encouraged to contact the appropriate licensing agency and organization(s) in that state to seek information and additional guidance before beginning the program; and students should also continually monitor changes throughout the program as licensure requirements may change over time. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing

board(s) for the most recent information, rules and requirements. National University is not responsible and cannot be held liable if the student is unable to qualify for licensure or certification in any jurisdiction or cannot obtain a practicum/internship location.

### **STATE-REGULATED REFUND POLICIES FOR ONLINE/DISTANCE LEARNING**

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

### **STUDENT CONSUMER INFORMATION**

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

### **State Authorization Status as of Publication Date**

National University is currently registered, licensed, authorized, has a letter of exemption or lack of physical presence in the following states:

- Alabama
- Alaska
- Arizona
- Arkansas
- California
- Colorado
- Connecticut
- Delaware
- District of Columbia
- Florida
- Georgia
- Hawaii
- Idaho
- Illinois
- Iowa
- Indiana
- Kansas
- Kentucky
- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan

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

### **Regulatory Disclosures**

The following disclosures are required by various state regulatory authorities:

#### **Arkansas**

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

#### **District of Columbia**

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

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



**Kansas**

Disclosure: National University is authorized to operate in Kansas with a Certificate of Approval from the Kansas Board of Regents.

**Louisiana**

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

**Maryland Refund Policy**

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

1. Except as provided in §B of this policy/regulation, an institution’s refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
2. If the University’s refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
3. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

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

**Tuition Refund**

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

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

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and
- E. Documentation verifying student refunds in accordance with this policy is maintained.

**Minnesota**

**Disclosure: National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.**

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

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

**Nevada**

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

## **Oregon**

### **Oregon Refund Policy**

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

## **Tennessee**

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

**Tennessee Residents:** *Any grievances not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville, TN 37243-0830, (615) 741-5293.*

## **Texas**

**Disclosure:** 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.

### **Texas Workforce Commission Career Schools and Colleges**

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

## **Virginia**

### **Virginia Refund Policy**

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

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

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

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

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

- Fourteenth (14th) day of the session will receive a 50 percent refund
- Twenty-first (21st) day of the session will receive a 25 percent refund

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

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

- a. The date from when a student cancel 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.

### **Washington**

Disclosure: “National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympia, WA 98504-3430 or by email at [degreeauthorization@wsac.wa.gov](mailto:degreeauthorization@wsac.wa.gov).”

“The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.”

### **Wisconsin**

**Disclosure:** Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student’s obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than \$150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

### **Wisconsin Refund Policy**

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

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten

percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.

2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items, and they can no longer be used or sold to new students, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

### **Assessing Student Learning in Programs and Academic Program Review**

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

### **STUDENT COMPLAINTS**

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

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

## STUDENT CONSUMER INFORMATION

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

### Constitution Day

Constitution Day commemorates the formation and signing of the U.S. Constitution at the Philadelphia Convention on September 17, 1787. National University encourages students and faculty at all levels to learn more about the Constitution and the U.S. government by exploring the links below.

<https://www.senate.gov/artandhistory/senate-stories/celebrating-constitution-day.htm>

<https://www.archives.gov/founding-docs>

## DEGREES LIST BY SCHOOL AND DEPARTMENT

### General Education Requirements

- Associate of Arts and Associate of Science General Education Requirements
- General Education for Bachelor Degrees

### Undergraduate Degrees

- Associate of Arts in General Education *with a Concentration in*
  - Business Administration
  - Criminal Justice
- Associate of Science in Business
- Associate of Science in General Education
- Associate of Science in Human Biology
- Associate of Science in Paralegal Studies
- Bachelor of Arts in Digital Media Design
- Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)
- Bachelor of Arts in Early Childhood Education (California)
- Bachelor of Arts in English
- Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)
- Bachelor of Arts in General Studies
- Bachelor of Arts in History
- Bachelor of Arts in Integrated Marketing Communication
- Bachelor of Arts in Integrative Psychology
- Bachelor of Arts in Interdisciplinary Studies
- Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)
- Bachelor of Arts in Management *with a Concentration in*
  - Alternative Dispute Resolution
  - Business Law
  - Economics
  - Entrepreneurship
  - Human Resource Management
  - Marketing
  - Project Management
- Bachelor of Arts in Pre-Law Studies
- Bachelor of Arts in Psychology
- Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)
- Bachelor of Arts in Sociology
- Bachelor of Arts in Sport Psychology Bachelor of Arts in Strategic Communications
- Bachelor of Business Administration *with a Concentration in*
  - Accounting
  - Alternative Dispute Resolution
  - Business Law
  - Economics
  - Entrepreneurship
  - Finance
  - Human Resource Management
  - Logistics and Supply Chain Management

- Marketing
- Project Management
- Bachelor of Public Administration *with a Concentration in*
  - WaterWorks Management
- Bachelor of Science in Accounting
- Bachelor of Science in Allied Health *with a Concentration in*
  - Health Informatics
- Bachelor of Science in Biology
- Bachelor of Science in Clinical Laboratory Science
- Bachelor of Science in Computer Science
- Bachelor of Science in Construction Management
- Bachelor of Science in Criminal Justice Administration
- Bachelor of Science in Cybersecurity *with a Concentration in*
  - Computer Network Defense
  - Digital Forensics
  - Information Technology Management
- Bachelor of Science in Electrical and Computer Engineering
- Bachelor of Science in Financial Management
- Bachelor of Science in Healthcare Administration
- Bachelor of Science in Homeland Security and Emergency Management
- Bachelor of Science in Information Systems *with a Concentration in*
  - Business Management
  - Information Management
- Bachelor of Science in Manufacturing Design Engineering
- Bachelor of Science in Nursing (BSN)(California)
- Bachelor of Science in Nursing - Generic Entry (B.S.N) (California)
- Bachelor of Science in Nursing (B.S.N) Second Bachelor (California)
- Bachelor of Science in Nursing (B.S.N.) RN Completion
- Bachelor of Science in Organizational Leadership
- Bachelor of Science in Paralegal Studies
- Bachelor of Science in Public Health
- Foreign Credential Bridge Program Undergraduate

### Minors

- Minor in Accounting
- Minor in Alternative Dispute Resolution
- Minor in Business Administration
- Minor in Business Law
- Minor in Business Studies
- Minor in Communication
- Minor in Creative Writing
- Minor in Criminal Justice Administration
- Minor in Economics
- Minor in English

- Minor in Global Studies
- Minor in History
- Minor in Honors Fellows for Social Change
- Minor in Political Science
- Minor in Pre-Law Studies
- Minor in Psychology
- Minor in Sociology

### Undergraduate Certificates

- Undergraduate Certificate in Alcohol and Drug Abuse Counseling
- Undergraduate Certificate in Alternative Dispute Resolution
- Undergraduate Certificate in Criminal Justice Administration
- Emergency Medical Technician Certificate
- Undergraduate Certificate LVN "30-45 Unit" Option
- Paralegal Specialist Certificate - Corporations
- Paralegal Specialist Certificate - Criminal Law
- Paralegal Specialist Certificate - Litigation

### Graduate Degrees

- Master of Accounting
- Master of Arts in Consciousness and Transformative Studies *with Specializations in*
  - Coaching
  - Consciousness and Healing
  - Dream Studies
  - Philosophy and Religion
  - Transformational Leadership
- Master of Arts in Counseling Psychology (California) *with Specializations in*
  - Licensed Professional Clinical Counseling
- Master of Arts in Education
- Master of Arts in English *with Specializations in*
  - Gothic Studies
  - Rhetoric
- Master of Arts in Human Behavioral Psychology
- Master of Arts in Human Resource Management *with Specializations in*
  - Organizational Leadership
- Master of Arts in Social Emotional Learning
- Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance
- Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance
- Master of Arts in Strategic Communications
- Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) (California)
- Master of Business Administration *with Specializations in*
  - Bank Management

- Financial Management
  - Human Resource Management
  - International Business
  - Marketing
  - Organizational Leadership
  - Supply Chain Management
  - Center for Creative Leadership Master of Business Administration
  - Master of Criminal Justice Leadership
  - 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 (CA)
  - Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)
  - Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)
  - Master of Forensic Sciences *with Specializations in*
    - Criminalistics
    - Investigations
  - Master of Healthcare Administration
  - Master of Public Administration *with Specializations in*
    - Human Resource Management
    - Organizational Leadership
  - Master of Public Health *with Specializations in*
    - Community Mental Health
    - Health Promotions
    - Healthcare Administration
  - Master of Science in Applied Behavioral Analysis
  - Master of Science in Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with participating County Offices of Education)
  - Master of Science in Computer Information System
  - Master of Science in Computer Science
  - Master of Science in Cybersecurity *with Specializations in*
    - Enterprise Cybersecurity Management
    - Ethical Hacking and Pen Testing
  - Master of Science in Data Science *with Specializations in*
    - AI/Optimization
    - Business Analytics
    - Data Analytics
    - Health Analytics
  - Master of Science in Designing Instructional and Educational Technology
  - Master of Science in Educational Administration with Preliminary Administrative Services Credential Option (California)
  - Master of Science in Educational Counseling w/ Pupil Personnel Services Credential - School Counseling (PPS-SC) OR Emphasis in Community College Counseling (California)
  - Master of Science in Engineering Management *with Specializations in*
    - Project Management
    - Systems Engineering
  - Master of Science in Health Informatics
  - Master of Science in Higher Education Administration
  - Master of Science in Homeland Security and Emergency Management
  - Master of Science in Marketing
  - Master of Science in Nursing *with Specializations in*
    - Family Nurse Practitioner
    - Psychiatric-Mental Health Nurse Practitioner-Lifespan
  - Master of Science in Organizational Leadership *with Specializations in*
    - Community Development
  - Master of Science in School Psychology with Pupil Personnel Services Credential (California)
- Graduate Certificates**
- Graduate Certificate in AI and Machine Learning
  - Graduate Certificate in Banking
  - Graduate Certificate in Consciousness and Transformative Studies
  - Graduate Certificate in Forensic and Crime Scene Investigations
  - Graduate Certificate in Health Informatics
  - Graduate Certificate in Life Coaching
  - Post-Graduate Family Nurse Practitioner Certificate
  - Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate
  - Graduate Certificate in Trauma Studies
- Doctorate Degrees**
- Doctor of Education in Organizational Innovation (EdD)
  - Doctor of Nurse Anesthesia Practice (DNAP)
  - Doctor of Psychology *with a Concentration in*
    - Correctional and Forensic
    - Integrated Healthcare
    - Neuropsychology
- Credentials**
- Clear Administrative Services Credential Induction Program (California)

- Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)
- Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)
- Post-Credential Bilingual Authorization (Spanish) for Multiple Subject, Single Subject and/or Education Specialist Credential (California)
- Preliminary Administrative Services Credential (California)
- Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship option (California)
- Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)
- Pupil Personnel Services Credential School Psychology (California)



## **Student Information and Services**

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

### **STUDENT CONCIERGE SERVICES**

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

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

### **STUDENT ACADEMIC SUCCESS CENTER**

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

Services offered include:

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

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

### **WRITING CENTER**

National University students have the opportunity to work one-on-one with writing consultants to develop their writing and critical thinking skills via synchronous appointments with the Online Writing Center. The Writing Center welcomes the opportunity to help students at all levels to improve, from outlining a first-year composition essay to drafting a graduate-level research paper. The Writing Center staff, comprised of

experienced writing instructors, are eager to work with students to help them develop strategies for improving their writing. For more information about Writing Center services and how to make an appointment, go to [www.nu.edu/OurPrograms/StudentServices/WritingCenter.html](http://www.nu.edu/OurPrograms/StudentServices/WritingCenter.html)

### **MATHEMATICS TUTORING**

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

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

### **NATIONAL UNIVERSITY LIBRARY SYSTEM**

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

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

#### **Location**

9393 Lightwave Avenue  
San Diego, CA 92123

#### **Hours (Pacific Time, excluding holidays and breaks)**

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

#### **Contact Information**

**E-mail:** [refdesk@nu.edu](mailto:refdesk@nu.edu)

**Text:** 858.367.0904

**In San Diego:** 858.541.7900

**Toll Free:** 858.682.2237 x7900

**Ask Us (Chat & FAQ Service):** <https://nu.libanswers.com/>

### **BOOKSTORE**

The University contracts with an external vendor for the sale and buyback of textbooks. Textbooks are available for purchase two months prior to the start of the course. The cost of books varies with each course. Students must purchase all required books and supplies necessary for the course in which they are enrolled. Online access to the vendor is provided through the student portal on the University's website, or may be accessed at <https://www.nutextbooks.com>.

## **VETERAN CENTER**

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

Services offered through the National University Veteran Center can be accessed on-site, via phone/email, or through our Virtual Veteran Center on Brightspace. Services include, but limited to: SALUTE – Veteran Honor Society, SVO; Student Veteran Organization, and access to a Veteran Center lounge area available for study groups and other meetings at the Spectrum Campus. Please visit [www.nu.edu/veterancenter](http://www.nu.edu/veterancenter) for more information and current hours of operation.

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

### **National University Veteran Center**

#### **Spectrum Campus**

Room 171

9388 Lightwave Avenue San Diego, CA 92123-1426

**Phone:** 858.541.7780

**Email:** [veterancenter@nu.edu](mailto:veterancenter@nu.edu)

## **ONLINE LEARNING REQUIREMENTS**

National University offers many programs in an online format. In an online course, students will be able to view the syllabus, complete assignments and assessments, engage with varying course materials (videos, interactive presentations, assigned reading), participate in threaded discussions, interact with peers and the instructors, as well as review instructor feedback. Students should log in on the first day of class and anticipate checking their online course multiple times per week. Students are provided access to online courses beginning on the Sunday before the term begins through three weeks after the term ends. Students should ensure they have a reliable internet connection and a reliable computer to access their course.

As of August 2021, the following are the minimum system requirements that are needed to successfully access your courses on the Blackboard Learn platform.

## **TECHNICAL REQUIREMENTS**

### **Windows Users**

- Recommended OS: Windows 8, 10
- Supported OS: Windows 7
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox, Chrome
- Supported Browsers: Chrome 90+, Edge 90+, Firefox 88++
- Headset with microphone using USB/wired connection

## Mac Users

- Recommended OS: OS X 10.14
- Supported OS: OS X 10.12+
- Secure High-Speed Internet connection (e.g.: DSL, Cable, etc.)
- Soundcard & Speakers
- Screen Resolution: 1280 X 1024 or better
- Recommended Browsers: Firefox 88+, Safari 14+
- Headset with microphone using a USB/wired connection

## Mobile Users

- Recommended OS: Android 9+, IOS 14+, Chrome OS 90+
- Supported OS: Android 5+, IOS 11+
- Recommended Browsers: Chrome, Safari
- Secure High-Speed Cell Service, Mobile Hotspot or Wi-Fi Connection
- Headset with microphone

### Notes:

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

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

### Notes:

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

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

## CAMPUS INTERNET ACCESS

All National University students can access the Internet from any of the computers found in the University's computer classrooms and open computer labs. National University has wireless Internet access at most campuses. At the applicable campuses, wireless access is available within most student areas, such as classrooms and lounges. The student should contact the campus to determine if a site has wireless access and to get log-on information to access the wireless network.

National University's programs and courses make frequent use of Internet resources, allowing students to learn the skills required to gain information through such electronic media.

## STUDENT PORTAL

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

## **STUDENTS WITH DISABILITIES**

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

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

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

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

### **Student Accessibility Services Office**

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

### **Services**

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

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

### **Requesting Accommodations and Services**

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

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

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

### **Registration**

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

Students seeking to register with Student Accessibility Services are required to:

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

### **Disability Documentation**

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

### **Accommodation Determination**

Student Accessibility Services will consider all materials, consult with relevant faculty when necessary and afford qualifying individuals with appropriate accommodations. The student may provide additional input from an

appropriate professional at the student's expense if the student or Student Accessibility Services deems such input to be necessary to determine eligibility for services or appropriateness of a specific accommodation requested.

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

Students requesting, and approved for, on-site testing accommodations are required to complete a Testing Accommodations Orientation at least two weeks prior to their first exam request for in-course exams. For on-site tests, students are also required to complete an On-site Test Accommodation Request Form. Completed forms are due to Student Accessibility Services at least five business days prior to the exam or quiz date to allow sufficient time for the arrangement of test accommodations, including but not limited to extended test time, distraction-reduced setting, etc. In addition, students are required to read and follow the Test Accommodation Policies and Guidelines. The Testing Accommodations Orientation documents, the On-site Test Accommodation Request Form and the Test Accommodation Policies and Guidelines are located at [www.nu.edu/sas](http://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](http://www.nu.edu/sas). Faculty and staff are encouraged to communicate with deaf and hard-of-hearing students using electronic mail or web-based chat. If the student uses text telephone (TT) or video phone, use the California Relay Services by dialing 888.877.5379.

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

### **Denial or Insufficiency of Accommodation**

If a student is denied an accommodation or believes that the accommodation approved is insufficient, the student may appeal to the Vice President of Student Services, who will render a decision within seven days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the Vice President is final.

Students have the right to appeal any decision by the University denying a requested reasonable accommodation to outside enforcement agencies such as the Office for Civil Rights of the United States Department of Education or the California Department of Fair Employment and Housing. See "Appellate Procedures" in the Policies and Procedures section of the General Catalog. Any complaint must be filed with the Office for Civil Rights within 180 calendar days of the University's final decision, or with the California Department of Fair Employment and

Housing within one year of the University's final decision. Students need not exhaust the University's appeal procedures in order to file an appeal with an outside agency.

### **Problems in Receiving Approved Accommodations**

In the event that a student believes they are not receiving an accommodation that is specified in their accommodation letter, the student should immediately contact Student Accessibility Services for assistance at [sas@nu.edu](mailto: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](mailto:sas@nu.edu) to release the information.
5. A student has the right to review their own SAS file with reasonable notification. Any student wishing to review their own records should contact SAS at [sas@nu.edu](mailto:sas@nu.edu).
6. Contact Student Accessibility Services at 858.521.3967, e-mail [sas@nu.edu](mailto:sas@nu.edu), or visit [www.nu.edu/sas](http://www.nu.edu/sas) for questions or for further assistance.

### **Student Accessibility Services**

**Phone:** 858.521.3967

**Email:** [sas@nu.edu](mailto:sas@nu.edu)

**Web:** [www.nu.edu/sas](http://www.nu.edu/sas)

### **OFFICE OF STUDENT AFFAIRS**

The Student Relations Specialist in the Office of Student Affairs (OSA) serves the National University community by advocating for accepted norms of fairness, ethical behavior, adherence to the letter and spirit of National University policies, and prevention of delay, complication and unresponsiveness in the application of University rules and processes. In the Office of Student Affairs, we strive to fulfill the mission of the University by serving as an informal and impartial mediator and resolution center.

The Office of Student Affairs strives to create a non-judgmental and safe forum to voicing of their concerns as well as collaborative and respectful problem solving. The OSA is designated neutral and, as such, does not advocate for an individual or specific point of view. Following an investigation, the OSA provides options and



support in resolution as well as feedback to National University Administration about policies, practices, and structures that may contribute to confusion, conflict and discord in the community.

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

**Office of Student Affairs**

**National University**

**Online Report:** [www.nu.edu/reportit](http://www.nu.edu/reportit)

**Phone:** 858.642. 8036

**Email:** [osa@nu.edu](mailto:osa@nu.edu)

**CAREER SERVICES**

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

For more information about Career Services and its services, call 858.541.7950 or 1-866-NU-ACCESS, ext. 7950 or email: [careerservices@nu.edu](mailto:careerservices@nu.edu).

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

**TESTING SERVICES**

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

**Testing Services**

9393 Lightwave Avenue

San Diego, CA 92123-1447

**Phone:** 858.541.7951

**Fax:** 858.541.7996

**Email:** [testingservices@nu.edu](mailto:testingservices@nu.edu)

**CENTER FOR STUDENT ENGAGEMENT AND ACTIVITIES**

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

New Club/Organization Requirements. Clubs must have:

- A minimum of ten members.

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

To register, clubs must:

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

### **CSEA Student Learning Outcomes**

Membership in student organizations supports the following four SLOs

1. Apply effective communication strategies for in-person and online interactions, including meetings, professional websites, and social media platforms.
2. Synthesize connections among experiences outside of the formal classroom (including life experiences, co-curricular, and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.
3. Evaluate and apply diverse perspectives to complex topics to demonstrate an empathetic understanding of multiple worldviews and cultures.
4. Utilize various leadership behaviors to support a constructive team climate, including teamwork and conflict resolution.

For more information contact:

#### **Center for Student Engagement and Leadership**

**Phone:** 858.541.7714

**Email:** clubs@nu.edu

**Web:** www.nu.edu/csea

### **ALUMNI AND COMMUNITY RELATIONS**

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

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

### **STUDENT WELLNESS**

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

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

### **Student Wellness**

9388 Lightwave Ave., Suite 164D

San Diego, CA 92123

**Email:** [studentwellness@nu.edu](mailto:studentwellness@nu.edu)

**Phone:** (858) 541-7784

**Web:** [www.nu.edu/studentwellness](http://www.nu.edu/studentwellness)

### **CARE TEAM**

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

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

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

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

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

**For more information, contact:**

**CARE Team Chair**

**Email:** [care@nu.edu](mailto:care@nu.edu)

**Phone:** (858) 226-1369

**Web:** [www.nu.edu/care](http://www.nu.edu/care)

## **International Affairs**

National University's national expansion of online education has discontinued enrollment opportunities of new international students at this time.

Any questions related to International Students, please contact International Affairs at [ipo@nu.edu](mailto:ipo@nu.edu).

### **INTERNATIONAL ADMISSIONS**

All applicants to the University must complete an application for admission and execute an enrollment agreement.

#### **Academic Records**

All applicants must present academic records of prior education (in original language and with certified English translations) for evaluation and determination of admission eligibility into desired program. *\*Graduates of Bologna-compliant degree programs may be eligible for admission to graduate programs at National University after meeting specified criteria.*

#### **English Proficiency**

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

#### **Passport**

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

#### **SEVIS Form I-20**

Applicants who require a Certificate of Eligibility for Non-Immigrant (F-1) Student Status must establish means of financial support in addition to the University admission requirements. *\*Additional documents required for transfer students currently in the U.S.A.*

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

# Financial Aid and Scholarship

## STUDENT FINANCIAL AID

There are many types of financial aid available to assist students who qualify. For specific information regarding financial aid programs and the University's Financial Aid policies and procedures, please visit the Financial Aid website at [www.nu.edu](http://www.nu.edu) or 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](http://www.nu.edu). The Financial Aid Guide explains how to submit a FAFSA, which students must complete and sign with the federal processor for evaluation. To expedite the application process, students are encouraged to apply online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). National University computer labs are available for students' use.

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](http://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](http://www.fafsa.ed.gov). Federal Student Aid provides free help online at [www.fafsa.ed.gov](http://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 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.

- 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.
- 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. Students who plan to borrow Federal Direct Loans will need to complete a Direct Loan Master Promissory Note and Entrance Counseling prior to receiving aid. The Direct Loan Master Promissory Note can be completed at <https://studentaid.gov/mpn/> and Entrance Counseling can be completed at <https://studentaid.gov/entrance-counseling/>.

## **VERIFICATION**

Verification is the selective confirmation of certain student and parent-reported data (for dependent students). Applications are selected for verification either by the Central Processing System (CPS) or by the Student and Financial Services (S&FS) team. The Financial Aid Office verifies all applications selected by the CPS. Any Institutional Student Information Record (ISIR) may be selected for verification, even if the prior ISIR was not selected.

On a case-by-case basis, the Financial Aid Office may institutionally select an application for verification if there is a discrepancy or a condition that is unusual and warrants review.

To minimize award notification updates and post-award questions, NU packages and disburses funds only after completing any necessary verification. The verification process must be completed for selected applicants before any Title IV aid (excluding PLUS and Unsubsidized Stafford loans if those loans represent the only award) will be disbursed. A student will receive an updated award letter if, based on verification documentation, Title IV award amounts have changed.

Information that must be verified and the acceptable documentation for students selected for verification are determined annually and published before the start of an award year. In accordance with the new regulation, NU may verify different items from year to year.

## **STUDENT NOTIFICATION OF VERIFICATION**

Applicants selected for verification will be notified via notice of:

- The documentation needed to satisfy the verification requirements in their student portal
- The student responsibilities with respect to the verification application information, including the deadlines for completing the process and the consequences of failing to complete the process
- The notification methods if the award letter changes as a result of verification and the time frame for such notification
- When the verification process is complete

The student must submit these documents to the Financial Aid Office in order to receive any Title IV aid for the award year. Students cannot avoid the verification process by choosing to decline a Pell Grant or Subsidized Stafford loan, resulting in Unsubsidized Stafford funds only.

## **SUBMISSION OF VERIFICATION DOCUMENTS**

In most cases, a completed Verification Worksheet is sufficient to complete verification, when the student uses the IRS Data Retrieval Tool available when filling out the FAFSA online. As a practice, and unless the student is

selected for the verification process, the Financial Aid Office does not request Form W-2 Wage and Tax Statements with tax transcripts. W-2 forms are only requested when determining a separation of income, making a professional judgment, when the student is a nontax filer, and/or resolving conflicting data.

In the event the student has a qualified IRA rollover NU will request a written statement from the tax filer indicating the amount of the distribution that was included in the IRA rollover.

A student must submit all verification documents by the earlier of 120 days after the last day of the student's enrollment or by the deadline published in the Federal Register (generally at the end of September following the end of the award year). Verification is considered complete when all requested documentation has been received, all errors have been corrected, and a valid ISIR is on file.

If required verification documentation is not submitted by the deadline, the student will not be eligible for any Title IV aid for the period of time the selected ISIR was used to determine eligibility.

Once a student is no longer enrolled, they may still submit verification documentation (using the deadline above) and receive a late disbursement if, during the time they were enrolled, the U.S. Department of Education had processed an ISIR with an official Expected Family Contribution (EFC). If the EFC changes based on the documentation received, any Pell grant award will be based on the higher EFC. As a reminder, if the student is a Pell Grant recipient, certain Lifetime Eligibility Used (LEU) restrictions may apply.

#### **VERIFICATION EXCLUSIONS**

Applicants who fall into the following categories are exempt from the verification requirements unless there is conflicting data present in the file. Use of verification exclusions will be documented in the applicant's record.

- Spouse Unavailable – applicant's data must still be verified according to other requirements
  - This exception is only for spousal data in which the:
    - Spouse is deceased or mentally incapacitated
    - Spouse is residing in a country other than the United States and cannot be contacted by normal means
    - Spouse cannot be located because their address is unknown and the applicant cannot obtain it
- Parents Unavailable – applicant's data must still be verified according to other requirements
  - This exception is only for parental data in which the:
    - Applicant's parents are deceased or mentally incapacitated
    - Parents are residing in a country other than the United States and cannot be contacted by normal means
    - Parents cannot be located because their address is unknown and applicant cannot obtain it
- Death of a student - if an interim disbursement has been made and the student dies before verification is completed, no further verification is required
  - No additional funds can be disbursed, including disbursement to any of the student's beneficiaries
- NU re-verifies students who may have completed the verification process for the same award year while attending another institution
  - An exception is made for undergraduate students who transfer from Rio Salado Community College
- The applicant is eligible to receive only unsubsidized student financial assistance



- The University must still verify the student’s identity and collect the statement of educational purpose for students selected for V4 and V5 verification
- Not a Title IV Recipient – if a student will not be receiving federal student aid for reasons other than the failure to complete verification, verification is not required

If any of these exclusions apply, the appropriate documentation is maintained in the student’s file.

**VERIFICATION TRACKING GROUPS**

Students who are selected for verification will be placed in one of the three following groups. The group determines which FAFSA information must be verified.

**V1—Standard Verification Group.** Students in this group must verify the following if they are *tax filers*:

- Adjusted gross income
- U.S. income tax paid
- Untaxed portions of IRA distributions
- Untaxed portions of pensions
- IRA deductions and payments
- Tax-exempt interest income
- Education credits
- Household size
- Number in college

Students who are *not tax filers* must verify the following:

- Income earned from work
- Household size
- Number in college

**V4—Custom Verification Group.** Students must verify high school completion status and identity/statement of educational purpose (SEP).

**V5—Aggregate Verification Group.** Students must verify high school completion status and identity/SEP in addition to the items in the Standard Verification Group (V1).

Groups V2, V3, and V6 are reserved for future use by the Department.

**Changing tracking groups**

A student may move from Verification Tracking Group V1 or V4 to group V5 based on corrections made to his or her CPS record or on other information available to the Department. If verification was already completed for the previous group, the student is only required to verify the V5 information that was not already verified. If verification was not completed for the previous group, the student needs to verify all of the V5 information.

**VERIFICATION RESOLUTION**

**SEPARATION OF INCOME**

To reflect a student’s (or parents) financial situation properly when a change in family status occurs between the prior calendar tax year and the current time period, a Separation of Income form is required. This form enables the student (or parent) to assess the dollar amount of funds reported on the prior year tax return and/or FAFSA that are attributable to the student (parent).

This amount is then used in the EFC calculation, as it more accurately reflects the student's (or parents) financial situation.

### **CONFLICTING AND INACCURATE INFORMATION**

If the results of the FAFSA indicate that further verification is needed, such as citizenship proof, proof of non-citizen eligibility, or proof of registration with Selective Service, additional documentation may be required. The Financial Aid Office is required to resolve conflicting data if there is a reason to believe that any information on an application used to calculate the EFC is inaccurate.

### **FILING A TAX EXTENSION**

When a student files a tax extension, proof of the filed extension must be provided. This consists of the documentation the student received from the IRS when the extension was filed. Once the taxes have been filed, the student must provide a copy of the tax transcript to the Financial Aid Office. No interim disbursements of financial aid will be made for students who are selected for verification while they are completing the verification process.

### **TIME LIMITS**

- There is no time limit for evaluating information to determine if a conflict exists
- NU will resolve the conflict expeditiously
- NU will not disburse aid (or make additional disbursements of aid) until the conflict is resolved
- No further action is needed if
  - All aid for the period of enrollment has been disbursed
  - At the time of disbursement, there was no conflicting information
  - The student is no longer enrolled at NU and has not told NU he intends to re-enroll
- Post Withdrawal Disbursement: If aid remains to be disbursed, NU will resolve the conflict before making the late or post withdrawal disbursement

### **HANDLING CONFLICTS IN TAXABLE INCOME**

- Determine if the applicant/spouse/parent(s) were required to file a tax return
- Determine if the student/parent filed using the correct filing status
  - For example, one individual filed as Married Filing Separately, but both claimed Head of Household
- Determine if interest and dividend income or capital gains are reported on the income tax return, but there are no assets reported on the FAFSA
- Compare the verification worksheet and the tax transcript to the FAFSA/ISIR
  - Inconsistent information represents conflicting information
  - If the FAFSA or the ISIR disagrees with the income tax transcript, either the FAFSA/ISIR or the income tax return must be corrected
  - The Financial Aid Office can insist the family submit a corrected tax return and then submit to the University an IRS generated tax transcript
  - Aid will not be disbursed until the conflict is resolved
- Determine if a conflict exists regarding the relationship reported in the exemption section of the tax return and other information reported
- Verify Social Security Numbers reported by student and/or parents
- Verify marital status reported by student and/or parents
- Determine if a person was claimed as a tax exemption by more than one person

- Determine if the applicant reported a low income figure
- Determine if untaxed income needs to be resolved

### **RESOLUTION DOCUMENTATION**

NU is required to document the resolution regarding conflicting information, including what it determines the correct information to be. This may be confirmation that an earlier determination is correct.

Examples of documentation to support resolution of conflicting information include:

- A signed federal tax transcript
- A letter from the tax preparer or accountant that adequately explains the situation
- A letter from the IRS
- A signed statement from the student/spouse/parent(s)
- FAFSA/ISIR with information corrected by the student or
- An IRS generated letter to reflect the data from an amended tax return

### **REFERRAL OF FRAUD CASES**

Suspicion of financial aid fraud should be reported to the Human Resources and Student & Financial Services leadership teams. The University refers for investigation to U.S. Department of Education's Office of Inspector General (OIG) any credible information indicating that a Title IV aid applicant, school employee, or third-party servicer may have engaged in fraud or other criminal misconduct in connection with the Title IV programs.

### **Dependency Status**

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

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

- I was born before January 1, 1998.
- I am married.
- I will be working on a master's or doctorate program (this does not include students who are enrolled in a credential-only program).
- I am serving on active duty in the U.S. Armed Forces.
- I am a veteran of the U.S. Armed Forces.
- I have children and I provide more than half of their support.
- Since I turned age 13, both of my parents were deceased.
- I have dependents (other than children or my spouse) who live with me and I provide more than half of their support.
- I was in foster care since turning age 13.
- I was a dependent or ward of the court since turning age 13.
- I am currently or I was in legal guardianship.
- I am currently or I was an emancipated minor.
- I am homeless or I am at risk of being homeless.

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

### **Satisfactory Academic Progress (SAP) Policy**

Satisfactory Academic Progress (SAP) is the standard by which National University (NU) measures students' progress toward completion of a degree or certificate program. Standards of Satisfactory Academic Progress were established to encourage students to successfully complete courses and to progress satisfactorily toward degree completion.

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

SAP is comprised of three components that cumulatively make up this standard. These components include a student's grade point average (GPA), course completion rate/rate of progression, and maximum timeframe to completion. If at an evaluation point a student fails to meet one or all of these components, they will be notified of any impacts and appropriate resolutions/courses of action.

However, it is ultimately the student's responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

Satisfactory Academic Progress (SAP) will be reviewed at the end of each payment period or after the equivalent, every 18 credits for all non-term programs. For term programs, SAP will be evaluated at the end of each quarter. At the end of an evaluation period, students will be placed into Good, Warning, Academic Probation, Financial Aid Probation, Dismissal, or Extended Probation statuses. When a student hits Academic Probation, they have the right to appeal to be placed into an FA probation status and continue utilizing financial aid until the next evaluation period. Student will also have the opportunity to appeal to be placed into an Extended Probation status. This appeal doesn't not change their status, it allows the student to move forward and utilize financial aid until the next evaluation period, while working on regaining a good academic standing. Submitted appeals will be reviewed by the SAP Committee for decision.

### **SAP Criteria**

#### ***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.

For GPA determination, 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+, and D. Successful completion of a course for graduate students is defined as receiving one of the following grades: A, A-, B+, B, B-, C+, and C.

Grade points are assigned to academic performance grades as indicated and are used to calculate a Cumulative Grade Point Average (CGPA) for each student:

All Courses Undergraduate Courses Only
A = 4.00      C- = 1.66
A- = 3.66      D+ = 1.33
B+ = 3.33      D = 1.00
B = 3.00
B- = 2.66
C+ = 2.33
C = 2.00

F = 0.00
S = N/A
U = N/A

**NOTE:**

- S (Satisfactory) denotes satisfactory progress in a course but does not contribute to the calculation of GPA
- U (Unsatisfactory) denotes unsatisfactory progress in a course but does not contribute to the calculation of GPA

**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). 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.

For course completion/rate of progression determination, 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, S, and CR. Successful completion of a course for graduate students is defined as receiving one of the following grades: A, A-, B+, B, B-, C+, C, S, and CR.

**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	Published Length	150% or Maximum Attempted Units
Associate’s	90	135

Bachelor's	180	270
Master's	60	90
Doctoral	180	270

### ***For Incomplete Grades***

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

### ***Multiple Retakes***

Repeated courses affect academic progress as follows:

Cumulative Grade Point Average - Only the most recent grade counts in the student's Cumulative GPA.

Cumulative Completion Rate and Maximum Time Frame - When a course is repeated, each course attempt will be counted as attempted hours.

### ***Remedial Coursework***

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

### ***Transfer Hours***

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

### ***Changes of Major/Degree Program***

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

### ***Second Bachelor's Degrees***

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

### ***SAP Statuses***

Good	Meets all SAP criteria for GPA, course completion/rate of progression, or maximum timeframe for degree completion.
Warning	SAP criteria for GPA, course completion/rate of progression, or maximum timeframe for degree completion were not met for the evaluation period. The prior evaluation period had the SAP status of Good.
Academic Probation	SAP criteria for GPA, course completion/rate of progression, or maximum timeframe for degree completion were not met for the evaluation period. The prior evaluation period had the SAP status of Warning.
Financial Aid Probation	The student submitted an approved SAP appeal to continue utilizing financial aid while having the SAP status of Academic Probation.
Dismissal	SAP criteria for GPA, course completion/rate of progression, or maximum timeframe for degree completion were not met for the evaluation period. The prior evaluation period had the SAP status of Academic Probation or Financial Aid Probation.
Extended Probation	The student submitted an approved SAP appeal to continue attending the university and/or utilizing financial aid while being in a negative SAP status. The prior evaluation period had the SAP status of Dismissal.

### **SAP Appeals**

Students who are in a negative SAP status of Academic Probation, Dismissal, and Extended Probation will have the opportunity to submit a SAP appeal. The SAP appeal doesn't change the student's SAP status or evaluation but may allow the student to continue receiving financial aid or be readmitted into the University. Students who are placed in a negative SAP status will have a document added to their Student Checklist within their student portal labeled SAP Appeal. Students who would like to apply for a



SAP appeal will complete the form and upload documentation to support their extenuating circumstance. The SAP appeal will then be reviewed by the SAP Committee for decision.

Occasionally, a student's academic progress may be delayed by circumstances beyond their control. A student may appeal:

- For federal financial aid to continue after the student has been placed on Academic Probation, or
- For an extension when it has been determined that a student cannot complete their program within the allowed attempted credit limits per their individual program requirements and will need more time to complete their degree program, or
- To return to the University and their program of study after being Academically Dismissed. All SAP Academic Dismissal Appeals must be submitted within 10 calendar days of the dismissal notification.

The SAP Appeal Committee is composed of various University leaders who meet on a periodic basis to review student appeals. Committee appeal decisions are made within 15 business days of receipt and are final.

For consideration, students should provide the following:

- An explanation and/or document that they have suffered from extenuating circumstances such as death of a relative, injury, disability, illness or other special circumstances.
- Specific information in the Appeal regarding why they failed to meet SAP;
- An explanation as to what has changed in the student's situation that will allow them to achieve SAP Good standing by the next evaluation point.

The student will receive a message in the Message Center if the Appeal is approved or denied.

Students may not submit a second appeal for the same situation without new information documenting any extenuating circumstances not previously disclosed.

### **Student Loan Deferment**

Federally subsidized Stafford Loan borrowers are eligible for a federal interest subsidy whereby the federal government, rather than the student, pays the interest on a student's outstanding loan during the time the student is in school. During an authorized deferment of repayment, unsubsidized Stafford borrowers are eligible for the same deferment as subsidized Stafford borrowers. However, a deferment for an unsubsidized Stafford borrower only applies to the principal loan amount. Deferments for Grad and Parent PLUS applicants vary. See the Financial Aid Guide at [www.nu.edu](http://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.

## Financial Aid Calendar

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

2022-2023	2023-2024	
October 1, 2021	October 1, 2022	<ul style="list-style-type: none"> <li>Apply for financial aid. Students must file a new Free Application for Federal Student Aid (FAFSA) annually.</li> </ul>
March 2, 2022	March 2, 2023	<ul style="list-style-type: none"> <li>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).</li> </ul>
April 2022	April 2023	<ul style="list-style-type: none"> <li>National University begins processing student awards.</li> </ul>
June 2022	June 2023	<ul style="list-style-type: none"> <li>Announcements of Cal Grant A and B Awards.</li> </ul>
July 2022	July 2023	<ul style="list-style-type: none"> <li>The funding period begins for the Federal Pell Grant and Campus-Based programs (FSEOG).</li> </ul>
October 2022	October 2023	<ul style="list-style-type: none"> <li>The funding period begins for the Cal Grant programs.</li> </ul>
June 30, 2023	June 30, 2024	<ul style="list-style-type: none"> <li>Federal Pell Grant deadline.</li> <li>Last day to file the FAFSA.</li> <li>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.</li> </ul>
June 30, 2023	June 30, 2023	<ul style="list-style-type: none"> <li>National University Verification/Processing deadline. Students must submit all requested forms by this date in order to receive financial aid for the school year.</li> </ul>
Completion of Student's Academic Year		<ul style="list-style-type: none"> <li>Applying for an additional loan (Stafford and/or PLUS): Because students apply for and are awarded aid during different times of the year, each student's academic year will vary. Generally, students are eligible to reapply after they successfully complete all courses in the previous loan period. In addition, 32 weeks of in-class instruction 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.</li> </ul>

## **SCHOLARSHIP PROGRAMS**

### **University Scholarships and Grants**

Each year, National University awards tuition scholarships or grants to students in the following categories: those who demonstrate exceptional scholastic achievement; those who are educationally and economically disadvantaged in underrepresented categories; those with disabilities and demonstrated financial need; and those who are single parents with demonstrated financial need. All scholarships or grants are based on the eligibility rules that apply to the particular award. The University's goal is to attract and retain quality students by providing scholarships that are based upon merit and financial need. In order to be eligible for Scholarships at National University, students must complete a FAFSA. Students must be in good standing with Student Accounts Office. Students must not have any disciplinary actions filed against them.

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

National University's scholarships are considered "last dollar" tuition scholarships. These scholarships are designed to supplement, but not replace, federal and state financial aid, employer tuition assistance, and student income. Awards are credited directly to the recipient's financial accounts. The number of scholarships depends on the availability of allocated funds. As a nonprofit institution, the University tries to provide as many scholarship and grant opportunities as possible.

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

### **TYPES OF AWARDS**

#### **Collegiate Honor Award**

Tuition scholarships of up to \$2,000 are available to students who have demonstrated exceptional scholastic achievement and are in need of financial assistance.

To be eligible for this award, undergraduate and graduate applicants must have completed 54 semester units at a U.S. regionally accredited community college or four-year college with an undergraduate Grade Point Average of at least 3.5 on a scale of 4.0. Awards will be credited to students' accounts in increments, up to the maximum of \$500 per course. The application form is available online through the student portal.

#### **Horatio Alger-Denny Sanford Scholarship Program**

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

Students must meet criteria of:

- Currently earning a bachelor's degree.
- Demonstrated critical financial need (\$55,000 or lower adjusted gross family income, required).
- Complete FAFSA.
- Be under the age of 28 years old.

- Have two years or more remaining at National University.
- Be a US citizen.
- Display integrity and perseverance in overcoming adversity.
- Have a GPA of 2.0 or above.
- Be enrolled full time.

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

To find out more, or if you have questions, please contact 858-541-7762 or email [alger.sanford@nu.edu](mailto:alger.sanford@nu.edu)

### **NU Scholars Program**

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

### **Eligibility Requirements**

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

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

### **Application Process**

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

<https://scholars.nu.edu/qualifications.html>

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

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

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

### **Contact Information**

**Phone:** (858) 541.7712

**Web:** [www.nu.edu/scholars](http://www.nu.edu/scholars)

**Email:** [scholars@nu.edu](mailto:scholars@nu.edu)

### **Presidential Tuition Scholarship**

Presidential Tuition Scholarships of up to \$3,330 are available to undergraduate transfer students in at least one of the following categories:

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

Applicants must also meet all the eligibility criteria listed below.

- Have an annual income below \$18,000 for single applicants or \$25,000 for a family of two or more.
- Demonstrate a cumulative college Grade Point Average of 2.30 on a 4.00 scale.
- Have at least 56 semester units of credit from an accredited college or university.
- Apply for federal and state financial aid.
- Be an undergraduate student working toward a first bachelor's degree.
- Be a U.S. citizen or eligible non-citizen.

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

### **Veterans' Victory Scholarship**

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

Applicants must also meet all 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](mailto:veterancenter@nu.edu)

### **Veterans, Spouses & Dependents Scholarship**

This scholarship is designed to reduce tuition expenses for veterans and their family members who are not using, or do not have access to the Post-9/11 GI Bill or Fry Scholarship. It may be used by spouses and dependents in conjunction with the Dependents' Educational Assistance (Chapter 35) or with the Montgomery GI Bill® (Chapters 30, 1606, or 1607) when the servicemember is no longer actively serving (and therefore not eligible for the active service tuition rate).

#### **Eligibility**

- All veterans that can document service through DD214, DD256, DD257, or NGB22 with a discharge status of Honorable or General Under Honorable Conditions (Other Than Honorable, Bad Conduct Discharge, Dishonorable Discharge, Entry-Level Separation do not qualify)
- Spouses and dependents require a statement from the serving spouse/parent and a copy of the appropriate service verification document
- Veterans, spouses, or dependents utilizing Chapter 30, 1606, 1607, or 35 need only to provide their certificate of eligibility for the appropriate VA education benefit
- Eligibility will remain in effect as long as the student is continuously enrolled
- Current and new students qualify for this scholarship, but it is not retroactive

#### **Implementation**

- A tuition scholarship of 25% is approved for veterans, veteran spouses, and dependents that are not eligible for Post-9/11 GI Bill® or Fry Scholarship benefits.

### **Military Tuition Scholarship**

Military Tuition Scholarships of up to \$2,500 are available to military personnel, including active duty, reservists, national guardsmen/women, their spouses, and their dependents. The scholarship is intended to benefit educationally and economically disadvantaged personnel and their family members who have demonstrated financial need. For active duty personnel to qualify, they must have exhausted the aggregate amount of their military tuition assistance and all military educational benefits.

In order to determine financial need, an applicant must file a Free Application for Federal Student Aid (FAFSA), which can be completed online at [www.fafsa.ed.gov](http://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

### **Transfer to Success Scholarship**

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

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

- Be enrolling for the first time at the University.
- Be in good academic standing at the community college and have a 2.0 incoming Grade Point Average at the time of application to National University.
- Have completed at least 30 semester units at a California community college or combination of California community colleges or at another approved community college.
- The last semester of attendance was at an approved community college and is within 24 months of application to National University.
- Must be formally accepted to the University (formal acceptance is achieved once all transcripts have been submitted and evaluated).
- ALL prior university and college academic transcripts must be submitted within 30 days following submission of the application for admission to be eligible for the Transfer to Success scholarship (no exceptions).

The award will pay up to \$5,000. Fifty percent of the award will apply to two courses within the first six months; with the remainder applied to the last two courses of the degree program.

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

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

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

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

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

- Have an incoming 2.0 Grade Point Average at the time of application to National University.
- Must be formally accepted to National University (Formal Acceptance is achieved once all transcripts have been submitted and evaluated).
- ALL prior university and college academic transcripts must be submitted within 30 days following submission of the application for admission to be eligible for the ADT Scholarship (No Exceptions).

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

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

### **Scholarship Rules and Policies**

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

To be considered for an award, students must apply and begin attending courses within the first three months of admission. Award recipients have twelve (12) months from the date of notification of the award to use funds, after which, all unused funds will be revoked.

- Funds will not be applied toward non-degree or certificate courses.
- Funds are credited to a student's account in maximum increments of \$500 per 4.5 unit course per month for the Collegiate Honor Award; \$500 per 4.5 unit course per month for the Military Tuition Scholarship; up to the full cost of tuition per month for the Presidential Tuition Scholarship (up to \$2,500 total).
- Award funds will only be applied toward the tuition cost for academic coursework toward an intended degree objective.
- Awards are not transferable. Only one award can be received and used per degree objective.
- Awards are made to students for their intended degree objective at the time of application.
- Students who receive other educational assistance in excess of 90 percent of the cost of tuition for a course are not eligible to receive award funds for the course.
- Recipients must maintain good standing with the Student Accounts Office to ensure continuation of their award.
- This award may affect the amount of other financial aid for which a student may qualify, or the award may be reduced or nullified by other educational assistance and aid the student receives.
- Application of award funds toward a withdrawn course will be based on the charge incurred. If there is no charge, there will be no application of funds.
- In order to be eligible for a National University Scholarship, all students must complete a FAFSA.

### **Externally Funded Scholarships**

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

### **MILITARY PROGRAMS AND VETERAN AFFAIR BENEFITS**

#### **National University Veterans Affairs Department**

9388 Lightwave Avenue Suite 163A  
San Diego CA 92123  
**Email:** veteransaffairs@nu.edu  
**Phone:** 858.541.7970  
**Fax:** 858.434.1469

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

- VA 22-1990, Application for VA Education Benefits or Certificate of Eligibility.
- DD 214, Certificate of Release or Discharge from Active Duty for prior military service.
- VA 22-1995, Request for Change of Programs or Place of Training when changing schools.
- VA 22-5490, Dependents' Application for VA Education Benefits.
- VA 22-5495, Dependents' Request for Change of Program or Place of Training.
- VA 22-1990e, Application for Family Member to Use Transferred Benefits.
- VA students must notify Veterans Affairs Department of National University when their course schedule changes due to additions, drops or withdrawals to minimize indebtedness from the US Department of Veterans Affairs.

### **Veterans Affairs (VA) Educational Benefits**

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

Many active-duty military personnel, veterans, family members of active-duty personnel, family members of deceased or disabled veterans, and reservists are eligible for U.S. Department of Veterans Affairs' educational benefit and programs. ([www.benefits.va.gov](http://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](mailto:veteransaffairs@nu.edu) or 858.541.7970.

### **Chapter 32, Post-Vietnam Veterans' Educational Assistance Program (VEAP)**

For veterans who entered active duty between January 1, 1977 and June 30, 1985 and who contributed to the program while on active duty. More information on this program can be found at <https://www.va.gov/education/other-va-education-benefits/veap/>

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

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

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

### **Chapter 1606, Montgomery GI Bill (Selected Reserve Program)**

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

### **Chapter 35, Dependents' Educational Assistance Program (DEA)**

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

### **Chapter 31, Vocational Rehabilitation and Employment (VetSuccess) Program**

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

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

### **Chapter 33, Post-9/11 GI Bill**

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

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

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

#### **eBenefits**

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

- Obtaining up-to-date information on their educational entitlement.
- Updating their Direct Deposit and personal contact information.

- Downloading VA letters and personal documents.
- Viewing the current status of their payments (both education and disability).

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

### **Yellow Ribbon Program for Post 9/11 Chapter 33 Students**

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

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

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

### **Active Duty Members Are Not Eligible for Yellow Ribbon Program**

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

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

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

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

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

Students should be aware that the U.S. Department of Veterans Affairs pays educational benefits only for those courses that are part of an approved degree or certificate program and that have not been previously and successfully completed.

Students are required to attend classes regularly and maintain satisfactory grades.

### **Using VA Benefits for Remedial Courses**

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

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

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

### **Non-Matriculated Veteran Students**

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

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

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

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

### **Vocational Rehabilitation Eligibility Procedures**

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

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

Prospective students eligible for Vocational Rehabilitation must work with an Academic Advisor to prepare the documents required below. The Academic Advisor will send an email to [militaryevaluations@nu.edu](mailto: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](mailto: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](mailto:veteransaffairs@nu.edu) or fax it to 858.434.1469.

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

VA cannot pay Top-Up if the Tuition Assistance amount is zero. Students must notify the VA Department when they would like to apply for their Top-Up by annotating their approved TA voucher with “Top-Up” on the upper portion of the document. Students should send all approved TA vouchers directly to [veteransaffairs@nu.edu](mailto: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](https://www.vets.gov) by calling or visiting the National University Veterans Affairs Department located at the Spectrum Business Park campus. Veterans who enroll at National University are encouraged to call or visit the veterans representative for instructions prior to signing up for benefits. The National University Veterans Affairs Department telephone number is 858.541.7970 and email is [veteransaffairs@nu.edu](mailto:veteransaffairs@nu.edu).

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

### **Return of Tuition Assistance Funds**

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

1. Prior to midnight (PST) of the ninth (9th) day of the session - 100% return
2. Prior to midnight (PST) of the tenth (10th) day of the session - 50% return
3. After midnight (PST) of the tenth (10th) day of the session - 0% return

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

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

### **Study Abroad**

Courses pursued in foreign countries must:

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

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

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

VA will not pay:

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

### **POST-9/11 CHAPTER 33 MONTHLY HOUSING ALLOWANCE**

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

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

#### **Undergraduate Level**

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

#### **Graduate Level**

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

#### **Online or Distance Learning**

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

#### **Books and Supplies Stipend**

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

#### **Rounding Out Rule**



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

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

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

### Repeating Courses

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

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

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

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

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

### 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

**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](http://www.elmselect.com).

### **ADDITIONAL INFORMATION SOURCES**

#### **California Student Aid Commission**

[www.csac.ca.gov](http://www.csac.ca.gov)

#### **U.S. Department of Veterans Affairs**

[www.benefits.va.gov](http://www.benefits.va.gov)

#### **Gateway to Veterans Benefits Information eBenefits**

<https://www.vets.gov>

#### **U.S. Department of Education**

[www.ed.gov/finaid.html](http://www.ed.gov/finaid.html)

#### **College is Possible**

[www.collegeispossible.org](http://www.collegeispossible.org)

#### **Scholarship Search and Financial Aid Calculator**

[www.fastweb.com](http://www.fastweb.com)

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

- William D. Ford Federal Direct Stafford Loans: Subsidized and Unsubsidized Direct Stafford Loans, Direct PLUS Loans (for parents and 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/](http://www.fsahelped.gov/)

GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED	Financial Aid Programs 2022-2023	APPLICATION DEADLINE	DATE FUNDING BEGINS
							<p><b>FEDERAL PELL GRANT</b> is a grant program to help students with tuition cost. This program assists students who are working toward a first bachelor's degree.</p> <p><b>Award Range:</b> \$692 to \$6,895</p> <p><b>Applications:</b> FAFSA</p>	June 30, 2023	July 2022
							<p><b>FEDERAL SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (FSEOG)</b> is a grant-program to assist with tuition cost. Like Pell Grant, a student must be enrolled in a first bachelor's degree. Awards are made on a limited basis to students with an exceptional financial need.</p> <p><b>Award:</b> \$800 maximum per year</p> <p><b>Applications:</b> FAFSA</p>	Priority filing date: October 1, 2021	July 2022
							<p><b>CAL GRANT A</b> is a state-funded grant program to help students with tuition cost. Grant recipients are selected on the basis of financial need and Grade Point Average. Students must be California residents working toward a first bachelor's degree. Recipients of this award will be notified by the California Student Aid Commission in June.</p> <p><b>Award:</b> \$3,028 per quarter</p>	March 2, 2022	October 2022

			<p><b>Applications:</b> FAFSA, GPA verification</p>
			<p><b>CAL GRANT B</b> is a state-funded grant program to help students with tuition cost. This program is intended to assist students with high potential from disadvantaged/low-income families. Students must be California residents who have completed less than one semester of undergraduate studies. Recipients of this award will be notified by the California Student Aid Commission in June.</p> <p><b>Tuition Award:</b> \$3,028 per quarter</p> <p><b>Access:</b> \$557 per quarter</p> <p><b>Applications:</b> FAFSA, GPA verification</p>

March 2, 2022      October 2022

**FAFSA:** Free Application for Federal Student Aid

**GPA:** Grade Point Average

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

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

GRANT	LOAN	UNDERGRADUATE	GRADUATE	CRED-1	CERT-2	NEED-BASED	<p><b>Financial Aid Programs 2022-2023</b></p>	APPLICATION DEADLINE	DATE FUNDING BEGINS
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**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.;

June 30,  
2023

July 2022

<https://studentaid.gov/understand-aid/types/grants/teach>

<https://studentaid.gov/teach-agreement/>

**Award Range:** \$100 to \$4,000  
Applications: FAFSA

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**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 7.54% for loans and fees up to 4.228%. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Repayment begins 60 days after the loan is made.

Three months prior to the student's last course of the academic year.

Based on each student's individual course schedule

**Loan Amount:** For each academic year, a parent may borrow up to the student's cost of attendance minus other aid, per undergraduate dependent student.

**Fees:** Origination and Federal Default fees vary per lender.

**Applications:** Parent Verification Worksheet, FAFSA Loan Application

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**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 7.54%, and fees up to 4.228% may be charged. Like the unsubsidized Stafford Loan, the interest is not subsidized by the government. Contact your lender for information regarding payment deferment, if applicable.

**Loan Amount:** For each academic year, the student may borrow up to the cost of attendance minus other aid.

**Fees:** (same as the PLUS Loan Program)

**Applications:** FAFSA Loan Application

Three months prior to the student's last course of the academic year.

Based on each student's individual course schedule

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**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 2022-2023 rate is 4.99%. Stafford recipients are not required to make payments or pay the interest during full-time attendance or the first six months after the student's last date of attendance.

**Loan Amount:** For each academic year, a dependent student may borrow:

- Up to \$3,500 as a first-year undergraduate
- Up to \$4,500 as a second-year undergraduate

Three months prior to the student's last course of the academic year.

Based on each student's individual course schedule

						<ul style="list-style-type: none"> <li>Up to \$5,500 as a third-, fourth-, or fifth-year undergraduate</li> </ul> <p>Dependent students may receive both an unsubsidized and subsidized Stafford Loan up to the amounts listed above.  <b>Applications:</b> FAFSA Loan Application</p>
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LOAN	UNDERGRADUATE	GRADUATE	CRED - 1	CERT - 2	NEED-BASED	<h2 style="text-align: center;">Financial Aid Programs 2022-2023</h2>	APPLICATION DEADLINE	DATE FUNDING BEGINS
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**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 2022-2023 rate is 4.99% for undergraduate students and 6.54% for graduate students. The terms and conditions are the same as the subsidized Stafford Loan, except that the borrower is responsible for the interest that accrues while the student is in school and during the grace period.

**Loan Amount:** Students may receive both subsidized and unsubsidized Stafford Loans totaling up to the applicable Stafford limit (based on grade level).

**Applications:** FAFSA Loan Application

**Loan Amount:** For each academic year, an independent student may borrow:

- Up to \$9,500 as a first-year undergraduate (at least \$6,000 of this amount must be in unsubsidized Stafford)
- Up to \$10,500 as a second year undergraduate (at least \$6,000 of this amount must be in unsubsidized Stafford)
- Up to \$12,500 as a third, fourth, or fifth year undergraduate (at least \$7,000 of this amount must be in unsubsidized Stafford)
- Up to \$12,500 for a credential (at least \$7,000 of this amount must be in unsubsidized Stafford)
- Up to \$20,500 as a graduate

Note: Students enrolled in an academic year requiring less than 36 units will be subject to a pro-rated loan.

**Aggregate Stafford Loan Limits**

Dependent Undergraduate: \$31,000  
Independent Undergraduate: \$57,500  
Graduate: \$138,500

Note: The graduate debt limit includes any Stafford Loans received as an undergraduate.

**Fees:**

Based on each student's individual course schedule.  
  
Three months prior to the student's last course of the academic year.

**Loan Origination Fee:** A loan origination fee of up to 1.057% of the loan principal is deducted proportionately from each loan disbursement effective October 1, 2020.

**NATIONAL UNIVERSITY SCHOLARSHIP PROGRAM** consists of the Collegiate Honor Award, the NU Presidential Scholarship, and the Military Tuition Scholarship. These awards are designed to recognize students for outstanding leadership, superior job performance, and exceptional scholastic achievement. The NU Presidential Tuition Scholarship is also designed to recruit and retain underrepresented educationally and economically disadvantaged students, single parents with financial need, and handicapped students.

**Awards:**  
Collegiate Honor up to \$2,000  
Presidential Tuition Scholarship up to \$3,258

Open, but subject to available funds.

Funding will begin upon receipt of the signed scholarship acceptance letter by the Financial Aid Department.

				<p>Military Tuition Scholarship up to \$2,500  <b>Application:</b> Scholarship Application</p>	
				<p><b>NATIONAL UNIVERSITY HIGHER EDUCATION LOAN PROGRAM (NU-HELP)</b> is a low-interest (4.29%) loan established by National University. This loan program is designed to supplement other resources the student may receive. Applicants are selected on the basis of financial need. 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><b>Award Range:</b> up to full tuition for 12 months</p>	<p>Open, but subject to available funds.</p> <p>July 2021</p>

# Policies and Procedures

## Attendance Procedures

### Defining Attendance

Attendance is mandatory in all University courses. The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Students satisfy course attendance requirements through academic related activities. Academic-Related Activities (ARAs) are used to determine a student's official last date of attendance in the LMS and corresponding enrollment status at the University. ARAs are also used to determine the effective date of active and withdrawn enrollment statuses. (See examples of ARAs below)

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 (Pacific time) 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.

Residential (face-to-face) Courses:

Students are expected to attend all scheduled classes of a course.

Online Courses:

Academic-related activities (ARAs) must be posted to an online course, within the LMS, no later than Sunday at 11:59 P.M. Pacific time each week.

The university's attendance policy is designed to encourage consistent or weekly academic engagement. All students are expected to engage in one of the following academic related activities throughout the term:

- Completing the initial assessment
- Submitting a graded assignment for evaluation
- Completing a pre-final exam
- Taking a final exam
- Submitting a final project; and/or
- Reviewing graded feedback from faculty on the initial assessment, unit assignments, pre-final, or final project.
- Taking quizzes
- Participating in an online tutorial or computer-assisted instruction
- Watching videos in the online course room
- Following links to external resources
- Participating in an online discussion about academic matters

The following will not count as attendance:

- Logging in and not engaging in an academically related activity
- Participation in orientation
- Contacting academic advisor

### **Out of Attendance:**

The University requires students to be in attendance at least once every 35 calendar days from the last date of attendance. Lack of participation and/or attendance for students taking on-site or online classes does not qualify the student for a refund or consideration for a drop or withdrawal from the class unless the student submits the request within the established timeframe (see refund and course drop and withdrawal policy). Students, whether on-site or online, are responsible for following the published policy on deadlines for drop and withdrawal.

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

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

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

### **Refund Policy**

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Students may drop a course prior to midnight Pacific Standard Time (PST) of the ninth (9th) day of the session by emailing their academic advisor at [advisor@nu.edu](mailto:advisor@nu.edu) or Student Concierge Services at [scs@nu.edu](mailto:scs@nu.edu). The student is responsible for ensuring that the drop or withdrawal is reflected in their record appropriately by viewing their schedule on the student web portal.

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

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

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

To receive a refund, students must submit a written request to [stuaact@nu.edu](mailto:stuaact@nu.edu). Students must have a credit balance on their account to receive a refund. Most refunds are processed and mailed or direct deposited via ACH within ten (10) working days from the receipt of the request depending on the verification of funds. Financial Aid

funds are reviewed for refunds within three days of disbursement to the student account, and excess funds are automatically refunded to the student. All refunds are processed via EFT to the bank information as provided or mailed to the student's home address. If payment was made by credit card, refunds will be issued back to the original credit card used and as provided on the credit card refund form. Credit card refund forms can be obtained and submitted through the Student Account offices directly or online at [stuct@nu.edu](mailto:stuct@nu.edu).

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

### **State-Regulated Refund Policies for Online/Distance Learning**

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

#### **Indiana State Refund Policy**

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

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

#### **Tuition Refund**

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

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

#### **Maryland Refund Policy**

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

- A. Except as provided in §B of this policy/regulation, an institution's refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
- B. If the University's refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide for refunds of tuition to Maryland students as provided in that policy.
- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws or is terminated after completing only a portion of a course/class:

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

#### **Tuition Refund**

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

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

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and
- E. Documentation verifying student refunds in accordance with this policy is maintained.

**Oregon Refund Policy**

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

**Virginia Refund Policy**

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

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

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

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

- Ninth (9th) day of the session will receive a 100 percent refund
- Fourteenth (14th) day of the session will receive a 50 percent refund
- Twenty-first (21st) day of the session will receive a 25 percent refund Students who withdraw from a course after midnight of the twenty-first (21st) day of the session will not receive a refund.

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

- a. The date from when a student cancels enrollment
- b. The date from when the institution terminates a student’s enrollment
- c. The last day of an authorized leave of absence (if the student fails to return after this period)
- d. The last day of attendance of a student

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

## **Wisconsin Refund Policy**

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

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest ten percent. Pro rata refund is the resulting per cent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies and other charges unless the student has consumed or used those items and they can no longer be used or sold to new students, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

## **Financial Aid Refund Policy**

As part of the Higher Education Amendments of 1998, Congress passed provisions regarding refund policies and procedures for students who have received federal student aid and are considered withdrawn from school. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

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.

## **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. To comply with these regulations, any student who does not participate in academic-related activity for 35 consecutive days, with the exception of scheduled University holidays, breaks or Title IV approved leaves of absence will be considered withdrawn for Title IV financial aid purposes.

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 they were originally scheduled to receive in that payment period. 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.

The order in which funds will be returned (as applicable):

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Direct PLUS Loans (parent or graduate)
- Pell Grant
- Iraq and Afghanistan Service Grant
- FSEOG
- TEACH Grant

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

If there is a return of any unearned financial aid by the University, the student will be billed accordingly. In such cases, the student will be required to make arrangements with the Student Business Services Office to pay the amount refunded to the Department of Education within 45 days of the date of the University's notification.

In addition, the student will not be eligible for any further federal financial aid until the balance is paid to the Business Office. Effective May 1, 2011, National University began reporting student account defaults to credit reporting agencies.

### **Class Drop and Withdrawal**

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

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:

- a. Beginning and ending dates of the LOA requested
- b. Include supporting documentation
  1. Reason for the LOA request. The following are acceptable reasons for LOA: military, medical, jury duty, loss of job, family emergency, or employment emergency, or may include extenuating circumstances which will be approved by the Office of the Registrar.
  2. Submit the request prior to the last week of class in the term preceding the LOA request date. Students out of class during winter, spring, or summer breaks do not need to be approved for a LOA. Late requests during the last week of class in the term preceding the LOA request date may be considered for approval if they include an explanation of the unforeseen circumstances that prevented the earlier submission of the request.

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

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

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

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

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

### **Financial Aid Implications for Students Requesting a Leave of Absence**

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

### **Finance Committee**

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

Requests must be submitted in writing through the Student Accounts Office and must contain all pertinent information to support the appeal. All financial disputes must be submitted within one year of occurrence. Each

case is decided upon its own merits. The decision of the committee is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request.

### **Class Scheduling**

Any class changes in a degree program must be consistent with a student's degree objective and fulfill the graduation requirements for the degree. Students should contact their academic advisor for assistance in requesting such changes. Scheduling changes should occur prior to the start date of that class.

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

Students may drop a class prior to midnight (PST) of the ninth (9th) day of the session by emailing their academic advisor at [advisor@nu.edu](mailto:advisor@nu.edu) or Student Concierge Services at [scs@nu.edu](mailto:scs@nu.edu). A grade will not be awarded, and tuition will not be charged. After midnight (PST) of the ninth (9th) day of the session, a grade will be entered, and tuition will be charged according to the refund policy. (See prior sections on "Refund Policy" and "Class Drop and Withdrawal".)

### **Grade Reporting**

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

### **Student Records**

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

### **National University Transcripts**

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

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

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

A student's enrollment status will be determined based upon their course schedule and the number of units carried (see chart in Financial Aid and Scholarship section). Students who do not attend for a quarter (a three-consecutive-month period) are considered to be "Withdrawn" for that time period. Students are not considered "Withdrawn" or discontinued from the University until they either request to enter that status or have a 12-month break from the last class, but are considered "Withdrawn" (for verification purposes such as loan deferment or full/ half-time student certification) for the time period in which there was a break of two months or more.

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

The units for any individual class with a “Withdrawn” status do count toward determining full or part-time status. Students, who are working on project, thesis or research class in which a grade of “IP” (In Progress) or “I” (Incomplete) is issued, will receive credit toward enrollment from the official start date through the published end-date of the class only. Once 90 calendar days have passed after the published end-date of the class, it may no longer be used to determine a full- or half-time student status.

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

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

**Office of the Registrar**

9980 Carroll Canyon Road  
San Diego, CA 92131-1136  
P 858.642.8260  
E [registrar@nu.edu](mailto:registrar@nu.edu)

**Cancellation of Classes or Programs**

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

**Bar from Attendance**

Students may be barred from attending classes for failure to:

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

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

**Withdrawal from the University**

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

1. Complete a “University Withdrawal Form” available at each campus and online through the University’s website, or via the student web portal by submitting a University Withdrawal eForm; or
2. Contact their Academic Advisor who will verify student information and submit the request in writing on behalf of the student to the Office of the Registrar.

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

### **Administrative Withdrawal**

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

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

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

### **Non-Degree Students**

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

## **TRANSITION PROGRAMS**

### **Transition Program Information**

Transition programs are degree programs noted in the catalog where an undergraduate student in an approved transition program who meets certain requirements (length of time remaining in undergraduate degree as well as GPA minimum) may enroll in and take up to 13.5 quarter units of graduate-level courses to be used as upper-division electives in his/her bachelor's program. As a result, when the student finishes the bachelor's degree and enrolls in the graduate transition program, the student will have those classes completed and waived in their graduate program; and will not need to replace units.

The following rules apply:

- A student may enroll in an Undergraduate to Graduate transition program when they are within six (6) classes of completion of the Undergraduate program.
- The required Undergraduate cumulative GPA is at a minimum 3.00.
- Students must enroll in and take the first class in the Graduate program within six (6) months after conferral date of the Undergraduate degree.

- Students must complete the Graduate program within four (4) years with no break in enrollment of 12 months or more.
- Only classes that are identified as transition-program-eligible may be taken and the student must meet all prerequisite requirements for the graduate-level class.
- Graduate courses taken as part of an Undergraduate program do not transfer as graduate-level classes either at National University or at any other university.
- A student must obtain a grade of B or better in a transition class in order for it to be eligible for both a waiver of content and units in the Graduate program.
- A transition course in which a student earns a grade of B-, C+, or C will qualify for a waiver only of the content in the Graduate program but the student must take another Graduate-level approved elective(s) to replace the Graduate-level units. The Graduate-level unit requirement will not be lowered for grades of B- or below.
- If a student gets a grade of C-, D+, D, D-, or F, neither content waiver nor units will be granted toward the graduate program. The student must retake the course within the Graduate program and obtain a better grade. The original grade will remain part of the Undergraduate record as it is considered to be part of an awarded degree, and as such, the GPA is not subject to alteration at any time.

### **TRANSITION PROGRAM OPTIONS**

#### **College of Letters and Sciences (COLS)**

- Bachelor of Science in Biology to Master of Forensic Sciences

#### **College of Professional Studies (COPS)**

- Bachelor of Arts in Management to Master of Business Administration
- Bachelor of Arts in Management to Master of Science in Marketing
- Bachelor of Business Administration to Master of Business Administration
- Bachelor of Business Administration to Master of Science in Marketing
- Bachelor of Public Administration to Master of Public Administration
- Bachelor of Science in Accountancy to Master of Business Administration
- Bachelor of Science in Computer Science to Master of Science in Computer Science
- Bachelor of Science in Criminal Justice to Master of Criminal Justice
- Bachelor of Science in Criminal Justice to Master of Forensic Sciences
- Bachelor of Science in Criminal Justice to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Criminal Justice
- Bachelor of Science in Homeland Security and Emergency Management to Master of Public Administration
- Bachelor of Science in Homeland Security and Emergency Management to Master of Science in Homeland Security and Emergency Management

#### **Air Force ROTC**

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

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

### **California State University Sacramento (CSUS AFROTC)**

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

### **Loyola Marymount University (LMU AFROTC)**

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

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

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

### **San Diego State University (SDSU AFROTC)**

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

### **Auditing Courses**

To audit a course, a person who is not a current student must complete an admission application with an advisor. Approval to audit is given on a space-available basis. Students auditing a course must pay the regular fees and tuition and participate in class activities but are not required to take examinations. No academic credit will be earned for any course that is taken as an audited course.

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



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

### **Library Borrowing Privileges and Fines**

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

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

### **Computer Lab Regulations**

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

- Students must sign in to use the computer lab facilities. They may be asked to show University identification.
- Students may not install software on University computers. All aspects of the authorized use policy will be enforced, including copyrights are strictly enforced. The Computer Software and Email Policy provides complete details.
- Students may not bring food or drink into the computer labs.
- Computing resources in the lab are for University-related purposes only.
- Students should minimize their use of lab printers. Printing is restricted to 25 pages at a time. Students must use copy machines when multiple copies of documents are required. The lab assistant has the right and responsibility to limit computer printing based on local requirements and his/her judgment.
- The computers are equipped with headphones for students' use for multi-media content. Students are asked to adjust the volume on the headsets to a level that will not disturb others.

The lab assistant or other authorized staff member has the right to ask students to leave for non-compliance with any University policy. Technical questions, equipment failure or malfunction, and disputes should be reported to the Help Desk at [helpdesk@nu.edu](mailto:helpdesk@nu.edu).

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

### **Acceptable Use and Copyright Infringement Policy**

National University relies upon every member of our community to act with integrity, professionalism and in a responsible and legal manner when utilizing the University's information technology resources. National University requires all students to review and abide by the Acceptable Use and Copyright Infringement Policy, and to promptly report situations that may violate this policy.

#### **Scope**

This policy applies to all users of information technology resources owned or managed by National University and the National University System. Individuals covered by this policy include all full-time and part-time employees, contingent workers including leased workers, independent contractors and service providers, faculty, including staff and adjunct, students, alumni as well as all persons of interest (POI) including vendors, volunteers, guests, visitors and trustees, and any external individuals or organizations accessing University information technology resources.

Information technology resources include all National University and National University System owned, licensed, or managed hardware and software, and use of the University's network via a physical or wireless connection, regardless of the ownership of the device connected to the network.

### **Rights and Responsibilities**

National University's information technology systems are a critical but finite resource and must be used only for purposes that are consistent with the business and mission of National University. These resources should only be used in an ethical, responsible, and lawful manner and only to fulfill one's assigned job duties or study activities. As a condition for receiving access to National University information technology resources, users are expected to respect the University in all electronic interactions made within and outside of the University. Users are responsible for reporting violations of this policy to the Information Security Office at [informationsecurity@nu.edu](mailto:informationsecurity@nu.edu).

### **Adherence with Federal, State, and Local Laws**

As a member of the National University community, you are expected to:

- Abide by all federal, state, and local laws.
- Abide by all applicable copyright laws and licenses.
- National University has entered into legal agreements or contracts for many information technology resources that require each individual using them to comply with those agreements. Employees, workers or contractors that have questions or concerns about the terms of an agreement should contact their supervisor or the Vice Chancellor of Information Technology. Students and alumni who have questions should contact the University Data Protection Officer at [dataprotection@nu.edu](mailto:dataprotection@nu.edu).
- Abide by laws that regulate and protect intellectual property as they apply to music, videos, games, images, texts, and other media in both personal use and in production of electronic information.

### **Conditions of Acceptable and Unacceptable Use**

National University information technology resources must not be used to engage in behavior or communications that violate the law or University policy. The following are conditions of acceptable and unacceptable use, including, but not limited to:

**Violation of applicable federal or state laws and University policies**, including but not limited to the transmission of threats, harassment, defamation, obscenity, and pornography; theft of or unauthorized access or use of University resources; fraudulent offers of products, items, or services from any University account; or conduct unreasonably obstructing or disrupting working, teaching, learning or research.

**Copyright infringement.** Be aware that reproduction, modification, or distribution of copyrighted works, including, but not limited to, images, text or software, without permission of the owner is an infringement of U.S. Copyright Law and subject to civil damages and/or criminal penalties from fines up to and including imprisonment as well as disciplinary actions up to and including termination. Copyright infringement also includes the reproduction, modification or distribution of web page graphics, sound

files, videos, trademarks, software, and logos, unless you have the legal right to use, copy, or distribute the protected work. Other activities such as making software available for copying on your computer through Peer-to-Peer (P2P) file sharing services, and connecting that computer to National's network (either by VPN or on-campus network) is also considered copyright infringement. For more information see [www.copyright.gov](http://www.copyright.gov).

**Engaging in activities that compromise computer security or disrupt University services.** Intentionally introducing malicious programs into the network or server (e.g., viruses, worms, trojan horses, e-mail bombs, ransomware, phishing emails, or malware in general); and interfering with the proper operational function of the National University wired or wireless network is prohibited. You must not use tools that are normally used to assess security or to attack computer system or networks unless you have been specifically authorized to do so by the IT Information Security Officer. You must not use University information technology resources in conjunction with the execution of programs, software, or other processes that are intended to disrupt (or that could reasonably be expected to disrupt) other computer or network users, or damage or degrade the performance of software or hardware components of the system.

**Making fraudulent offers of products, items, or services originating from any University account.**

**Use of University resources to actively engage in procuring or transmitting material that is in violation of sexual harassment or hostile workplace policy.**

**Exporting software, technical information, encryption software or technology, in violation of international or regional export control laws (e.g. sending encryption software to a prohibited country).**

**Unauthorized access** can include the following: using another user's account or attempting to gain access to another user's account or information unless explicitly granted the right to do so by written authorization from the Vice Chancellor Information Technology; allowing others to use an account they are not authorized for use (account sharing); revealing or sharing an account password to an unauthorized person(s); transferring or extending the privilege of using National University technology resources to people or groups outside of the University unless it has been explicitly authorized by the Information Security Officer. You must not attempt to access restricted portions of the University's network, servers, operating systems, security systems, or other administrative applications without appropriate written authorization. You may only use the information technology resources for which you have authorization.

**Unauthorized use of resources, data, systems or an account** for political lobbying or campaigning, personal financial gain, interests or benefit, including but not limited to engaging in commercial enterprise or selling access to the University's systems or networks is strictly prohibited.

**Access or distribution of confidential and personal information** about University employees or students, unless explicitly authorized by NU Departmental authority, is strictly prohibited. You are individually responsible for the appropriate use of all information technology resources assigned to you, including a computer, network address, software, and any other hardware devices. You should make a reasonable effort to protect your account passwords and to secure information technology resources against unauthorized use or access.

**Categories for Authorization of Software**

No person may use or facilitate the use of any software on National University's computers unless it is specifically authorized by the Information Technology Department. If it is authorized by the Information Technology Department, the use must fall into one or more of the following categories:

- It is in the public domain.
- It is covered by a valid licensing agreement with the software authors, vendor or developer, whichever is applicable regardless whether it was purchased or donated to the University.
- It has been purchased by the user and a record of a bonafide purchase exists and can be produced by the user upon demand.
- It is being reviewed or demonstrated by the users, pursuant to the permission given by the owner, in order to reach a decision about possible future purchase or request for contribution or licensing.
- It has been written or developed by National University or affiliates including employees or contingent workers for the specific purpose of being used in the University's computer environment.
- It is authorized by a University official with appropriate contractual signatory authority.
- It has been copied in compliance with the published copyright and licensing agreements provided with the purchase of all software.

### **Consequences of Information Technology Misuse**

Violations of this policy can occur because of accidental or inadvertent actions or intentional misuse, including illegal activity. The University reserves the right to determine what is appropriate and inappropriate. Failure to comply with this policy may result in revocation of user accounts and system access, up to and including suspension or termination of employment, enrollment, or affiliation with the University. Unauthorized use of National University technology resources is illegal, constitutes theft under California law and may be prosecuted by the University.

National University reserves the right to remove or limit access to material posted on University owned or administered systems or networks if University policies, contractual obligations, or if local, state, federal or other applicable laws are violated.

The University reserves the right to restrict the use of its computing facilities and limit access to its networks when faced with evidence of violations of university policies or standards, contractual obligations, and federal, state or local laws. Violations of the law may be reported to the appropriate civil authorities.

Misuse of National University Information technology may result in the loss of computing privileges and may require financial restitution to the University for losses incurred by the University. Unauthorized use of National University technology resources constitute theft under California law and may be prosecuted by the University.

Any actions which deter others from doing their work or which would be otherwise deemed malicious will result in the loss of access to the system, subject to disciplinary action and/or prosecuted in a civil and/or criminal action. Violations of this policy shall be referred to the appropriate University officials for disposition in accordance with the applicable policy governing the individual's conduct, access to University technology resources and social media rules.

### **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, in writing, to disclosures of personally identifiable information contained in the student’s education records, except to the extent that FERPA authorizes disclosure without consent. One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee; or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official acts in any of the following capacities: is performing a task that is specified in his or her position description or contract agreement, related to a student’s education or to the discipline of a student: providing a service or benefit relating to the student or the student’s family (e.g., counseling, job placement, financial aid, etc.); or maintaining the safety and security of the campus. Upon request, the University may disclose education records without a student’s consent to officials of another school in which that student seeks or intends to enroll. Personally identifiable information may also be disclosed by Federal and State Authorities to any third party designated by a Federal or State Authority to evaluate a federal- or state-supported education program. The evaluation may relate to any program that is principally engaged in the provision of education, such as early childhood education, and job training, as well as any program that is administered by an education agency or institution. Federal and State Authorities may also release personally identifiable information to researchers performing certain types of studies. Federal and State Authorities must obtain certain use-restriction and data security promises from the entities that they authorize to receive personally identifiable information. In addition, in connection with Statewide Longitudinal Data Systems, State Authorities may collect, compile, permanently retain, and share without consent personally identifiable information and track participation in education and other programs by linking personally identifiable information to information obtained from other Federal or State data sources, including workforce development, unemployment insurance, child welfare, juvenile justice, military service, and migrant student records systems.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by National University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

**Family Policy Compliance Office**

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

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

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

The university maintains a record in the student's file listing to whom personally identifiable information was disclosed and the legitimate interests the parties had in obtaining the information (does not apply to school officials with a legitimate educational interest, of which the university keeps record, or to directory information).

The school maintains a record of each request (who and why) for access to and disclosure of personally identifiable information, as well as others who disclose personally identifiable information without written consent from the student, unless the request was from the student, a school official with legitimate educational interest, or a party seeking records due to a law enforcement subpoena containing criteria that the subpoena not be disclosed, or the request is for directory information only.

National University may disclose personally identifiable information without student consent to the following parties:

- School officials with legitimate educational interests
- U.S. Comptroller General, U.S. Attorney General, U.S. Department of Education
- State and local officials
- Authorized organizations conducting educational research
- Accrediting agencies
- Alleged victim of a crime
- Parent of a Dependent Student as defined by the IRS
- Parent of a student under 21 regarding the violation of a law regarding alcohol or drug abuse

A health and safety exception permits the disclosure of personally identifiable information from a student's record in case of an immediate threat to the health or safety of students or other individuals. National University only discloses personally identifiable information from an education record to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

HIPAA applies to Health Care Providers, private benefit plans, and health care clearinghouses. It does not apply to other types of organizations whose receipt or maintenance of health records is incidental to their normal course of business. FERPA does not limit what records a school may obtain, create, or maintain. It provides safeguards for education records.

NU's Student Accessibility Services (SAS), normally obtains and maintains health records for each student who applies for services or waivers. So, the receipt and maintenance of health records is well established. If a health record is used to make a decision in regard to a student's education program, (e.g., whether a student should receive extended time for testing; or be exempt from an academic requirement, such as SAP) the health record may be construed to be an education record. In that case the normal FERPA provisions for safeguarding the record would apply.

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

### **Visitors On Campus Policy**

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

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

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

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

### **Children on Campus**

National University welcomes individuals of all ages to our campuses when they are enrolled in course offerings or are accompanied by a parent, legal guardian, or adult caregiver and under appropriate supervision. Our facilities are open to the public, a situation which might present risks to children. It is National University's goal to maintain a safe and welcoming environment for both children and adults, according to the following guidelines:

- A child not yet in high school must be under the supervision of an adult who assumes responsibility for them, unless the child is officially enrolled/participating in a National University course or program.
- Except in situations where children are officially enrolled/participating: parents, guardians and adult caregivers are responsible for being with children at all times, and must monitor all activities and behavior of their children while on campus.
- Any child found unattended will be reported to the National University Safety and Security Office and/or the local police.

- Adult students and employees should plan for child care as children are not intended to be a part of the classroom learning environment or workplace at National University.

### **Drug Free Schools and Campuses Act – Prevention Program**

The unlawful possession, use or distribution of any illicit drug or alcohol by students or employees on University property or at University sponsored activities or events is prohibited. Violation may constitute criminal conduct which could result in criminal prosecution under state and/or federal law. It is the policy of the University to impose appropriate disciplinary sanctions on employees and students for the unlawful possession, use or distribution of illicit drugs or alcohol.

Appropriate disciplinary sanctions may include suspension or expulsion for students or suspension or termination for employees, and may also include requiring the completion of a rehabilitation program. The standards of conduct for students and the applicable sanctions for violating the standards are contained in the Student Code of Conduct. The standards of conduct and sanctions applicable to employees are contained in Employee Handbook.

The use of drugs and alcohol may pose significant health risks including hangovers, blackouts, general fatigue, impaired learning, dependency, and death. Students may not smoke or use medical marijuana while in district facilities for any reason.

Further detailed information on the state penalties and risks associated with the use of drugs and alcohol may be found at the following campus office locations: Student Services, Student Wellness, and Human Resources.

### **Smoke-Free Campus**

The goal of National University is to have a safe learning and working environment for students and staff. Smoking (including e-cigarettes, hookah, or cannabis) is prohibited in all indoor and outdoor locations, with the exception of designated areas and/or parking lots. Students and employees who smoke are required to smoke outside at a minimum of 25 feet away from a building. Smoking is prohibited in all University vehicles. Tobacco products are not permitted to be sold in any area of National University owned or leased facilities, vehicles or areas adjacent to buildings (i.e. parking lots). Smoking products are not permitted to be sold on campus either through vending machines or by non-campus establishments. “No Smoking” signs shall be conspicuously posted at building entrances and in restrooms, locker rooms, dressing areas, cafeteria and sports facilities. In addition, designated areas/parking lots for smoking areas will be clearly marked. Refer to California Government Code Section 7596. Compliance is the responsibility of each student, faculty and staff and visitors to any of the National University campuses. Repeat offenders may be reported to the Office of Student Conduct (OSC) for a policy violation, which may result in a sanction(s).

### **ACADEMIC POLICIES AND PROCEDURES**

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

#### **Grade Changes**

All grades are final. Students are not allowed to complete additional work after the final grade has been assigned or to repeat examinations in order to improve a grade. Students may request a review of their records if the possibility of a clerical or computational error exists. Additional information is available in the Grade Appeals section below.



## **Grade Appeals**

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

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

- An error in calculating the grade.
- Failure of the instructor to notify students clearly and promptly of the criteria for grade determination.
- Assignment of a grade based on reasons other than the announced criteria and standards.
- Concerns with academic integrity violation and/or cheating.

## **Grade Appeal Process**

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

- The student must submit an e-form through the student portal to the school dean within 45 days of grade posting for the course. The student must attach to the e-form clear substantiating documentation that demonstrates the occurrence of one or more of the above-listed grounds for appeal. Documentation may be in the form of e-mail correspondence, graded assignments, proof of timely submission, etc. The student must also attach documentary evidence of the level of achievement in support of the particular grade that the student believes he/she should have been awarded. If the evidence meets the criteria, the school dean forwards the student's e-form to the instructor for a response, which the instructor must provide within 15 days. The dean then refers all documentation to the grade appeals committee.

## **Grade Appeals Committee**

A standing committee within each school, the Grade Appeals Committee consists of three or more faculty members (full-time or associate) appointed by the appropriate School Dean. The Grade Appeals Committee considers the documentation and may decide either to change or uphold the grade.

The Grade Appeals Committee will render a decision within 30 days of receiving the grade appeal e-form information from the School Dean. The office of the school dean will notify all of the following: the student, the instructor, and the Office of the Registrar.

## **Avoiding Plagiarism**

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

If a student borrows ideas or information from another author, he/she must acknowledge the author in the body of the text and on the reference page. If a student borrows the words of another author, they must be careful to use the author's exact words, enclose them in quotation marks, and cite the source in the body of the text and also on the reference page. If students are unsure whether or not they should cite, they are encouraged to cite. They are also encouraged to ask their instructors for guidance on this issue. Students might also consult writing handbooks such as the Essential Little Brown Handbook, and for formatting questions refer to manuals such as The MLA Handbook for the Humanities, The Publication Manual of the APA for social sciences and business, and The CBE Style Manual for natural and applied sciences.

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

### **Accelerated Study**

Students with a superior academic record and a compelling, demonstrated need may petition the National University dean for an accelerated study allowing them to be enrolled in more than 7.5 quarter units in the same 4-week session. The granting of an accelerated study is wholly at the National University School Dean's discretion. Applications for accelerated study must be approved at least a month in advance. Accelerated study cannot violate progression or prerequisite requirements of the program or university. To be eligible, students must have:

- Successfully completed at least 13.5 quarter units at National University prior to the request.
- Maintained a 3.5 Grade Point Average (GPA) for undergraduate students or a 3.7 GPA for graduate students.
- Completed all prior coursework with no outstanding grades of "Incomplete".
- Maintain a current account balance, i.e., the balance should not exceed the current month's tuition. Note: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved military/company reimbursement plan on file in the Student Accounts Office.
- Demonstrated a compelling, exceptional need.

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

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

If students meet all of the above conditions, they should complete an Accelerated Study Request, available as an e-form on the student portal, or contact their academic advisor for assistance. The e-form must include justification of the special circumstances that necessitate an accelerated study.

### **Independent Study**

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

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

1. The course must be approved for independent study.
2. The student must be formally evaluated by the Office of the Registrar.
3. The student must have completed 13.5 quarter units in residence with a GPA of 3.0 or higher.
4. The student must have no grades of “Incomplete” at time of application.
5. The student must have no more than one other independent study at the current degree level, unless approved by the academic program director and National University Dean.
6. The student must have a current account balance, i.e., the balance should not exceed the current month’s tuition. Note: This requirement can be waived if the student has an approved financial aid packet in the Financial Aid Office or an approved military/company reimbursement plan on file in the Student Accounts Office.
7. International students must verify eligibility with International Student Services prior to request.

If a required class is cancelled and not available either on-site or online for at least four months, students may request special consideration to waive the above requirements. Students taking an independent study course are expected to meet all of the course competencies and are evaluated according to criteria similar to those employed in normal offerings of the course (i.e., written examination and/or a substantive, interpretive research paper).

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

- Participating in regularly occurring class meetings;
- Participating in a regularly occurring online discussion about academic course content;
- Faculty-scheduled consultations with a student to discuss academic course content;
- Substantive and personalized feedback on student assignments;
- Regularly occurring posts of instructor guidance to summarize weekly assignments or adding individual faculty voice to the online course experience;
- Participating in regularly scheduled learning sessions (synchronously); or
- Proactive and scheduled communication initiated by faculty in response to student progress; or
- Responding to students within 48 hours of an inquiry.

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

For more information please visit: <https://www.nu.edu/student-services/academic-policies-andp/independent-study/>.

### **Guided Study**

Guided study is an individualized, variable-unit course that deals with material not covered in any approved catalog course. Guided study course numbers are typically XXX 490 or XXX 690. Students in guided study courses work independently under the guidance of an instructor. Guided studies follow the same approval process as independent studies and students must meet the eligibility requirements as indicated under the independent study section. Requests should be made well in advance of the desired start of the guided study.

### **Practicums, Internships, and Residencies**

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

- Students must register in advance.
- University instructors are responsible for developing course requirements and supervising the progress of students.
- Regular meetings between students and instructors provide opportunities for guidance and evaluation. These interactions are generally held on a weekly basis.
- Practical training experiences require significantly more time than a regular course.
- Students are evaluated on their progress and assigned either a letter grade or a satisfactory/unsatisfactory grade, as determined by the appropriate academic department. The satisfactory grade is not calculated into the student's GPA.
- All practicums, internships or residencies are granted full credit toward graduation, do not extend degree requirements, and are mandatory in several degree and credential programs.
- Student teaching field experience does not grant graduate credit, but is required for degree conferral as part of a joint master's/credential program.
- Standard tuition charges apply.
- Students who do not complete practicums, internships or residencies in the time allotted are issued either a grade of Incomplete (I) or In Progress (IP), depending on the approved grading criteria for the course. Students must complete the "I" or "IP" within the time specified. Students who fail to complete the course by the required completion date receive the grade of "F" or "U" as appropriate for the grading criteria of the class.

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

### **Repetition of Courses**

Students are not obligated to repeat a failed course unless it is a course required for graduation. Students may repeat, at the prevailing cost per quarter unit, any course to improve cumulative GPA. Only courses completed in residence may be repeated to improve cumulative GPA. In the case of Topics courses, the Topics must be the same.

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

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

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

### **Interruption of Study Due to Excessive Incomplete Grades**

Students who have two (2) concurrent “Incomplete” grades will be prohibited from taking any further courses until all “Incomplete” grades have been removed. They will be allowed to resume their program once final grades have been received for all “Incomplete” grades. In the event that these “Incomplete” grades become permanent grades of “F,” the student’s Academic Standing may be retroactively affected.

### **Concurrent Enrollment at Other Institutions**

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

1. Have completed the admissions process and been officially evaluated, and not be on an approved leave of absence.
2. Not exceed the maximum number of units (18 quarter units) authorized by the University for each term.
3. Maintain a 2.0 Grade Point Average in undergraduate studies or a 3.0 Grade Point Average in graduate studies.
4. Submit the e-form request for concurrent enrollment located on the student portal no later than four weeks prior to the enrollment date at the other institution.
5. Requests must include a course description or request will be canceled.
6. Request that an official transcript be sent directly to the Office of the Registrar upon completion of the approved course(s).
7. Be in good financial standing.
8. International students must complete 13.5 units prior to concurrent enrollment approval.

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

### **Readmission Procedures**

Students who are in good standing but have a break in enrollment for 12 or more months may be readmitted to the University by submitting an online 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.

### **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 via CAS. The letter accompanying the petition should explain the reason for the change request along with the plan for completion. Petitions are submitted by e-form 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](http://www.nu.edu/OurPrograms/Graduation.html). Students are advised to submit their application during their final required course. There is no fee to submit an application for certificate. Requirements for a certificate include:

1. Satisfactory completion of required courses or specific courses.
2. Students must complete two-thirds of the certificate program at National University.
3. Have a minimum overall cumulative Grade Point Average of 2.0 for courses in an Undergraduate certificate program or 3.0 for courses in a Graduate certificate program.

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

### **Application for Graduation**

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

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

Additional graduation and commencement information can be found on the University website at <https://www.nu.edu/student-services/graduation/>.

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

### **DEGREE CONFERRAL**

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

Commencement exercises are held annually. Detailed information with specific instructions regarding the commencement exercises is mailed to eligible students prior to each ceremony date for those who have submitted their online Application for Degree by the posted deadline to participate.

Consult the University's website for conferral and commencement dates. <https://www.nu.edu/student-services/graduation/>

### **Second Degree from National University**

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

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

### **National University Memorial Degree**

In the event of a student death prior to completion of degree requirements, the family may request that the Board of Trustees award posthumously a memorial degree in the field of the student's area and level of study, as long as the student was in good standing at the University. A family member may contact the University Registrar at 858.642.8260 or [registrar@nu.edu](mailto: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, waiver of minimum GPA requirement for student teaching/ internships/ practicum, removal of classes completed and graded with a successful grade (depending on the degree level), utilization of a 400-level course to meet GE requirements. Petitions received requesting exception to policies that are not eligible will be denied or canceled.

Students should make a policy exception request through their academic advisor or by completing an Exception to Academic Policy e-form on the student portal. Students must submit a letter of explanation and documentary evidence in support of the request. Each case is decided upon its own merits and the decision is final and not subject to appeal, unless there is information pertinent to the outcome which was not available at the time of the initial request. Decisions are typically rendered within four (4) weeks of receipt of student petition; however, the University strives to review and render decisions on all incoming petitions in a timely manner. All decisions rendered are valid for one (1)-year from the date the decision was made. Exceptions to academic policies that are approved will be considered null and void if a student does not take action within the allotted one (1)-year time frame. Rendered decisions may require action be taken within a shorter time frame, based on the student's unique circumstance and the policy to which an exception has been requested.

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

### **Institutional Review Board**

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

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

experiment, to be observed, to respond to a survey or questionnaire or to participate in a focus group, then approval of the NU-IRB is required.

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

The Collaborative Institutional Training Initiative (CITI) Program provides research ethics instruction in various aspects of the Responsible Conduct of Research including human subjects protection, health information privacy and security, laboratory animal welfare, research misconduct, data management, authorship, peer review, conflict of interest, mentoring and collaborative science. National University uses the CITI program to remain in compliance with Federal and institutional policies regarding training as a condition before conducting research on human subjects, as well as to assure that research protocols are planned and conducted in an ethical manner and consistent with standards established by the NU-IRB.

The Office of the Institutional Review Board will only accept electronic protocol submissions via IRBNet ([www.irbnet.org](http://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](http://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](mailto: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](mailto:irb@nu.edu) or their academic advisor.

### **POLICY: Equal Opportunity, Harassment, and Nondiscrimination**

National University adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University does not discriminate in its admissions practices except as permitted by law, in its employment practices, or in its educational programs or activities on the basis of race, color,



national origin, ancestry, citizenship status, religion (including religious dress and grooming and having requested accommodation of bona fide religious belief or practice), military status, veteran status, marital status, registered domestic partner status, age, disability, protected medical condition, genetic information, political activity, sex/gender. As a recipient of federal financial assistance for education activities, National University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status or any other category protected by applicable state or federal law.

National University also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by National University policy.

Any member of the institutional community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the National University community on the basis of sex is in violation of the [Equal Opportunity, Harassment and Nondiscrimination Policy](#).

Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator (below). A report may be made at any time (including during non-business hours) by choosing the appropriate reporting form at [www.nu.edu/reportit](http://www.nu.edu/reportit).

Questions regarding discrimination, harassment and/or Title IX specifically, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy and/or for more information, please visit National University's [Civil Rights & Title IX Office website](#) or contact the Title IX Coordinator.

Individuals who believe they have experienced discrimination, harassment, and/or retaliation in violation of the National University [Equal Opportunity, Harassment and Nondiscrimination Policy](#) are encouraged to speak with their supervisor, a Human Resources Business Partner, an Official with Authority, or contact the Title IX Coordinator or Deputy directly:

**Title IX Coordinator**

Heather Tyrrell  
9388 Lightwave Ave.  
San Diego, CA 92123  
Telephone: (858) 640-8087  
Email: [htyrrell@nu.edu](mailto:htyrrell@nu.edu)

**Deputy Title IX Coordinator**

Andrea Boozer  
9388 Lightwave Ave.  
San Diego, CA 92123  
Telephone: (619) 375-8356  
Email: [aboozer@nu.edu](mailto:aboozer@nu.edu)

A person may also file a complaint with the appropriate federal, state, or local agency within the time frame required by law. Depending upon the nature of the complaint, the appropriate agency may be the federal Equal

Employment Opportunity Commission (EEOC), the U.S. Department of Education Office for Civil Rights (OCR), the Department of Justice, and/or the California Department of Fair Employment and Housing.

**California Department of Fair Employment & Housing**

2218 Kausen Drive, STE100  
Elk Grove, CA 95758  
(800) 884-1684  
(800) 700-2320 TDD Only  
[www.dfeh.ca.gov](http://www.dfeh.ca.gov)

**EEOC Field Office - San Diego**

555 West Beech Street, Suite 504  
San Diego, CA 92101  
(619) 900-1616  
(800) 669-6820 TTY

**OCR District Office - San Francisco Title IX Coordinator**

Office for Civil Rights  
U.S. Department of Education  
50 United Nations Plaza  
Mail Box 1200, Room 1545  
San Francisco, CA 94102  
Telephone: (415) 486-5555  
FAX: 415-486-5570; TDD: 800-877-8339  
Email: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov)

**Assistant Secretary for Civil Rights Title IX Coordinator**

Office for Civil Rights, National Headquarters  
U.S. Department of Education  
Lyndon Baines Johnson Dept. of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Telephone: 800-421-3481  
Fax: 202-453-6012; TDD: 800-877-8339  
Email: [OCR@ed.gov](mailto:OCR@ed.gov)

Within any Resolution Process related to the [Equal Opportunity, Harassment and Nondiscrimination Policy](#), National University will provide reasonable accommodations to persons with disabilities and religious accommodations, when that accommodation is consistent with state and federal law.

**PREGNANCY AND PARENTING POLICY**

National University is committed to creating and maintaining a community where all individuals enjoy freedom from discrimination, including discrimination on the basis of sex, as mandated by Title IX of the Education Amendments of 1972 (Title IX). Sex discrimination, which can include discrimination based on pregnancy, marital status, or parental status, is prohibited and illegal in admissions, educational programs and activities, hiring, leave policies, employment policies, and health insurance coverage. National University hereby establishes a policy and associated procedures for ensuring the protection and equal treatment of pregnant individuals, persons with pregnancy-related conditions, and new parents.

Under the Department of Education's (ED) Title IX regulations, an institution that receives federal funding "shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom." According to the ED, appropriate treatment of a pregnant student includes granting the student leave "for so long a period of time as is deemed medically necessary by the student's physician," and then effectively reinstating the student to the same status as was held when the leave began.

This generally means that pregnant students should be treated by National University the same way as someone who has a temporary disability and will be given an opportunity to make up missed work wherever possible. Extended deadlines, make-up assignments (e.g., papers, quizzes, tests, and presentations), tutoring, independent study, online course completion options, and incomplete grades that can be completed at a later date, should all be employed, in addition to any other ergonomic and assistive supports. To the extent possible, National University will take reasonable steps to ensure that pregnant students who take a leave of absence return to the same position of academic progress that they were in when they took leave, including access to the same course catalog that was in place when the leave began. The Title IX Coordinator or designee has the authority to determine that such accommodations are necessary and appropriate, and to inform faculty members of the need to adjust academic parameters accordingly.

As with disability accommodations, information about pregnant students' requests for accommodations will be shared with faculty and staff only to the extent necessary to provide the reasonable accommodation. Faculty and staff will regard all information associated with such requests as private and will not disclose this information to anyone, unless there is a legitimate need to know. Administrative responsibility for these accommodations lies with the Title IX Coordinator or designee, who will maintain all appropriate documentation related to accommodations.

In situations such as clinical rotations, performances, labs, and group work, the institution will work with the student to devise an alternative path to completion, if possible. In progressive curricular and/or cohort-model programs, medically necessary leaves are sufficient cause to permit the student to shift course order, substitute similar courses, or join a subsequent cohort when returning from leave.

Students are encouraged to complete the online form titled "Adjustment Request" which can be found at this link:

<https://www.nu.edu/title-ix/policies/> which will notify the Title IX Coordinator of your request. Students are encouraged to work directly with their faculty members and National University's support systems to devise a plan for how to best address the conditions as pregnancy progresses, anticipate the need for leaves, minimize the academic impact of their absence, and get back on track as efficiently and comfortably as possible. The Title IX Coordinator or designee, will assist with plan development and implementation as needed.

### **SCOPE OF POLICY**

This policy applies to all aspects of National University's program, including, but not limited to, admissions, educational programs and activities, extracurricular activities, and student leave policies.

### **Reporting**

Any member of the National University community may report a violation of this policy via the appropriate online form at this link: [reportit@nu.edu](mailto:reportit@nu.edu) or they may file a report with a supervisor, Human Resources Business Partner (HRBP) or the Title IX Coordinator. All employees at National University are considered "Responsible Employees/Mandated Reporters" and are required to promptly forward such reports to the Title IX Coordinator

via the online reporting form. The Title IX Coordinator and Title IX Team are responsible for overseeing reports of discrimination involving pregnant and parenting students.

#### **Title IX Coordinator**

Heather Tyrrell  
Institutional Equity Officer  
11255 N. Torrey Pines Road  
La Jolla, CA 92037  
(858) 642-8087  
htyrrell@nu.edu

Complaints may also be filed with the U.S. Department of Education's Office for Civil Rights at:

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

**Complaints may be filed online, using the form available, at [www.ed.gov/ocr/complaintintro.html](https://www.ed.gov/ocr/complaintintro.html)**

#### **DEFINITIONS**

- a. *Caretaking*: caring for and providing for the needs of a child.
- b. *Medical Necessity*: a determination made by a health care provider (of the NU community member's choosing) that a certain course of action is in the patient's best health interests.
- c. *Parenting*: the raising of a child by the child's parents in the reasonably immediate post-partum period.
- d. *Pregnancy and Pregnancy-Related Conditions*: include (but are not limited to) pregnancy, childbirth, false pregnancy, termination of pregnancy, conditions arising in connection with pregnancy, and recovery from any of these conditions.
- e. *Pregnancy Discrimination*: includes treating an individual affected by pregnancy or a pregnancy-related condition less favorably than similar individuals not so affected and includes a failure to provide legally mandated leave or accommodations.
- f. *Pregnant/Birth-Parent*: refers to the NU community member who is or was pregnant. This policy and its pregnancy-related protections apply to all pregnant persons, regardless of gender identity or expression.
- g. *Reasonable Accommodations*: (for the purposes of this policy) changes in the academic or typical operations that enables pregnant students of the NU community or those with pregnancy-related conditions to continue to pursue their studies and enjoy the equal benefits of National University.

#### **REASONABLE ACCOMMODATION OF STUDENTS AFFECTED BY PREGNANCY, CHILDBIRTH, OR RELATED CONDITIONS**

- a. National University and its faculty, staff, and other employees will not require students to limit their studies as the result of pregnancy or pregnancy-related conditions.
- b. The benefits and services provided to students affected by pregnancy will be no less than those provided to students with temporary medical conditions.

- c. National University students with pregnancy-related disabilities, like any student with a short-term or temporary disability, are entitled to reasonable accommodations so that they will not be disadvantaged in their courses of study, research and may seek assistance from the Office of Diversity, Equity & Inclusion.
- d. No artificial deadlines or time limitations will be imposed on requests for accommodations, but National University is limited in its ability to impact or implement accommodations retroactively.

**Reasonable accommodations may include, but are not limited to:**

- 1. Providing accommodations requested by a pregnant student to protect the health and safety of the individual and/or the pregnancy (such as allowing the individual to maintain a safe distance from hazardous substances);
- 2. Making modifications to the physical environment (such as accessible seating);
- 3. Providing mobility support;
- 4. Extending deadlines and/or allowing the student to make up tests or assignments missed for pregnancy-related absences;
- 5. Offering remote learning options;
- 6. Excusing medically-necessary absences (this must be granted, irrespective of classroom attendance requirements set by a faculty member, department, or division);
- 7. Granting leave per National University's Leave of Absence Policy or implementing incomplete grades for classes that will be resumed at a future date.

Breastfeeding individuals must be allowed reasonable time and space to pump breast milk in a location that is private, clean, and reasonably accessible. \*Bathroom stalls do not satisfy this requirement.

Nothing in this policy requires modification to the essential elements of any academic program. Pregnant students cannot be channeled into an alternative program or school against their wishes.

**MODIFIED ACADEMIC RESPONSIBILITIES POLICY FOR PARENTING STUDENTS**

- a. Students with child caretaking/parenting responsibilities who wish to remain engaged in their coursework while adjusting their academic responsibilities because of the birth or adoption of a child or placement of a foster child may request an academic modification period up to two (2) quarters during the first six (6) months from the time the child entered the home. Extensions may be granted when additional time is required by medical necessity or extraordinary caretaking/parenting responsibilities.
- b. During the modification period, the student's academic requirements will be adjusted and deadlines postponed as appropriate, in collaboration with the Title IX Coordinator or designee, the student's academic advisor, and the appropriate academic department(s).
- c. Students seeking a period of modified academic responsibilities may consult with their academic advisor, who will in turn contact the Title IX Coordinator or they may contact the Office of Diversity, Equity & Inclusion directly. The Title IX Coordinator or designee, will coordinate accommodation-related efforts with the advisors unless the students specifically requests that their advisors be excluded. Students are provided with a letter that details out approved accommodations and students are encouraged to work with their advisors and/or faculty members to reschedule course assignments, lab hours, examinations, or other requirements, and/or to reduce their overall course load, as appropriate, once authorization is received from the Title IX Coordinator or designee. If, for any reason, caretaking/parenting students are not able to work with their advisors/faculty members to obtain appropriate modifications, students should alert the Title IX Coordinator or designee, as soon as possible, who will help facilitate needed accommodations and modifications.
- d. In timed degree, certification or credentialing programs, students who seek modifications upon the birth or placement of their child will be allowed an extension of up to twelve (12) months to

- prepare for and take preliminary and qualifying examinations, and an extension of up to twelve (12) months toward normative time to degree while in candidacy, to the extent those deadlines are controlled by National University. Longer extensions may be granted in extenuating circumstances.
- e. Students can request modified academic responsibilities under this policy regardless of whether they elect to take a leave of absence.
  - f. While receiving academic modifications, students will remain registered and retain educational benefits accordingly.

### **LEAVE OF ABSENCE - ACADEMIC**

- a. As long as students can maintain appropriate academic progress, faculty, staff, or other National University employees will not require them to take a leave of absence, or withdraw from or limit their studies as the result of pregnancy, childbirth, or related conditions, but nothing in this policy requires modification of the essential elements of any academic program.
- b. Pursuant to Title IX, the University treats pregnancy and related conditions as justification for a leave of absence for as long a period of time as is deemed medically necessary by a student's physician. Enrolled students may elect to take a leave of absence because of pregnancy and/or the birth, adoption, or placement of a child. The leave term may be extended in the case of extenuating circumstances or medical necessity.
- c. Students taking a leave of absence under this policy will provide notice of the intent to take leave 30 calendar days prior to the initiation of leave, or as soon as practicable. In unforeseen circumstances, in which the situation prevents the student from doing so, the student may request a retroactive leave of absence under this policy.
- d. Intermittent leave may be taken with the advance approval of the Title IX Coordinator or designee, and students' academic department(s), when medically necessary.
- e. Students who elect to take leave under this policy may register under an [inactive/"on leave" etc. status] to continue their eligibility for certain benefits.
- f. To the extent possible, National University will take reasonable steps to ensure that upon return from leave, students will be reinstated to their program of study, in the same status as when the leave began.

### **LEAVE OF ABSENCE – STUDENTS RECEIVING FINANCIAL AID OR SCHOLARSHIPS**

- a. To avoid a disruption of financial aid funding, please review the National University leave of absence policy in the General Catalog.
  - A student will need to apply for a leave of absence through the Office of the Registrar to avoid cancelation of future financial aid disbursements and/or a return of Title IV funds due to a break of over 45 days.
  - If a student is no longer meeting Satisfactory Academic Progress (SAP) due to a break or breaks in attendance, they will be required to submit an appeal and provide supporting documentation to reinstate their eligibility.
- b. Continuation of students' scholarship, fellowship, or similar external sponsored funding during the leave term will depend on the students' registration status and the policies of the specific funding program regarding registration status.
- c. Students will not be negatively impacted by or forfeit their future eligibility for their scholarship, fellowship, or similar National University-supported funding by exercising their rights under this policy.
- d. The Title IX Coordinator or designee can and will advocate for students with respect to financial aid agencies and external scholarship providers in the event that a leave of absence places eligibility into question.

## **EMPLOYEE - LEAVE OF ABSENCE**

- a. If an employee is requesting a Leave of Absence, they must contact National University's Benefits Department at [benefits@nu.edu](mailto:benefits@nu.edu) or (858) 642-8199

## **STUDENT- EMPLOYEE LEAVE OF ABSENCE**

- b. If a student, who is also an employee is requesting a Leave of Absence, they must first contact National University's Benefits Department at [benefits@nu.edu](mailto:benefits@nu.edu) or (858) 642-8199, who will in turn collaborate with the Title IX Coordinator regarding approved accommodations.

## **RETALIATION AND HARASSMENT**

- a. Harassment of any member of National University community based on sex, gender identity, gender expression, pregnancy, or parental status is prohibited.
- b. Faculty, staff, and other National University employees are prohibited from interfering with any member of the National University community's right to take leave, seek reasonable accommodation, or otherwise exercise their rights under this policy.
- c. Faculty, staff, and other National University employees are prohibited from retaliating against any member of National University for exercising the rights articulated by this policy, including imposing or threatening to impose negative educational outcomes because a member of National University requests leave or accommodation, file a complaint, or otherwise exercise their rights under this policy (Please see *National University Equal Opportunity, Harassment and Nondiscrimination Policy* for more details).

## **DISSEMINATION OF THE POLICY AND TRAINING**

A copy of this policy will be published in the General Catalog and posted on the National University, Title IX website. All new members of the National University community will be made aware of this policy and the location of this policy during the enrollment and/or new hire process. All students and employees will be provided with a copy annually. The Office of Diversity, Equity and Inclusion will make additional educational materials available to all members of the National University community to promote compliance with this policy and familiarity with its procedures.

This policy and procedure were implemented in April 2018 and updates were made to this document in July 2020.

## **STUDENT CODE OF CONDUCT**

### **Preface**

National University (NU) is dedicated to making lifelong learning opportunities accessible, challenging, and relevant to a diverse student population. Consistent with the University mission, rights and responsibilities are extended to all members of our University community.

Community exists on the basis of shared values and principles. NU student community members are expected to uphold and abide by certain standards of conduct which form the basis of the Student Code of Conduct. These standards are embodied within the below set of core values.

### **Core Values of Student Conduct at National University**

- **Integrity:** National University students exemplify honesty, honor and a respect for the truth in all of their dealings.
- **Community:** National University students build and enhance their community.

- **Social Justice:** National University students are just and equitable in their treatment of all members of the community and act to discourage and/or intervene to prevent unjust and inequitable behaviors.
- **Respect:** National University students show positive regard for each other, for property and for the community.
- **Responsibility:** National University students are given and accept a high level of responsibility to self, to others, and to the community.

National University students are solely responsible for having knowledge of information, policies and procedures outlined within this policy. The Office of Student Conduct (OSC) reserves the right to change this code as deemed necessary; posted changes are effective immediately.

Students are encouraged to check online at <https://www.nu.edu/student-services/StudentConduct/> for the most current version of all policies and procedures.

### **Conflict Resolution Options**

Whenever appropriate, community members should consider alternative dispute resolution in the following forms. Some important exceptions include offenses including sexual violence, physical threat/violence, or when there is a concern a physical threat may develop with continued contact between the parties.

- Involvement of a Supervisor or Academic Program Leadership
- **University Ombuds Office**  
» (858) 642-8368 or [ombuds@nu.edu](mailto:ombuds@nu.edu)
- Consider switching communication methods (e.g., discussion via phone rather than email)

## **SECTION 1: MISSION AND PHILOSOPHY STATEMENTS**

### **1.1 Mission Statement**

The OSC seeks to enhance student learning and personal development by creating an educationally purposeful, ethical and caring community, while protecting the interests of the larger National University community. Through the fair, timely and consistent administration of the student conduct process, the OSC promotes student learning with the guiding principles of integrity, community, social justice, respect and responsibility.

### **1.2 Philosophy Statement**

The NU community is committed to fostering an environment that is conducive to academic inquiry, a productive campus life, and thoughtful study and discourse. The OSC is entrusted to maintain balance between the interests of individual students and those of the University community. This community exists on the basis of shared values and principles, which all members are expected to uphold and abide by. Specific to students, these shared principles of behavior form the basis of the Student Code of Conduct. These standards are embodied within a set of core values that include integrity, community, social justice, respect and responsibility.

When members of the University community fail to exemplify these five values by engaging in violation of the standards below, it is the responsibility of all staff, faculty, students, and other community members to encourage behavior change. Specifically, the OSC establishes norms, documents, intervenes, and leads development and assertion of these standards.



The student conduct process at National University is not intended to punish students; rather, it exists to protect the interests of the community and to challenge those whose behavior in some way compromises the productivity of academic pursuits. Sanctions are intended to challenge students' moral and ethical decision-making and to help them bring their behavior into accord with our community expectations. When a student is unable to conform their behavior to community expectations, the student conduct process may determine the student should no longer share in the privilege of participating in this community.

Procedures and rights in student conduct procedures are conducted with fairness to all but are not held to the same protections of due process afforded by the courts during civil or criminal proceedings. Due process, as defined within these procedures, assures written notice and an Educational Conference (EC) with an objective decision-maker (only in the case of an investigation – not solely a complaint). No student will be found in violation of National University policy without showing it is more likely than not that a policy violation occurred and any sanctions will be proportionate to the severity of each violation and to the cumulative conduct history of the student.

## **SECTION 2: POLICY ADMINISTRATION AND DESIGNATIONS**

### **2.1 Interpretation and Revision**

OSC will develop procedural rules for the administration of conduct proceedings and/or appeals that are consistent with provisions of the Student Code of Conduct. Material deviation from these rules will, generally, only be made as necessary and will include reasonable advance notice to the parties involved, either by posting online and/or in the form of written communication. The OSC may vary procedures with notice upon determining that changes to law or regulation require policy or procedural alterations not reflected in this Code. The OSC may make minor modifications to procedure that do not materially jeopardize the fairness owed to any party. Any question of interpretation of the Student Code of Conduct will be referred to the OSC, whose interpretation is final. The Student Code of Conduct will be updated annually.

### **2.2 University as Convener**

The University is the convener of every action under this Code. Within that action, there are several roles. The Respondent is the person who is alleged to have violated the Code. The party bringing the complaint is the Reporter, who may be a student, employee, visitor or guest.

The Reporter may, if they so choose, be present and participate in the process as fully as the Respondent. There are Witnesses, who may offer information regarding the allegation. There is an Investigator(s) whose role is to present the allegations and share the evidence that the University has obtained regarding the allegations.

### **2.3 Group Violations**

A student group or organization and its officers and membership may be held collectively and individually responsible when violations of this code by the organization or its member(s):

- Take place at organization-sponsored or co-sponsored events, whether sponsorship is formal or tacit;
- Have received the consent or encouragement of the organization or of the organization's leaders or officers; or
- Were known or should have been known to the membership or its officers.

Investigations for student groups or organizations follow the same general student conduct procedures. In any such action, individual determinations as to responsibility will be made and sanctions may be assigned collectively and individually and will be proportionate to the involvement of each individual and the organization.

## **2.4 Amnesty**

Amnesty means that current students can avoid informal and formal University disciplinary action and the creation of a formal disciplinary record under the circumstances described below. Records regarding the provision of amnesty are maintained. Abuse of amnesty requests can result in a decision by the OSC not to extend amnesty to the same person repeatedly.

### **2.4.1 For Victims**

The University provides amnesty to victims who may be hesitant to report to University officials because they fear that they themselves may be accused of minor policy violations, such as underage drinking, at the time of the incident. Educational options will be explored, but no conduct proceedings or conduct record will result.

### **2.4.2 For Those Who Offer Assistance**

To encourage students to offer help and assistance to others, the University pursues a policy of amnesty for minor violations when students offer help to others in need. At the discretion of the OSC, amnesty may also be extended on a case-by-case basis to the person receiving assistance. Educational options will be explored, but no conduct proceedings or conduct record will result.

### **2.4.3 For Those Who Report Serious Violations**

Students who are engaged in minor violations but who choose to bring related serious violations by others to the attention of the University are offered amnesty for their minor violations. Educational options will be explored, but no conduct proceedings or record will result.

## **SECTION 3: JURISDICTION**

The *Student Code of Conduct* is published annually in the University General Catalog, and the policy is available on the National University Office of Student Conduct website. Hard copies are available by request from the OSC ([osc@nu.edu](mailto:osc@nu.edu)). Students are responsible for having read and abiding by the provisions of the Student Code of Conduct.

The *Student Code of Conduct* and the student conduct process apply to the conduct of all students, both undergraduate and graduate, and all National University- affiliated student organizations. For the purposes of student conduct, National University considers an individual to be a student when an offer of admission has been extended, a student identification number has been issued, and thereafter, as long as the student is eligible to enroll in courses at the University. The Code also applies to guests of students, whose hosts may be held accountable for the misconduct of their guests. Visitors to, and guests of, National University may seek resolution of violations of the *Student Code of Conduct* committed against them by members of the National University student body.

National University retains conduct jurisdiction over students who choose to take a leave of absence, withdraw, or have graduated; for any misconduct that occurred prior to the leave, withdrawal, or

graduation. The University will retain jurisdiction even when misconduct is reported after the student has left, withdrawn, or graduated from the University.

There is no time limit on reporting violations of the Student Code of Conduct; however, the longer someone waits to report an offense, the harder it becomes for National University officials to obtain information and witness statements, and to make determinations regarding alleged violations.

The *Student Code of Conduct* applies to behaviors that take place on a campus, online, at University-sponsored events and may also apply off-campus when the OSC determines that the off-campus conduct affects National University constituents or its interests. National University interest is defined to include:

- Any situation where it appears that the student's conduct may present a danger or threat to the health or safety of themselves or others;
- Any situation that significantly impinges upon the rights, property, or achievements of self or others, or significantly breaches the peace and/or causes social disorder; and/or
- Any situation that is detrimental to the educational mission and/or interests of National University.

The *Student Code of Conduct* may be applied to behavior conducted online, via email, social media and all other types of electronic medium. Students should also be aware that online postings such as blogs, web postings, chats and social networking sites are in the public sphere and are not private. These postings can subject a student to allegations of conduct violations if evidence of policy violations is posted online. However, most online speech by students not involving National University networks or technology will be protected as free expression and not subject to this Code, with two notable exceptions:

- A true threat, defined as a threat that a reasonable person would interpret as a serious expression of intent to inflict bodily harm upon specific individuals.
- Speech posted online about National University or its community members that causes a significant on-campus disruption.

Though anonymous complaints are permitted, doing so may limit National University's ability to investigate and respond to an allegation. Those who are aware of misconduct are encouraged to file a report as quickly as possible to the OSC.

A responding student facing an alleged violation of the Student Code of Conduct is not permitted to withdraw from National University until all allegations are resolved. Official transcripts and/or diploma may be withheld until the allegations are resolved.

University-assigned student email addresses are the primary means of communication at National University as well as the OSC. In addition, students may be required to meet in-person, via phone, or through videoconferencing, when necessary. Students are responsible for keeping their contact information up to date and are responsible for all communications received to their means of contact as they are documented in official University records. Failure to check and/or respond to email or voicemail is NOT an acceptable excuse for failing to respond to an official communication.

#### **SECTION 4: VIOLATIONS OF THE LAW**

Alleged violations of federal, state and local laws may be investigated and addressed under the Student Code of Conduct. When an offense occurs over which National University has jurisdiction, the National University

conduct process will usually go forward notwithstanding any criminal complaint that may arise from the same incident.

National University reserves the right to exercise its authority of interim suspension upon notification that a student is facing criminal investigation and/or complaint. Interim suspensions are imposed until an EC can be held, typically within two (2) weeks. The EC may resolve the allegation or may help to determine if the interim suspension should be continued. The interim suspension may be continued if a danger to the community is posed, and National University may be delayed or prevented from conducting its own investigation and resolving the allegation by the pendency of the criminal process. In such cases, National University will only delay its process until such time as it can conduct an internal investigation or obtain sufficient information independently or receive a report from law enforcement to proceed. This delay will be no longer than two (2) weeks from notice of the incident unless a longer delay is requested and substantiated in writing by the Reporter or Respondent, or to allow the criminal investigation to proceed before the National University process. Students accused of crimes may request to take a Leave of Absence (LOA) from National University until the criminal charges are resolved. In such situations, the National University procedure for voluntary leaves of absence is subject to the following conditions:

- The responding student must comply with all campus investigative efforts that will not prejudice their defense in the criminal trial;
- The responding student must comply with all interim actions and/or restrictions imposed during the leave of absence;
- The responding student must agree that, in order to be reinstated to active student status, they must first be subject to, and fully cooperate with, the campus conduct process and must comply with all sanctions that are imposed; and
- This Leave of Absence will not prevent enrollment status from being reported as scheduled. Students receiving Financial Aid should contact the Financial Aid department to help determine impact of voluntary LOA.

## **SECTION 5: THE RULES**

### **5.1 Core Values and Behavioral Expectations**

National University considers the behavior described in the following sub-sections as inappropriate for the NU community and in opposition to the core values set forth in this document. These expectations and rules apply to all students, whether undergraduate, graduate, or non-degree seeking. National University encourages community members to report all incidents that involve the following actions to the OSC. Any student found to have committed or to have attempted to commit the following misconduct is subject to the sanctions outlined in the student conduct process.

### **5.2 General Standards of Conduct for Online Students**

Freedom of speech and expression is valued in the academic setting. Equally valued is the respect given to University computer systems and information technology. To that end, students will adhere to the following online standards of conduct:

- Access National University courses only for lawful purposes.
- Respect the privacy of other members of the class and other students.
- Respect the integrity of the University's computer systems.

- Respect the diversity of opinions among the instructor and members of the class and respond to them in a courteous manner. Electronic communication consisting of all caps, large font, or bold print may be considered unprofessional and a form of verbal abuse.
- Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation to the instructor and members of the class. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, sexist (or sexual orientation), or racist nature, and the unwanted sexual advances or intimidations by email, or on discussion boards and postings in course shells.
- Abide by all rules and regulations published by the University and agree to be subject to disciplinary actions as described in this Code of Conduct and all policies as described in the General Catalog.

### **5.2.1 Integrity**

National University students exemplify honesty, honor and a respect for the truth in all of their dealings. Behavior that violates this value includes, but is not limited to:

#### **5.2.1.1 Academic Dishonesty**

Academic dishonesty violations will be addressed by the instructor utilizing the guidance in the Faculty Handbook on Academic Integrity and Ethics. The instructor will subsequently report any violation that occurs at the University to the OSC at the following link: [www.nu.edu/reportit](http://www.nu.edu/reportit). The OSC is responsible for adjudication utilizing the rubric below and tracking of all academic integrity violations that occur at the University.

In the case of academic integrity violations, the student may be subject to both classroom/program as well as institutional sanctions. Classroom or program-specific sanctions will be issued at the discretion of the instructor of record/program leadership (e.g., penalized grade or program dismissal), whereas the OSC will assess the appropriateness of and enact educational and/or disciplinary sanctions.

An incident or string of incidents will generally be considered a single violation up until the point a student receives notice of the violation; additional infractions occurring after that point will be considered separately for purposes of this rubric. General guidance on substantial issues of interpretation of the sanction rubric may be provided by the Academic Program Lead (APL) or the OSC.

Each incident the student is found responsible for will constitute one cumulative point toward Academic Dishonesty Sanctions listed below. Points are assigned per incident regardless of the number of violations. Also, an additional point may be accrued if the charges involve one or more of the following: senior project, thesis, surrogate, graduate course, altering grades, candidacy/qualifying exam, and/or program professional/clinical standards (credential/nursing/MAC).

#### **Examples of Academic Dishonesty and Plagiarism**

Below are examples of academic integrity infractions. This list is NOT all inclusive and students are considered responsible for maintaining integrity in their academic pursuits at all times.

- Referencing content from websites without citation or paraphrase (websites may be referenced for academic work but must be cited by the date referenced).
- Intentional close paraphrasing of the published or unpublished work of another author or authors without proper in-text attribution.
- Submitting as your own original work any paper, article, report, presentation, or book chapter written by another author or authors.

- Submitting as your own original work any assignment that includes content purchased from a commercial service or another person.
- Submitting a paper or other assignment previously written for another course (at National University or other institution) without explicit permission from the faculty of the current course.
- Submitting a paper or other assignment that contains any published materials that have been duplicated word-for-word without citation or proper attribution.
- Writing a paper (or any assignment) on behalf of another student.
- Providing and/or citing references that were not actually used in your work giving the impression that authentic research was conducted.
- Speaking in public (in the form of a speech, lecture or presentation) where any content in that presentation is misrepresented as your own original work or intellectual property.
- Unauthorized collaboration with others on homework assignments.
- Attempting to obtain access to test questions or advance copies of an exam in advance of the exam.
- Publishing or otherwise making available evaluation materials, essay prompts, or other protected documentation from University coursework or services.

**Sanction points are cumulative over the length of the student's tenure at National University.**

#### **Office of Student Conduct Points/Sanctions**

Sanction points for academic dishonesty are as follows:

**1 Point** = Written Warning

**2 Points** = Educational Sanction (ex. paper on academic dishonesty/ethics)

**3 Points** = Educational and Disciplinary Sanctions (ex. paper and disciplinary probation and/or suspension)

**4 Points** = Separation Proceedings

#### **5.2.1.2 Unauthorized Access**

Unauthorized access to any University building (i.e., keys, cards, etc.) or unauthorized possession, duplication or use of means of access to any University building or failing to timely report a lost University identification card or key.

#### **5.2.1.3 Collusion**

Action or inaction with another or others to violate the Student Code of Conduct, which includes but is not limited to:

- Students are subject to disciplinary action for knowingly acting in concert with others to violate University policies and/or regulations.
- Students are subject to disciplinary action for being aware of the existence of a violation of University policies and/or regulations and failing to take reasonable action to report the violations in a timely manner.
- Students are always responsible for the actions of their guests that are on campus visiting a member of the campus community.

#### **5.2.1.4 Trust**

Violations of positions of trust within the community and/or deliberately misleading University officials or agents who are attempting to gain information for University business.

#### **5.2.1.5 Election Tampering**

Tampering with the election of any National University-recognized student organization (minor election code violations are addressed by the Associate Director of NU Scholars Program).

#### **5.2.1.6 Taking of Property**

Intentional and unauthorized taking of National University property or the personal property of another, including goods, services and other valuables; attempting to take, sell or keep in one's possession, including but not exclusively, items of National University property or items belonging to students, faculty, staff, student groups, visitors or to others within the larger community whether on or off campus.

#### **5.2.1.7 Stolen Property**

Knowingly taking or maintaining possession of stolen property.

### **5.2.2 COMMUNITY**

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

#### **5.2.2.1 Disruptive Behavior**

Disruption of University operations including non-adherence to and/or disregard for location-specific rules and behavioral expectations such as, but not limited to, the library, computer, science and/or simulation labs.

**Disruptive behaviors are separated into two different categories: Minimum and Significant.**

#### **Minimum**

Minor disruption of University operations which occur on/off campus or online will be addressed by the Professor, Academic Program Lead, Director or Manager of the University department where the behavior occurred, and documented for the department file.

Examples include, but are not limited to:

- Repeated and disruptive tardiness to class or appointments
- Eating and/or drinking (if not permitted)
- Electronic devices going off
- Email or phone harassment (1-3 separate instances within a short time frame)
- Performing a distracting repetitive act such as tapping feet or fingers, popping gum, or loud talking
- Disrespectful engagement online or in-person

#### **Significant**

Substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities which occur on/off campus or online must be reported immediately and will be addressed by the OSC.

Persistent Minimum-level behaviors can become Significant level concerns. When reporting persistent minimum level behaviors, that have risen to the significant level, please provide the OSC with adequate documentation regarding prior occurrences, including all attempts at addressing the behavior at the department level.

Examples include, but are not limited to:

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

#### **5.2.2.2 Disorderly Assembly**

Causing, inciting or participating in any disturbance that presents a clear and present danger to others, causes physical harm to others, or damage and/or destruction of property, which includes, but is not limited to, the following:

**1.0** Assembling on campus for the purpose of disrupting classes, seminars, meetings, research projects, or activities of the University

**1.1** Assembling on campus for the purpose of creating or attempting to create a riot, destroying property or creating a disorderly diversion that interferes with the normal operation of the University (i.e., water balloon or water gun fights, egging incidents, etc.)

**1.2** Obstructing the freedom of movement of other persons to and from University facilities or materially interfering with the normal operation of the University.

**1.3** Engaging in abuse of or unauthorized use of sound amplification equipment indoors or outdoors during class hours. (Any use of sound amplification equipment must be cleared in advance though the Center Director of the specific campus where the event will take place. For student organizations, this must first be cleared by the Office of Student Engagement and Leadership and then the Center Director.)

#### **5.2.2.3 Unauthorized Entry**

Misuse of access privileges to University premises or unauthorized entry to or use of buildings, including trespassing, propping open or unauthorized use of alarmed doors for entry into or exit from a University building.

#### **5.2.2.4 Forgery/Fraud**

Altering University documents or knowingly providing false information.

#### **5.2.2.5 Damage and Destruction**

Intentional, reckless and/or unauthorized damage to or destruction of University property or the personal property of another.

#### **5.2.2.6 IT and Acceptable Use**

Violations in this category would include, but are not limited to:

**1.0** Unauthorized entry into a file to use, read or change the contents, or for any other purpose

**1.1** Unauthorized transfer of a file

**1.2** Unauthorized use of another individual's identification and password

**1.3** Use of computing facilities to view or send indecent, obscene, threatening or abusive messages

**1.4** Use of computer facilities that violate copyright laws including the unauthorized distribution of copyrighted material via file sharing

**1.5** Inappropriate use of social media (including but not limited to Facebook, Instagram, Tic Tok, Twitter, Snapchat, Vine, blogs, etc.)



**1.6** Use of computing facilities to interfere with the normal operation of the Office of Information Technology

**5.2.2.7 Gambling**

Gambling as prohibited by the laws of the State of California; (Gambling may include video games, dice, raffles, lotteries, sports pools, online betting activities, any other game of skill or chance played for money.)

**5.2.2.8 Weapons**

Possession, use, or distribution of explosives (including fireworks and ammunition), guns (including air, BB, paintball, facsimile weapons and pellet guns), or other weapons or objects deemed dangerous such as arrows, axes, machetes, nun chucks, throwing stars, or non-folding knives with a blade of longer than 4 inches, mace or pepper spray, chemical weapons, darts, box cutters, including the storage of any item that falls within the category of a weapon in a vehicle parked on University property.

**5.2.2.9 Smoking or Tobacco**

Smoking or tobacco sale or use in any area of National University facilities, vehicles, and outside stairways.

Students who smoke are required to smoke outside and at a minimum of 25 feet away from a building. Smoking materials must be properly disposed of in appropriately designated receptacles.

**5.2.2.10 Fire Safety**

Violation of local, state, federal or campus fire policies including, but not limited to:

1.0 Intentionally or recklessly causing a fire which damages University or personal property or which causes injury

1.1 Failure to evacuate a National University-controlled building during a fire alarm

1.2 Improper use of National University fire safety equipment

1.3 Tampering with or improperly engaging a fire alarm or fire detection/control equipment while on National University property. There is the possibility that such action may result in a local fine in addition to National University sanctions.

**5.2.2.11 Ineligible Pledging or Association**

Pledging or associating with a student organization without having met eligibility requirements established by National University.

**5.2.2.12 Animals**

Animals and pets, with the exception of service animals for persons with disabilities, are not permitted in any University facility. Students who have questions on whether their animal will be allowed on campus due to a disability are responsible to contact the Student Accessibility Services (SAS) team. (Please visit [www.nu.edu/sas](http://www.nu.edu/sas) for more information).

**5.2.2.13 Wheeled Devices**

Skateboards, roller blades, roller skates, bicycles and similar wheeled devices are not permitted inside National University buildings. Additionally, skateboards and other wheeled items may not be ridden on railings, curbs, benches, or any such fixtures that may be damaged by these activities, and individuals may be liable for damage to National University property caused by these activities.

### **5.2.3 SOCIAL JUSTICE**

National University students recognize that respecting the dignity every person is essential for creating and sustaining a flourishing university community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others. Conduct that violates this value includes, but is not limited to:

#### **5.2.3.1 Discrimination**

Any act or failure to act that is based upon an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status), that is sufficiently severe in that it limits or denies the ability to participate in or benefit from the University's educational programs or activities. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

#### **5.2.3.2 Unwelcome Harassment**

Any unwelcome conduct in-person or online, on the basis of an individual or group's actual or perceived status (sex, gender, race, color, age, creed, national or ethnic origin, physical or mental disability, veteran status, pregnancy status, religion, sexual orientation or other protected status).

Any unwelcome conduct should be reported to a campus official, who will act to remedy and/or resolve reported incidents on behalf of the parties involved and the community. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

#### **1.0 Hostile Environment**

Sanctions can and will be imposed for the creation of a hostile environment only when unwelcome harassment is sufficiently severe, pervasive or persistent, and objectively offensive that it unreasonably interferes with, limits or denies the ability to participate in or benefit from the University educational or employment program or activities. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

#### **5.2.3.3 Retaliatory Discrimination or Harassment**

Any intentional, adverse action taken by a responding individual or allied third party, absent legitimate nondiscriminatory purposes, against a participant or supporter of a participant in a civil rights grievance proceeding or other protected activity under this Code. To be considered retaliation, a causal connection is required between a materially adverse action and the act of:

**1.0** Reporting an allegation; or

**1.1** Participating in support of an investigation.

A materially adverse action is one that would dissuade a reasonable person from reporting an allegation of a policy violation under this Code. A determination of whether an action is materially adverse is made on a case-by-case basis. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

#### **5.2.3.4 Bystanding**

Students are expected to "reasonably" respond to assist other students in need.

**1.0** Complicity with or failure of any student to appropriately address known or obvious violations of the Code of Student Conduct or law

**1.1** Complicity with or failure of any organized group to appropriately address known or obvious violations of the Code of Student Conduct or law by its members

#### **5.2.3.5 Abuse of Conduct Process**

Abuse or interference with, or failure to comply in, University processes including conduct and academic integrity conferences, including, but not limited to:

**1.0** Falsification, distortion, or misrepresentation of information

**1.1** Failure to provide, destroying or concealing information during an investigation of an alleged policy violation

**1.2** Attempting to discourage an individual's proper participation in, or use of, the campus conduct system

**1.3** Harassment (verbal or physical) and/or intimidation of a member of a campus conduct body prior to, during, and/or following a campus conduct proceeding

**1.4** Failure to comply with the sanction(s) imposed by the campus conduct system

**1.5** Influencing, or attempting to influence, another person to commit an abuse of the campus conduct system

#### **5.2.4 RESPECT**

National University students show positive regard for each other and for the community. Behavior that violates this value includes, but is not limited to:

##### **5.2.4.1 Harm to Persons**

Intentionally or recklessly causing physical harm or endangering the health or safety of any person.

##### **5.2.4.2 Threatening Behaviors**

Students should not be engaged in any behavior that seeks to threaten or intimidate others, thereby disrupting the ability to maintain a positive environment conducive to learning.

###### **1.0 Threat**

Written or verbal conduct that causes a reasonable expectation of injury to the physical health, mental health, or safety of any person or damage to any property.

###### **1.1 Intimidation**

Intimidation defined as implied threats or acts that cause a reasonable fear of emotional, mental or physical harm in another.

##### **5.2.4.3 Bullying and Cyberbullying**

Bullying and cyberbullying are repeated and/or severe aggressive behaviors that intimidate or intentionally harm or control another person physically or emotionally and are not protected by freedom of expression.

##### **5.2.4.4 Hazing**

Defined as an act that endangers the mental or physical health or safety of a student, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent, failing to discourage or failing to report those acts may also violate this policy. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

#### **5.2.4.5 Intimate Partner/ Relationship Violence**

Violence or abuse by a person in an intimate relationship with another. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information).

#### **5.2.4.6 Stalking**

Stalking is a course of conduct directed at a specific person that is unwelcome and would cause a reasonable person to feel fear. This would include persistent contact via electronic mediums (Facebook, Instagram, Email, Text Message, etc.). (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

#### **5.2.4.7 Sexual Misconduct**

Includes, but is not limited to, sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, or sexual exploitation. (Please see National Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

#### **5.2.4.8 Public Exposure**

Includes deliberately and publicly exposing one's intimate body parts, public urination, defecation, and public sex acts. (Please see National University Equal Opportunity, Harassment and Nondiscrimination Policy for more information.)

### **5.2.5 RESPONSIBILITY**

National University students are given and accept a high level of responsibility to self, to others and to the community. Behavior that violates this value includes, but is not limited to:

#### **5.2.5.1 Alcohol**

Use, possession or distribution of alcoholic beverages or paraphernalia while on University property.

#### **5.2.5.2 Illegal Drugs**

Use, possession or distribution of illegal drugs or other controlled substances or drug paraphernalia while on University property.

#### **5.2.5.3 Prescription Medications**

Abuse, misuse, sale or distribution of prescription or over-the-counter medications while on University property.

#### **5.2.5.4 Failure to Comply**

Failure to comply with the reasonable directives of University officials or law enforcement officers during the performance of their duties and/ or failure to identify oneself to these persons when requested to do so.

#### **5.2.5.5 Financial Responsibilities**

Failure to promptly meet financial responsibilities to the institution, including, but not limited to; knowingly passing a worthless check or money order in payment to the institution or to an official of the institution acting in an official capacity.

#### **5.2.5.6 Arrest**

Failure of any student to accurately report an off-campus arrest by any law enforcement agency for any crime (including non-custodial or field arrests) to the OSC within seventy-two (72) hours of release.

#### **5.2.5.7 Other Policies**

Violating other published University policies, regulations or rules.

Students are subject to the specific policies in the academic handbook of the program in which they are enrolled. Students registered in courses that involve clinical rotations, student teaching or internships are also subject to the specific policies of those allied third-party sites.

#### **5.2.5.8 Health and Safety**

Creation of health and/or safety hazards (dangerous pranks, hanging out of or climbing from/on/in windows, balconies, roofs, etc.).

#### **5.2.5.9 Violations of Law**

Evidence of violation of local, state or federal laws, when substantiated through the University's conduct process.

### **SECTION 6: OVERVIEW OF THE CONDUCT PROCESS**

This overview gives a general idea of how the University's campus conduct proceedings work, but it should be noted that not all situations are of the same severity or complexity. Thus, these procedures are flexible, and are not the same in every situation, though consistency in similar situations is a priority. The campus conduct process and all applicable timelines commence with notice to an administrator of a potential violation of University rules.<sup>1</sup>

#### **6.1 Notice of Alleged Violation**

Any member of the University community, visitor or guest may allege a policy violation(s) by a student for misconduct under this Code by filling out the form found at this link ([www.nu.edu/reportit](http://www.nu.edu/reportit)) with all pertinent details.

Notice may also be given to the OSC (or designee), the Title IX Coordinator, or any member of the Equity Grievance Process (EGP) 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.

In Title IX related issues, the "administrator" is any "mandated reporter" as defined under the Equal Opportunity, Harassment and Non-Discrimination policy.

#### **6.2 STEP 1: Initial Inquiry Leading to Warning Letter or Notice of Investigation (NOI)**

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

- A determination that there is insufficient evidence to pursue the investigation because the behavior alleged, even if proven, would not violate the Student Code of Conduct (e.g., for reasons such as mistaken identity or allegations of behavior that falls outside the Code); or
- A determination that there is sufficient evidence to issue student a Warning Letter, describing the problematic behavior in violation of the Student Code of Conduct and requesting specific behavior change; (a Warning Letter and the resulting requests do not carry sanctions and are therefore not eligible for appeal); or
- A determination that there is sufficient evidence to conduct a more comprehensive investigation, usually through the use of an EC. A formal notice of investigation will be issued to the responding party.

### **6.3 STEP 2: Educational Conference (EC)**

When an EC is held, the possible outcomes include:

- A decision not to pursue the allegation based on a lack of or insufficient evidence. The matter should be closed, and records should so indicate.
- A decision on the allegation, also known as a resolution to an allegation. If necessary, additional investigation and/or ECs may be held prior to closing the investigation and recommending sanction(s).

If a decision on the allegation is made and the finding is that the responding student is not responsible for violating the Code, the process will end. If/when the CO conducting the EC determines that it is more likely than not that the responding student is in violation, the CO will close the investigation and recommend final sanction(s) to the OSC.

### **6.4 STEP 3: Review and Finalize Sanction(s)**

If the student is found in violation(s), sanction(s) will be recommended by the CO to the OSC (based on precedent, prior violations of a similar nature that may indicate pattern, etc.), who will review and finalize the sanctions, subject to the University appeals process by any party to the complaint.

### **6.5 Conduct Sanctions**

One or more of following sanctions may be imposed upon any student found responsible for any single violation of the Student Code of Conduct:

#### **1.0 Warning**

An official written notice that the student has violated University policies and/or rules and that more severe conduct action will result should the student be involved in any other violations while the student is enrolled at the University.

#### **1.1 Restitution**

Compensation for damage caused to the University or any person's property. This could also include situations such as failure to return a reserved space to proper condition – labor costs and expenses. This is not a fine but, rather, a repayment for labor costs and/or the value of property destroyed, damaged, consumed, or stolen.

#### **1.2 Community/University Service Requirements**

For a student or organization to complete a specific supervised community or University service.

#### **1.3 Loss of Privileges**

The student will be denied specified privileges for a designated period of time.

#### **1.4 Confiscation of Prohibited Property**

Items whose presence is in violation of University policy will be confiscated and will become the property of the University. Prohibited items may be returned to the owner at the discretion of the OSC and/or Campus Security.

#### **1.5 Behavioral Requirement**

This includes required activities including, but not limited to, seeking academic counseling or substance abuse counseling, writing a letter of apology, etc.

#### **1.6 Educational Program**

Requirement to attend, present and/or participate in a program related to the violation. It may also be a requirement to sponsor or assist with a program for others on campus to aid them in learning about a specific topic or issue related to the violation for which the student or organization was found responsible. Audience may be restricted.

#### **1.7 University Probation**

The student is placed on official notice that, should further violations of University policies occur during a specified probationary period, the student may face suspension or expulsion. Regular probationary meetings may also be imposed.

#### **1.8 Eligibility Restriction**

The student is deemed “not in good standing” with the University for a specified period of time. Specific limitations or exceptions may be granted by the OSC and terms of this conduct sanction may include, but are not limited to, the following:

- a. Ineligibility to hold any office in any student organization recognized by the University or hold an elected or appointed office at the University; or
- b. Ineligibility to represent the University to anyone outside the University community in any way including: participating in a study tour or study abroad program, attending conferences, or representing the University at an official function, event or competition as a competitor, manager or student coach, etc.

#### **1.9 Records, Enrollment, and/or Graduation Hold**

A hold may be placed on the student’s ability to re-enroll and/ or obtain official transcripts and/or graduate, and all sanctions must be satisfied prior to release of records, re-enrollment, or graduation/ degree conferral.

#### **1.10 University Suspension**

Separation from the University for a specified minimum period, after which the student is eligible to return. Eligibility may be contingent upon satisfaction of specific conditions noted in the Decision Letter at the time of suspension. During the suspension period, the student is banned from all university property, functions, events, activities, online classes and/or NU Commons Facebook activity without prior written approval from the OSC (or designee). This sanction may be enforced with a trespass action as necessary.

#### **1.11 University Expulsion**

Permanent separation from the University. The student is banned from all University property and the student’s presence at any University-sponsored activity or event (including alumni events) is prohibited. This action may be enforced with a trespass action as necessary.

#### **1.12 Revocation of Degree**

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

### **1.13 Other Sanctions**

Additional or alternate sanctions may be created and designed as deemed appropriate to the offense with the approval of the OSC or designee.

The following sanctions may be imposed upon groups or organizations found to have violated the Student Code of Conduct:

- One or more of the sanctions listed above; and/or
- Deactivation, de-recognition, loss of all privileges (including status as a University-registered group/organization), for a specified period.

### **6.6 Parental Notification**

The University reserves the right to notify the parents/guardians of dependent students regarding any conduct situation, particularly alcohol and other drug violations. The University may also notify parents/guardians of non-dependent students who are under the age of 21 of alcohol and/or other drug violations. Parental notification may also be utilized discretionarily by administrators when permitted by FERPA or consent of the student.

### **6.7 Notification of Outcomes**

The outcome of a conduct proceeding is part of the education record of the responding student and is protected from release under the Federal Education Rights and Privacy Act (FERPA), except under certain conditions. As allowed by FERPA, when a student is accused of a policy violation that would constitute a "crime of violence" or forcible or non-forcible sex offense, National University will inform the alleged victim in writing of the final results of a conduct proceeding and/or an appeal panel regardless of whether the University concludes that a violation was committed. Such release of information may only include the responding student's name, the violation committed, and the sanctions assigned (if applicable). In cases of sexual misconduct and other offenses covered by Title IX, only, the rationale for the outcome will also be shared with all parties to the incident, in addition to the finding and sanction(s).

In cases where National University determines through the student conduct process that a student violated a policy that would constitute a "crime of violence" or non-forcible sex offense, the University may also release the above information publicly and/or to any third party. FERPA defines "crimes of violence" to include:

1. Arson
2. Assault offenses (includes stalking)
3. Burglary
4. Criminal Homicide—manslaughter by negligence
5. Criminal Homicide—murder and non-negligent manslaughter
6. Destruction/damage/vandalism of property
7. Kidnapping/abduction
8. Robbery
9. Forcible sex offenses
10. Non-forcible sex offenses

### **6.8 Failure to Complete Conduct Sanctions**



All students, as members of the University community, are expected to comply with conduct sanctions within the timeframe specified by the CO (or designee). Failure to follow through on conduct sanctions by the date specified, whether by refusal, neglect or any other reason, may result in additional sanctions and/or suspension from the University.

## **SECTION 7: THE APPEAL REVIEW PROCESS**

Any party may request an appeal of the decision of the OSC by filing a Petition for Appeal, available at: [www.nu.edu/student-services/student-conduct/](http://www.nu.edu/student-services/student-conduct/). All appeals of conduct decisions must be submitted within 5 business days of the original outcome, barring exigent circumstances. Any exceptions are made at the discretion of the OSC. If a party is granted an appeal, the party is granted only one appeal, based on the outline “Grounds for Appeal Requests” provided below. All sanctions imposed by the original decision-maker(s) remain in effect, and all parties will be informed (usually within five business days) of the status of requests for appeal, the status of the appeal consideration, and the results of the appeal decision.

### **7.1 Grounds for Appeal Requests**

Appeals requests are limited to the following grounds:

1. A procedural error occurred that significantly impacted the outcome of the investigation (e.g., substantiated bias, material deviation from established procedures, etc.).
2. To consider new evidence, unavailable during the original investigation, that could substantially impact the original finding or sanction. A summary of this new evidence and its potential impact must be included.
3. The sanctions imposed are substantially outside the precedent set by National University for the same type of offense and/or the cumulative conduct record of the responding student.

### **7.2 Appeal Process**

The presumptive stance of the University is that all decisions made and sanctions imposed by the original decision-maker are to be implemented during the appellate process. At the discretion of the OSC, implementation of sanctions may be stayed pending review only in extremely exigent circumstances. This does not include proximity to graduation, end of term, or exams. Instead, it refers to an overwhelming likelihood that the appeal would result in a reversal of the finding and/ or substantial modification of the sanctions.

Failure to provide information during or participate in an investigation or an EC, even resulting from concern over pending criminal or civil proceedings, does not make evidence “unavailable” at the time of the EC.

The Director of Student Affairs will consult with the original decision maker.

The OSC will share the appeal by one party with the other party(ies) when appropriate under procedure or law (e.g., if the responding student appeals, the appeal is shared with the Reporter, who may wish to file a response, or request an appeal on the same grounds or different grounds).

In the case of timely and relevant appeals, the OSC will send a response to the appeal requestor(s), explaining whether the request(s) will be granted or denied, and the rationale.

On reconsideration, the party assigned to hear the appeal may affirm or change the findings and/or sanctions of the original investigation in accordance with the granted appeal grounds. Procedural errors

should be corrected, new evidence should be considered, and sanctions should be proportionate to the severity of the violation and the student's cumulative conduct record.

All appeal decisions are to be made within fifteen (15) business days of submission and are final.

## **SECTION 8: DISCIPLINARY RECORDS**

All conduct records are maintained by the University indefinitely from the time of their creation and in line with University records policy and procedures established by the Office of the Registrar.

### **STUDENT COMPLAINT**

#### **State Contact Information**

National University works with higher education authorities in U.S. states and jurisdictions to ensure compliance with state and federal requirements, including complaint processes. Institutions of higher education are required to provide prospective and current students with contact information for relevant external entities tasked with complaint oversight.

National University strives to give all our students the best experience possible, which is why the university offers a wide range of services to support students from enrollment through graduation. If a prospective or current student has a complaint, we encourage you to resolve them informally or formally through Student Services before submitting a complaint to an external entity. Please contact our Student Concierge Services at 1-866-NU-ACCESS (1-866-682-2237) or email [scs@nu.edu](mailto:scs@nu.edu) with any concerns or questions.

Students can also reach out to the Ombudsman Office for assistance in addressing concerns. The Ombudsman's Office is an informal, impartial, independent, neutral and confidential place for community members to address concerns. This office strives for fairness of process and healthy conflict resolution; the Ombudsman can provide unbiased assistance and guidance in resolving any complaints or concerns.

**Phone:** (858) 642-8368

**Email:** [ombuds@nu.edu](mailto:ombuds@nu.edu)

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

However, if an issue cannot be resolved internally, students can file a complaint with their state of residence or the University's accrediting organization. Each of the relevant state higher education regulatory agencies and the University's accrediting organization are listed below with their contact information.

Students who wish to file a complaint based upon discriminatory treatment should review The Civil Rights/Title IX information located on the website and in the General Catalog. Students who wish to file a complaint with the University's accrediting agency should contact WSCUC (information below).

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#### **Alabama Commission on Higher Education (ACHE)**

100 North Union Street

Montgomery, AL 36104

Phone: 334.242.1998

Website: [www.ache.edu](http://www.ache.edu)

#### **Alabama Community College System (ACCS)**

P.O. Box 302130

Montgomery, AL 36130

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Phone: 334.293.4500

Website: [www.accs.edu](http://www.accs.edu)

**Alabama Student Grievance Information:** <https://www.accs.edu/about-accs/private-school-licensure/complaints/>

**Alabama Student Grievance Form:** <https://psl.asc.edu/External/Complaints.aspx>

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### **Alaska Commission on Postsecondary Education**

PO Box 110505

Juneau, AK 99811-0505

Phone: 800.441.2962

Website: <https://acpe.alaska.gov/>

**Alaska Student Grievance Information:** <https://acpe.alaska.gov/ConsumerProtection>

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### **Arizona State Board for Private Postsecondary Education**

1740 W. Adams Street, #3008

Phoenix, AZ 85007

Phone: 602.542.5709

Website: <https://ppse.az.gov/>

**Arizona Disclosure:** If the student complaint cannot be resolved after exhausting the Institution's grievance procedure, the student may file a complaint with the Arizona State Board for Private Post-Secondary Education. The student must contact the State Board for further details.

**Arizona Student Grievance Information:** <https://ppse.az.gov/resources/student-complaint>

**Arizona Student Grievance Form:** <https://ppse.az.gov/sites/default/files/2022-09/Student%20Complaint%20Form%20%281%29.pdf>

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### **Arkansas Higher Education Coordinating Board**

114 East Capitol Ave.

Little Rock, AR 72201

Phone: 501.371.2000

Website: [www.adhe.edu](http://www.adhe.edu)

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

**Arkansas Student Grievance Information:** <https://adhe.edu/resources/students>

**Arkansas Student Grievance Form:** <https://sbpce.wufoo.com/forms/form-8040-complaint-form/>

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**California Bureau for Private Postsecondary Education**

Mailing address:

P.O. Box 98018

West Sacramento, CA 95798-0818

Phone: 916.431.6959

Website: [www.bppe.ca.gov](http://www.bppe.ca.gov)

Physical Address:

2535 Capital Oaks Drive, Suite 400

Sacramento, CA 95833

**California Student Grievance Information:** <https://www.bppe.ca.gov/enforcement/complaint.shtml>

**California Student Grievance Form:** [https://www.bppe.ca.gov/forms\\_pubs/complaint.pdf](https://www.bppe.ca.gov/forms_pubs/complaint.pdf)

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**Colorado Commission on Higher Education**

1600 Broadway, Suite 2200

Denver, CO 80202

Phone: 303.862.3001

Website: <https://higherred.colorado.gov>

**Colorado Student Grievance Information:** <https://higherred.colorado.gov/students/how-do-i/file-a-student-complaint>

**Colorado Student Grievance Form:** <https://higherred.colorado.gov/Academics/Complaints/FileComplaint.aspx>

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**Connecticut Office of Higher Education**

450 Columbus Boulevard, Suite 510

Hartford, CT 06105-1841

Phone: 860.947.1822

Website: [www.ctohe.org](http://www.ctohe.org)

**Connecticut Student Grievance Information:** <https://portal.ct.gov/DCP/Complaint-Center/Consumers---Complaint-Center>

**Connecticut Student Grievance Form:** [https://portal.ct.gov/-/media/DCP/Complaint-Center/Complaint\\_Form-pdf.pdf](https://portal.ct.gov/-/media/DCP/Complaint-Center/Complaint_Form-pdf.pdf)

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**Delaware Department of Higher Education**

35 Commerce Way, Suite 1

Dover, DE 19904

Phone: 302.857.3313

Website: <https://education.delaware.gov/>

**Delaware Student Grievance Form:** <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/158/PBTS%20Complaint%20Form.pdf>

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**District of Columbia Higher Education Licensure Commission (HELIC)**

Office of the State Superintendent of Education

1050 First St. NE, 5th Floor

Washington, DC 20002

Phone: 202.727.6436

Website: <https://helc.osse.dc.gov/>

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

**District of Columbia Student Grievance Information:** <https://helc.osse.dc.gov/topic/helcadmin/community-stakeholders/public-complaints>

**District of Columbia Student Grievance Form:** <https://helc.osse.dc.gov/HELCAAdmin/HELCAAdmin/media/0kmobb5o/helc-complaint-form-english.docx>

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**Florida Commission for Independent Education**

325 W. Gaines Street, Suite 1414

Tallahassee, FL 32399-0400

Phone: 850.245.3212

Website: <http://www.fldoe.org>

**Florida Student Grievance Information:** <https://www.fldoe.org/about-us/office-of-the-inspector-general/file-a-complaint.shtml>

**Florida Student Grievance Form:** <https://web01.fldoe.org/IGComplaintSSO/ComplaintForm.aspx>

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**Georgia Nonpublic Postsecondary Education Commission**

2082 E Exchange Place, Suite 220

Tucker, GA 30084-5334

Phone: 770.414.3300

Website: <https://gnpec.georgia.gov>

**Georgia Student Grievance Information:** <https://gnpec.georgia.gov/student-resources/complaints-against-institution>

**Georgia Student Grievance Form:** <https://gnpec.georgia.gov/complaint-forms>

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**Hawaii Post-Secondary Education Authorization Program Department of Commerce and Consumer Affairs**

335 Merchant Street, Rm. 310

Honolulu, Hawaii 96813

Phone: 808.586.7327

Website: [www.cca.hawaii.gov/hpeap/](http://www.cca.hawaii.gov/hpeap/)

**Hawaii Student Grievance Information:** <https://cca.hawaii.gov/hpeap/student-complaint-process/>

**Hawaii Student Grievance Form:** <https://cca.hawaii.gov/hpeap/files/2013/08/Student-Complaint-Form.pdf>

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**Idaho State Board of Education**

650 W. State Street, 3<sup>rd</sup> Floor

Boise, ID 83720-0037

Phone: 208.334.2270

Website: <http://www.boardofed.idaho.gov>

**Idaho Student Grievance Information:** <https://boardofed.idaho.gov/higher-education-private/proprietary-schools-non-degree-granting/student-complaint-procedures/>

**Idaho Student Grievance Form:** <https://boardofed.idaho.gov/wp-content/uploads/2020/07/Student-Complaint-Form-7-2020.docx>

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**Illinois Board of Higher Education**

1 North Old State Capital Plaza, Suite 333

Springfield, IL 62701-1377

Phone: 217.782.2551

Website: [www.ibhe.org](http://www.ibhe.org)

**Illinois Student Grievance Information:** <https://complaints.ibhe.org/>

**Illinois Student Grievance Form:** <https://complaints.ibhe.org/register.aspx>

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**Indiana Commission on Higher Education**

101 W. Washington Street, Suite 300

Indianapolis, IN 46204-4206

Phone: 317.464.4400

Website: <http://www.in.gov/che>

**Indiana Student Grievance Information:** <https://www.in.gov/che/student-complaints/>

**Indiana Student Grievance Form:** [https://www.in.gov/che/files/161116\\_ICHE\\_StudentComplaintForm.pdf](https://www.in.gov/che/files/161116_ICHE_StudentComplaintForm.pdf)

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**Iowa College Student Aid Commission**

475 SW 5th Street, Suite D

Des Moines, IA 50309

Phone: 877.272.4456 option 4

Website: <https://iowacollegeaid.gov/>

**Iowa Student Grievance Information:** <https://iowacollegeaid.gov/StudentComplaintForm>

**Iowa Student Grievance Form:** [https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV\\_9Br0hqNMto1FltT](https://iowacollegeaid.co1.qualtrics.com/jfe/form/SV_9Br0hqNMto1FltT)

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**Kansas Board of Regents**

1000 S.W. Jackson Street, Suite 520

Topeka, KS 66612-1368

Phone: 785.430.4240

Website: <http://www.kansasregents.org>

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**Kansas Disclosure:** The University catalog outlines the process for filing and resolution of student complaints. If the student grievance cannot be resolved after exhausting the University's grievance procedure, Kansas residents may file a complaint with the Kansas Board of Regents. The Board's address is 1000 S.W. Jackson, Ste. 520, Topeka, KS 66612

**Kansas Disclosure:** National University is authorized to operate in Kansas with Certificate of Approval from the Kansas Board of Regents.

**Kansas Student Grievance Information:** [https://www.kansasregents.org/academic\\_affairs/private\\_out\\_of\\_state/complaint\\_process](https://www.kansasregents.org/academic_affairs/private_out_of_state/complaint_process)

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**Kentucky Council on Postsecondary Education**

100 Airport Road, Third Floor

Frankfort, KY 40601

Phone: 502.573.1555

Website: <http://www.cpe.ky.gov/>

**Kentucky Student Grievance Information:** [http://cpe.ky.gov/campuses/consumer\\_complaint.html](http://cpe.ky.gov/campuses/consumer_complaint.html)

**Kentucky Student Grievance Form:** <http://cpe.ky.gov/campuses/complaintform>

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**Louisiana Board of Regents**

Mailing Address:

PO Box 3677

Baton Rouge, LA 70821-2677

Physical Address:

1201 N 3<sup>rd</sup> Street, Suite 6

Baton Rouge, LA 70802

Phone: 225.342.4253

Website: <http://www.regents.la.gov>

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

**Louisiana Student Grievance Information:** <https://www.laregents.edu/regents-resources/#studentparent>

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**Maine Department of Education**

23 State House Station

Augusta, ME 04333

Phone: 207.624.6616

Website: <https://www.maine.gov/doe/home>

**Maine Student Grievance Form:** <https://www.maine.gov/doe/sites/maine.gov.doel/files/inline-files/sara-complaint-form.pdf>

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**Maryland Higher Education Commission (MHEC)**

6 N. Liberty St., 10th Floor

Baltimore MD 21201

Phone: 401.767.3301

Website: <http://www.mhec.state.md.us/Pages/default.aspx>

**Maryland Disclosure:** National University is registered with the Maryland Higher Education Commission (MHEC). If a prospective or current student is not satisfied with the outcome of the institution’s internal complaint resolution process, the complaint may then be brought to the MHEC or Maryland’s Office of the Attorney General.

**Maryland Student Grievance Information:** [https://mhec.maryland.gov/institutions\\_training/Pages/career/pcs/complaint.aspx](https://mhec.maryland.gov/institutions_training/Pages/career/pcs/complaint.aspx)

**Maryland Student Grievance Form:** [https://mhec.maryland.gov/institutions\\_training/Documents/PCS%20Student%20Complaint\\_20220103.pdf](https://mhec.maryland.gov/institutions_training/Documents/PCS%20Student%20Complaint_20220103.pdf)

**Maryland Office of the Attorney General Student Grievance Information:**  
<https://www.marylandattorneygeneral.gov/Pages/CPD/Complaint.aspx>

**Maryland Refund Policy:**

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

- A. Except as provided by §B of this policy/regulation, an institution’s refund policy shall conform to this regulation and the institution shall provide for refunds of tuition to Maryland students as provided in this regulation.
- B. If the University’s refund policy is more beneficial to Maryland students, the institution will follow its refund policy and provide refunds of tuition to Maryland students as provided in that policy.
- C. Minimum refund: The University will refund the applicable tuition refund to a Maryland student who drops, withdraws, or is terminated after completing only a portion of a course/class:

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

Tuition Refund

Less than 10%.....90% refund

10% up to but not including 20%.....80% refund

20% up to but not including 30%.....60% refund

30% up to but not including 40%.....40% refund

40% up to but not including 60%.....20% refund

More than 60%.....No refund

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

- D. This refund policy is disclosed and acknowledged by students upon enrollment, and documentation verifying student refunds in accordance with this policy is maintained.



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**Massachusetts Department of Higher Education**

One Ashburton Place, Room 1401

Boston, MA 02108

Phone: 617.994.6950

Website: <https://www.mass.edu/home.asp>

**Massachusetts Student Grievance Form:** <https://www.mass.edu/forstufam/complaints/complaintform.asp>

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**Michigan Department of Licensing and Regulatory Affairs**

611 W. Ottawa

P.O. Box 30714

Lansing, MI 48907

Phone: 517.355.9700

Website: <http://www.michigan.gov/lara>

**Michigan Student Grievance Information:** <https://www.michigan.gov/lara/bureau-list/cscl/complaints>

**Michigan Student Grievance Form:** [https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD\\_PROGRAMS\\_SERVICES/PSS/Post-Secondary\\_Complaint\\_Instructions\\_FINAL\\_032020\\_685912\\_7-\(34\).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d](https://www.michigan.gov/leo/-/media/Project/Websites/leo/Documents/WD/WD_PROGRAMS_SERVICES/PSS/Post-Secondary_Complaint_Instructions_FINAL_032020_685912_7-(34).pdf?rev=d9354bf5247548a6bd9751a8aa4e178d)

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**Minnesota Office of Higher Education**

1450 Energy Park Drive, Suite 350

St. Paul, MN 55108-5227

Phone: 651.642.0567

Website: <http://www.ohe.state.mn.us>

**Minnesota Disclosure:** National University is registered with the Minnesota Office of Higher Education pursuant to Minnesota Statutes section 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits Earned at the institution may not transfer to all other institutions.

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

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

**Minnesota Student Grievance Information:** <https://www.ohe.state.mn.us/mPg.cfm?pageID=1078>

**Minnesota Student Grievance Form:** <https://www.ohe.state.mn.us/pdf/ComplaintForm.pdf>

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**Mississippi Commission on College Accreditation**

3825 Ridgewood Road

Jackson, MS 39211-6453

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Phone: 601.432.6372

Website: <http://www.mississippi.edu/>

**Mississippi Student Grievance Information:** [http://www.mississippi.edu/mcca/student\\_complaint\\_process.asp](http://www.mississippi.edu/mcca/student_complaint_process.asp)

**Mississippi Student Grievance Form:** <http://www.mississippi.edu/mcca/downloads/mccastudentcomplaintform.pdf>

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**Missouri Department of Higher Education & Workforce Development**

P.O. Box 1469

Jefferson City, MO 65101

Phone: 573.751.2361

Website: <https://dhewd.mo.gov/>

**Missouri Student Grievance Information:** <https://ago.mo.gov/civil-division/consumer/consumer-complaints>

**Missouri Student Grievance Form:** <https://ago.mo.gov/app/consumercomplaint>

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**Montana Board of Regents**

2500 Broadway St.,

PO Box 203201

Helena, MT 59620-3201

Phone: 406.444.6570

Website: <http://www.mus.edu/board>

**Montana Student Grievance Information:** <https://mus.edu/MUS-Statement-of-Complaint-Process.html>

**Montana Student Grievance Form:** <https://dojmt.gov/consumer/consumer-complaints/>

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**Nebraska Coordinating Commission for Postsecondary Education**

P.O. Box 95005

Lincoln, NE 68509-5005

Phone: 402.471.2847

Website: <https://ccpe.nebraska.gov/>

**Nebraska Student Grievance Information:** <https://ccpe.nebraska.gov/student-complaints-against-postsecondary-institutions>

**Nebraska Student Grievance Form:** [https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS\\_Complaint-form.pdf](https://www.education.ne.gov/wp-content/uploads/2017/07/PPCS_Complaint-form.pdf)

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**Nevada Commission on Postsecondary Education Commission**

2800 E. St. Louis

Las Vegas, NV 89104

Phone: 702.486.7330

Website: <http://www.cpe.nv.gov>

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

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**Nevada Student Grievance Information:** [https://cpe.nv.gov/Students/Students\\_Home/](https://cpe.nv.gov/Students/Students_Home/)

**Nevada Student Grievance Form:** <https://cpe.nv.gov/uploadedFiles/cpenvgov/content/Students/Complaint%20Form%20Initial%202021.pdf>

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**New Hampshire Department of Education**

25 Hall Street  
Concord, NH 03301-3860  
Phone: 603.271.3494

Website: <https://www.education.nh.gov/who-we-are/higher-education-commission>

**New Hampshire Student Grievance Form:** <https://my.doe.nh.gov/ESSWEB/HigherEducation/Complaint.aspx>

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**New Jersey Commission on Higher Education**

20 W. State Street  
PO Box 542  
Trenton, NJ 08625

Phone: 609.292.7225

Website: <https://www.state.nj.us/highereducation/>

**New Jersey Student Grievance Information:** <https://www.state.nj.us/highereducation/OSHEComplaintInstructions.shtml>

**New Jersey Student Grievance Form:** <https://www.state.nj.us/highereducation/documents/pdf/OSHEComplaintForm.pdf>

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**New Mexico Higher Education Department**

2048 Galisteo Street, # 4  
Santa Fe, NM 87505  
Phone: 505.476.8400

Website: <https://hed.nm.gov/>

**New Mexico Disclosure:** If the student grievance cannot be resolved after exhausting the Institution's grievance procedure, New Mexico residents may file a complaint with the New Mexico Higher Education Department. The Department's address is: 2048 Galisteo Street, Santa Fe, NM 87505-2100, Telephone: (505) 476-8400

**New Mexico Student Grievance Information:** <https://ppsd.smapply.io/>

**New Mexico Student Grievance Form:** <https://ppsd.smapply.io/protected/resource/eyJ0ZnJlIjogOTg0NzgxODUsICJ2cSI6IDE2ODUxMH0/>

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**New York Office of College and University Evaluation**

89 Washington Ave  
Albany, NY 12234  
Phone: 518.486.3633

Website: <http://www.nysed.gov/college-university-evaluation>

**New York Student Grievance Information:** <http://www.nysed.gov/college-university-evaluation/complaints>

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**The University of North Carolina System Board of Governors**

223 S. West Street, Suite 1800

Raleigh, NC 27603

Phone: 919.962.4558

Website: <http://www.northcarolina.edu/offices-and-services/academic-affairs/licensure-department>

**North Carolina Student Grievance Information:** <https://www.northcarolina.edu/post-secondary-education-complaints/>

**North Carolina Student Grievance Form:** <https://studentcomplaints.northcarolina.edu/form>

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**North Dakota University System**

10<sup>th</sup> Floor, State Capitol

600 East Boulevard Ave, Dept. 215

Bismarck, ND 58505-0230

Phone: 701.328.2960

Website: <http://www.ndus.edu>

**North Dakota Student Grievance Information:** <https://ndus.edu/state-authorization-sara/>

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**Ohio Board of Regent**

25 South Front Street

Columbus, OH 43215

Phone: 614.466.6000

Website: <http://www.ohiohighered.org>

**Ohio Student Grievance Information:** <https://highered.ohio.gov/students/current-college-students/student-complaints/student-complaints>

**Ohio Student Grievance Form:** <https://highered.ohio.gov/students/current-college-students/student-complaints/submit-complaint>

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**Oklahoma State Regents for Higher Education**

655 Research Parkway, Suite 200

Oklahoma City, OK 73104

Phone: 405.226.9100

Website: <http://www.okhighered.org>

**Oklahoma Student Grievance Form:** <https://www.okhighered.org/resources/Student-Complaint-Form/>

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**Oregon Higher Education Coordinating Commission**

3225 25<sup>th</sup> Street SE

Salem, OR 97302

Phone: 503.373.0003

Website: <http://www.oregon.gov/highered/institutions-programs/private/Pages/office-degree-authorization.aspx>

**Oregon Disclosure:** Students should attempt to resolve any grievances they may have with their school first. Should attempts to resolve these problems with appropriate school officials fail, or should the student be dissatisfied with the final outcome of the college complaint process, then the Higher Education Coordinating Commission (HECC),

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can respond to a formal complaint. Students may contact the Higher Education Coordinating Commission at the below address or by sending an email to [complaints@hecc.oregon.gov](mailto:complaints@hecc.oregon.gov).

**Oregon Student Grievance Information:** <https://www.oregon.gov/highered/about/Pages/complaints.aspx>

**Oregon Refund Policy:**

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

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**Pennsylvania Department of Education**

333 Market Street

Harrisburg, PA 17126

Phone: 717.783.6788

Website: <http://www.education.pa.gov/Pages/default.aspx>

**Pennsylvania Student Grievance Information:** [https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-\(SARA\).aspx](https://www.education.pa.gov/Postsecondary-Adult/CollegeCareer/Pages/State-Authorization-Reciprocity-Agreement-(SARA).aspx)

**Pennsylvania Student Grievance Form:** <https://www.education.pa.gov/Documents/Postsecondary-Adult/College%20and%20Career%20Education/Private%20Licensed%20Schools/Student%20Complaint%20Form.pdf>

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**Puerto Rico State Higher Education Agency**

Council on Education of Puerto Rico

P.O. Box 19900

Ave. Ponce de Leon 268

Edificio Hato Rey Center Piso 15

Hato Rey, PR 00918

Phone: 787.641.2121

Website: <http://www.ce.pr.gov>

**Puerto Rico Student Grievance Information:** <https://studentprivacy.ed.gov/file-a-complaint>

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**Rhode Island Board of Governors for Higher Education**

560 Jefferson Boulevard, Suite 100

Warwick, RI 02886

Phone: 401.736.1100

Website: <https://www.riopc.edu/>

**Rhode Island Student Grievance Information:** <https://riopc.edu/policies/student-complaint-procedures/>

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**South Carolina Commission on Higher Education**

1333 Main Street, Suite 200

Columbia, SC 29201

Phone: 803.737.2260 Columbia, SC 29201

Website: <http://www.che.sc.gov>

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**South Carolina Student Grievance Information:** <https://www.che.sc.gov/students-families-and-military/student-resources>

**South Carolina Student Grievance Form:** [https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint\\_Procedures\\_and\\_Form.pdf](https://www.che.sc.gov/sites/che/files/Documents/Licensing%20updates/Complaint_Procedures_and_Form.pdf)

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**South Dakota Board of Regents**

306 E. Capitol Ave, Suite 200

Pierre, SD 57501

Phone: 605.773.3455

Website: <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

**South Dakota Student Grievance Information:** <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Pages/default.aspx>

**South Dakota Student Grievance Form:** <https://www.sdbor.edu/administrative-offices/academics/SD-SARA/Documents/Complaint%20Form%20-%20SD-SARA.pdf>

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**Tennessee Higher Education Commission**

312 Rosa Parks Ave, 9<sup>th</sup> Floor

Nashville, TN 37243

Phone: 615.471.5293

Website: <http://www.tn.gov/thec.html>

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

**Tennessee Residents:** Any grievance not resolved on the institutional level may be forwarded to the Tennessee Higher Education Commission, Nashville TN 37243-0830, (615)741-5293

**Tennessee Student Grievance Information:** <https://www.tn.gov/thec/bureaus/student-aid-and-compliance/postsecondary-state-authorization/request-for-complaint-review.html>

**Tennessee Student Grievance Form:** [https://www.tn.gov/content/dam/tn/thec/bureau/student\\_aid\\_and\\_compliance/dpsa/links-and-forms/Complaint%20Form.pdf](https://www.tn.gov/content/dam/tn/thec/bureau/student_aid_and_compliance/dpsa/links-and-forms/Complaint%20Form.pdf)

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**Texas Higher Education Coordinating Board**

Mailing Address:

P.O. Box 12788

Austin, TX 78711

Phone: 512.427.6223

Website: <https://www.highered.texas.gov/>

Delivery Address:

1801 N. Congress Ave. Suite 12.200

Austin, TX 78701

**Texas Disclosure:** 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

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Accountancy's new regulation precludes National University graduates from being qualified applicants for the CPA exam in Texas.

**Texas Student Grievance Information:** <https://www.highered.texas.gov/student-complaints/>

**Texas Student Grievance Form:** <https://www.txhigheredaccountability.org/CfratInquiry/Home/Create>

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**Texas Workforce Commission Career Schools and Colleges**

101 East 15<sup>th</sup> Street

Austin, TX 78778-001

Phone: 512.463.2222

Website: <http://www.twc.texas.gov>

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

**Texas Workforce Commission Student Grievance Form:** <https://www.twc.texas.gov/files/jobseekers/csc-401a-student-complaint-form-twc.pdf>

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**Utah Division of Consumer Protection**

160 East 300 South, Second Floor

Salt Lake City, UT 84114

Phone: 801.530.6601

Website: <http://www.consumerprotection.utah.gov>

**Utah Student Grievance Information:** <http://www.consumerprotection.utah.gov/complaints.html?f=c>

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**Vermont Agency of Education**

Secretary Daniel M. French

1 National Life Drive, Davis 5

Montpelier, VT 05620-2501

Phone: 802.828.1130

**Vermont Student Grievance Information:** <https://education.vermont.gov/documents/postsecondary-program-complaint-resolution>

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**Virginia State Council of Higher Education for Virginia**

101 N. 14<sup>th</sup> St., 10<sup>th</sup> Floor

James Monroe Building

Richmond, VA 23219-3659

Phone: 804.225.2600

Website: <http://www.schev.edu>

**Virginia Student Grievance Information:** <https://www.schev.edu/students/resources/student-complaints>

**Virginia Student Grievance Form:** <https://www.surveymonkey.com/r/StudentComplaintForm>

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**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 on the ninth (9<sup>th</sup>) day of the session by emailing their academic advisor at [advisor@nu.edu](mailto:advisor@nu.edu) or Student Concierge Services at [scs@nu.edu](mailto:scs@nu.edu). To accurately count session days, note that the first day of a session – not the actual day a student attends class – counts as day one of that session. The University counts calendar days rather than business days for determining refunds. As such, if the first day of the session is a Monday, the student would need to withdraw prior to midnight of the following Tuesday, the ninth day of that session.

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

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

- Ninth (9<sup>th</sup>) day of the session will receive a 100% refund.
- Fourteenth (14<sup>th</sup>) day of the session will receive a 50% refund.
- Twenty-first (21<sup>st</sup>) day of the session will receive a 25% refund.

Students who withdraw from a course after midnight of the twenty-first (21<sup>st</sup>) 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 cancelled 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.

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**Washington Student Achievement Council**

917 Lakeridge Way, SW

Olympia, WA 98504-3430

Phone: 360.753.7800

Website: <http://www.wsac.wa.gov>

**Washington Disclosure:** "National University is authorized by the Washington Student Achievement Council and meets the requirements and minimum educational standards established for degree granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes National University to offer field placement components for specific degree programs. The Council may be contacted for a list of currently authorized programs. Authorization by the Council does not carry with it an endorsement by the Council or the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the Council at P.O. Box 43430, Olympic, WA 98504-3430 or by email at degree [authorization@wsac.wa.gov](mailto:authorization@wsac.wa.gov)."

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**Washington Disclosure:** “The transferability of credits earned at National University is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of student at National University will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma or other academic credential earned at National University to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at National University will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas or certificates earned”.

**Washington Student Grievance Information:** <https://wsac.wa.gov/student-complaints>

**Washington Student Grievance Form:** <https://www.studentcomplaints.wa.gov/hc/en-us>

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**West Virginia Higher Education Policy Commission**

1018 Kanawha Blvd. East, Suite 700

Charleston, WV 25301-2800

Phone: 304.558.2101

Website: <http://www.wvhepc.edu>

**West Virginia Student Grievance Form:** <https://www.wvhepc.edu/wp-content/uploads/2021/10/Student-Complaint-Process.pdf>

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**Wisconsin Educational Approval Board**

Mailing Address:

P.O. Box 8696

4822 Madison Yards Way

Madison, WI 53705-8366

Website: <http://www.dsps.wi.gov/pages/programs/educationalapproval/default.aspx>

**Wisconsin Disclosure:** Students must submit an enrollment agreement before beginning classes at National University. The agreement includes topics pertaining to tuition and fees, billing, attendance, financial assistance, payment options, and other matters of enrollment. Contact an enrollment advisor for further information. The student may cancel enrollment during a 3-business-day period by delivering or mailing a signed written notice to the school at the address set forth in the notice of cancellation privilege. Saturdays, Sundays and holidays are not business days. The school shall, within 10 business days after receiving notice of cancellation from the student, make any refund owing as a result of the cancellation and arrange for a termination of the student’s obligation to pay any sum. This cancellation privilege does not apply to any program for which the total cost is less than \$150 and which is offered in less than 6 class days, provided that the program is not one of a sequence.

**Wisconsin Student Grievance Information:** <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

**Wisconsin Student Grievance Information:** <https://dsps.wi.gov/Pages/Programs/EducationalApproval/EAPFileAComplaint.aspx>

**Wisconsin Refund Policy**

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

1. Pro rata refund shall be determined as the number of units remaining after the last unit completed by the student, divided by the total number of units in the enrollment period, rounded downward to the nearest 10 percent. Pro rate refund is the resulting percent applied to the total tuition and other required costs paid by the student for the current enrollment period.
2. All efforts will be made to refund prepaid amounts for books, supplies, and other charges unless the student has consumed or used those items and they can no longer be used or sold to new student, or are returned by the school to the supplier.
3. Refunds shall be paid within 40 days after the effective date of termination.
4. After the student's first period of enrollment, if a student withdraws or is dismissed in a subsequent enrollment period, the school may also retain an administrative fee of 15% of the total cost of a resident program, or \$400, whichever is less.
5. No refund is required for any student who withdraws or is dismissed after completing 60% of the potential units of instruction in the current enrollment period unless a student withdraws due to mitigating circumstances, which are those that directly prohibit pursuit of a program and which are beyond the student's control.

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#### **Wyoming Department of Education**

2300 Capitol Avenue

Hathaway Building, 2<sup>nd</sup> Floor

Cheyenne, WY 82002-0050

Phone: 307.777.7690

Website: <http://www.edu.wyoming.gov>

**Wyoming Student Grievance Form:** <https://form.jotform.com/212505034743043>

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Registering a Complaint with National University's Accrediting Organization Western Association of Schools and Colleges (WASC) Senior College and University Commission (WSCUC):

Students may file a complaint with the University's institutional accrediting body by contacting the Western Association of Schools and Colleges (WASC) Senior College and University Commission at [wascsr@wascsenior.org](mailto:wascsr@wascsenior.org). Any student desiring to file a complaint must satisfy specific criteria as published in the official Complaint and Third-Party Comment Policy and must submit the required Complaint Form. The policy and form are available for download on the [WASC Document List](#).

#### **WASC Senior College and University Commission (WSCUC)**

985 Atlantic Avenue, Suite 100

Alameda, CA 94501

Phone: 510.748.9001

Email: [wascsr@wascsenior.org](mailto:wascsr@wascsenior.org)

**The following information is applicable to John F. Kennedy School of Psychology at National University programs only.**

#### **GENERAL INFORMATION**

## **Tuition and Fees**

### **John F. Kennedy School of Psychology Tuition & Fees**

Doctor of Psychology Course.....	\$886 per quarter unit
Doctor of Psychology Internship Course.....	\$217 per quarter unit
Graduate Course.....	\$700 per quarter unit
Certificate Course.....	\$500 per quarter unit
Field Placement Course .....	\$680 per quarter unit

## **Enrollment Agreement**

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

## **State Authorization of Online/Distance Education**

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

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

## **State Relocation Notice**

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

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

## **Professional Licensure/Certification**

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

students should also continually monitor changes throughout the program as licensure requirements may change over time.

## **Policies and Procedures**

### **Academic Term**

The John F Kennedy School of Psychology at National University academic year is divided into four 11-week quarters. For financial aid purposes, an academic year is defined as a minimum of three quarters of enrollment.

### **Registration**

#### **Registration**

Students may register to take courses for credit after complying with admission requirements. Students receive credit only for courses in which they are officially registered and are not allowed to attend courses for which they are not registered. Official registration consists of enrolling in classes via the student portal or through an academic advisor. Payment arrangements are due at the time of registration. Students with unpaid balances may be prevented from attending classes or have holds placed that will prevent future registration.

#### **Schedule of Classes**

The University maintains scheduling information containing course offerings, registration periods, and instructions, forms, and other useful information for registration accessible to students via the student portal.

#### **Changes in Registration**

Students are expected to register for classes—including field placements, independent studies, and internships—before the first day of the term. SOAR remains open for adds and drops during the first two weeks of the term.

If no written approval from the college is required, students may make a change in registration by using SOAR during the first two weeks of the term or by emailing [advisor@nu.edu](mailto:advisor@nu.edu)

Students are required to pay any additional tuition charges. Schedule changes resulting in a reduction of units will be credited according to the refund schedule described in the following sections. If the student is on academic probation, registration and schedule changes cannot be completed on the web and must be conducted through their academic advisor by contacting [advisor@nu.edu](mailto:advisor@nu.edu).

#### **Auditors/Field Placement/Research, Online and Hybrid Courses**

Auditors in on-campus and online courses follow the same registration and refund policy as regular academic courses. Field placement, research, online and hybrid courses also follow the same registration and refund policy as regular academic courses.

#### **Non-Registered Students**

Persons whose names do not appear on the class list or roster are not registered for the course. A person who is not registered has no relationship with the University and is not entitled to any services including instruction, testing, evaluation, disability services, or submission of a grade.

Persons registered in a course who have not arranged for payment of tuition and fees may not continue attending the course. Such persons will still owe tuition for the course if the student does not drop the course within the published drop period. Persons who are sitting in class and are not on the class list or roster will be asked to leave the course.

## **Refund Policy**

Students are accepted and enrolled in classes with the understanding they will attend the entire course. Students may drop courses during the beginning two weeks of the term by submitting written notice to the Registrar's Office or Academic Advisor. 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.

## **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**

Students may drop courses during the beginning two weeks of the term by submitting written notice to the Registrar's Office or Academic Advisor. Notifying an instructor or other office of intent to drop does not constitute an official drop. Dropping a course during the add/drop period does not relieve the deferred payment obligation; fees are non-refundable beginning the first day of the term. Refund checks and credits to credit card accounts are processed after the fourth week of the academic session. Beginning the first day of the term, fees become non-refundable.

Beginning the fifteenth (15th) calendar day of the term and up to the last business day of the session, students may officially withdraw by submitting written notice to the Registrar's Office ([registrar@nu.edu](mailto:registrar@nu.edu)) or Academic Advisor ([advisor@nu.edu](mailto:advisor@nu.edu)). Withdrawals cannot be processed if a grade has been entered. Notifying an instructor or other office of intent to withdraw does not constitute an official withdrawal. Withdrawing from a course does not relieve the deferred payment obligation. Students who withdraw are still responsible for the full amount of tuition for the course and all fees. A Withdrawal (W) is posted on the transcript for withdrawn courses but does not affect the student's grade point average (GPA).

Students who fail to complete a course or to officially drop or withdraw will receive a failing grade or UW (Unauthorized Withdrawal). The UW has the academic weight of F in a letter-graded course or NC in a Credit/No Credit course.

Students on financial aid who withdraw from all courses should contact the Financial Aid Office at [financialaid@nu.edu](mailto:financialaid@nu.edu). Refunds are calculated following federal regulations and supersede University policy.

International students who want to drop more than a full-time course load must contact the International Student Advisor at [ipo@nu.edu](mailto:ipo@nu.edu).

### **Attendance Requirement**

Students are expected to attend all class meetings of on-campus courses in which they are enrolled and comply with attendance requirements specified in the course syllabus. Excessive unexcused absences may affect the course grade.

### **Unit Credit**

Units described for programs, are quarter units (credits). The University subscribes to the national standard for student workload, which is 40 hours per quarter unit of credit. For each unit of credit, a student is expected to complete 10 hours in class and 30 hours of outside preparation.

## Unit Load

For the purpose of financial aid and enrollment verification: full-time load for on-campus students is defined as nine units per quarter for students in master's degree, graduate certificate programs, or the PsyD program.

Status	Graduate (quarter)
Full-Time	9
Three-Quarter Time	6
Half-Time	4.5

## Full Course of Study for International Students

Full time graduate study consists of 9 quarter units during the coursework phase of a graduate program. Full time study during the internship, practicum or dissertation phase varies depending on the field of endeavor.

## Maximum Unit Load for Students

Graduate students who wish to register for more than 18 units per quarter must obtain written approval from their program chair.

## Grading System

The grading system that appears in the chart below governs grading symbols and computations for all graduate students. All letter grades carry quality points and are computed in student GPAs.

Grades of C+ and C are not acceptable in a master's degree or graduate certificate program. The minimum acceptable grade is B- in a master's degree or graduate certificate program.

The following marks may be assigned to on-campus or master's and doctoral courses and have the same meaning regardless of the level. By definition, marks differ from grades in that they do not carry quality points or count in the GPA (except for the UW—see note below).

## Grades

Grade	Master's Level	Doctoral Level	Points
A+	Exceptional	Exceptional	4
A	Exceptional	Exceptional	4
A-	Exceptional	Exceptional	3.7

B+	Above average	Above average	3.3
B	Average	Average	3
B-	Below average, but passing <sup>1</sup>	Below average, but passing <sup>2</sup>	2.7
C+	Unacceptable	Unacceptable	2.3
C	Unacceptable	Unacceptable	2
C-	Unacceptable	Unacceptable	1.7
D	Unacceptable	Unacceptable	1
F	Failure	Failure	0
<p>1. 1. Grade of B- is acceptable in a master's degree program. A master's-level student must achieve a cumulative GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.</p>			
<p>2. 2. A grade of B- is acceptable in a doctoral program. A doctoral student must achieve a GPA of 3.0 to earn a degree. A cumulative GPA below 3.0 will place a student on academic probation.</p>			

### Administrative Codes

Mark	Description
AU	Auditor
CR1	Credit
I	Incomplete
IP	In progress; no grade or units granted until entire course sequence has been completed.
NC	No credit
UW2	Unauthorized withdrawal; student failed to complete course requirements, but did not withdraw.
W	Withdrawal



1. A Credit (CR) is the equivalent of a B or above for master's and doctoral-level students.

2. In CR/NC courses, the UW is equivalent to NC. In letter-graded courses, the UW is equivalent to F. Refer to the following section for additional information.

A mark of Credit (CR) is equivalent to acceptable (a B or higher for graduate-level students). A No-Credit (NC) mark indicates that the course was not mastered. CR and NC marks are not included in computing the grade-point average. CR marks are, however, recorded as units completed and included as units satisfying degree requirements.

Graduate students may request CR/NC grading as an alternative to letter grading only in courses designated as fulfilling competency requirements or in undergraduate courses prerequisite to a graduate degree or certificate program. A student on academic probation may enroll in CR/NC graded courses only with the approval of the college dean and faculty advisor.

Requests for CR/NC grading must be submitted to the Registrar's Office before one-third of the scheduled course hours have met. Students should be aware that many employers require letter grades in all courses for tuition reimbursement. See the section on Registration for additional information.

### **Letter Grading in CR/NC-Graded Courses**

Some courses, including courses in the major, are designated for CR/ NC grading by the college dean. In such courses, a letter grade normally is not an option. A letter grade is granted in a CR/ NC graded course only if the student has written approval of the instructor and the dean of the college offering the course and has submitted the approval e-form to the Registrar before more than one- third of the scheduled course hours have met.

### **Incomplete**

Students are expected to complete all coursework as outlined in the class syllabus by the last meeting date of the course. Granting an Incomplete is at the discretion of the instructor who must follow university policy. The mark of I (Incomplete) may be granted when the student has maintained satisfactory attendance and work throughout most of the course (including independent study) but has not completed all of the coursework as planned and when there is, in the judgment of the instructor, a reasonable probability that the student can complete the course successfully without attending additional sessions of the class.

The student must have good reason for requesting an incomplete and must submit a request to the instructor before the date grades for the course are due to be recorded. Ordinarily, good reason will involve matters not wholly within the control of the student such as illness. The mark may not be used to allow a student to improve a grade by performing additional work or by repetition of work already submitted to the instructor.

The mark of I is not appropriate when, in the instructor's judgment, it will be necessary for the student to attend subsequent sessions of the class. When further attendance is necessary, the student must register for the class for the term in which attendance is required. In the event of a second registration for the course, the mark of I for the original selection will convert to F or NC (which will later be computed as repeated coursework) and the student will be assessed tuition and applicable fees for the second registration.

Students have a maximum of two quarters beyond the quarter in which the course was offered to submit the required work. If instructors approve an Incomplete, they may set an earlier due date and may extend an early deadline at their discretion. In no case can the extension be more than two quarters after the term of the original course election. The responsibility for completing all coursework rests entirely with the student. The mark of I will be changed to a grade when the student completes the coursework as arranged with the instructor and the instructor submits the final grade on the Incomplete form. If the instructor has left the University, the chairperson of the program will receive and grade the work.

If the Incomplete is not made up in accordance with the above policy, the instructor will assign the final grade or the incomplete grade will be converted to a failing grade: F in a letter-graded course, 50 in a numerically graded course, or No Credit (NC) in a Credit/No Credit course. Failing grades may affect a student's grade-point average.

A degree or certificate cannot be awarded with an Incomplete on the transcript.

### **Repeating Courses**

Students may repeat a course in which they earned a B- or below. Both the original and repeat enrollments will be noted on the student's transcript; however, only the units and grade points earned for the higher passing grade are computed in the grade-point average. When both grades are equal or there is no basis to determine which is higher (as in the case, for example, of a NC and an F or a CR and an A), the last occurrence will apply to the grade-point calculation.

### **Grade-Point Average**

The grade-point average (GPA) is determined by dividing the total number of grade points earned by the total number of units completed in letter-graded (quality) courses. See the section on Repeating Courses in the following pages for information about how repeated courses alter the grade-point average calculation. In letter-graded or numerically graded courses, units with grades of W, I, and IP are not computed in the GPA.

In CR/NC-graded courses, the UW is equivalent to NC; it will appear on the transcript, but will not compute in the GPA. In letter-graded courses, the UW is equivalent to an F; it will compute in the GPA as a failed course (0 points).

In numerically graded courses, FW (Failure to Withdraw) has a numerical weight of 50.

### **Grade Changes**

#### **Purpose**

This policy sets forth the conditions under which grades, once properly submitted to the Registrar's Office and recorded, may be changed. It further governs the procedures by which Petitions for Grade Changes are submitted and evaluated.

The purpose of the Grade Change Policy is to provide students with an opportunity to dispute a final grade perceived to be inaccurate or even unfair, while respecting the academic responsibility of faculty. It also provides faculty the opportunity to request corrections to grades that were submitted as a result of clear mistakes or errors in the grading process.

- The integrity of the grading process is paramount in maintaining the overall integrity and credibility of the University. The accurate recording of grades and the meticulous maintenance of academic transcripts is a core function of the University. Once recorded, grades on transcripts or other official records may not be changed absent significant procedural safeguards;

- Every student has a right to receive a grade based upon a fair and unprejudiced evaluation derived from a method that is neither arbitrary nor capricious
- Faculty have the right to assign a grade based on any method that is professionally acceptable, submitted in writing to all students and applied equally; and to be protected from undue influence or inappropriate pressure in the assignment of grades.
- Untruthful, distorted or malicious grievances against a member of the University faculty or staff are prohibited and constitute grounds for disciplinary action. Student grievances filed against faculty or staff must be supported by evidence. Allegations not supported by evidence will be considered a violation of the student code of conduct, as described in Article II: Student Responsibilities. The student filing the grievance may be subject to Article V: Sanctions.

## **Scope**

This policy governs any college or department policy, procedure, guideline, or process relating to this topic.

This policy applies to any program or course for which academic credit is awarded. It does not apply to continuing education programs, extended education programs, or other programs and training courses in which academic credit is not awarded.

This policy does not apply in those instances in which students have been assigned grades based on academic dishonesty or academic misconduct, which are addressed in the University's Academic Honesty Policy.

This policy does not allow challenges to an instructor's grading standard or methods provided they are found to be neither arbitrary nor prejudicial.

Complaints about unfair grades alleged to be motivated by discrimination or sexual harassment are to be addressed to the appropriate University office responsible for managing complaints related to such conduct.

## **Definitions**

### **Arbitrariness**

The grade awarded is not based on criteria related to course objectives, student learning outcomes, the grading rubric contained on the course syllabus, or other expected standards of judgment.

### **Error**

The instructor made a mistake in fact (clerical error) or calculation (mathematical error).

### **Prejudice**

The grade awarded is motivated by ill will, and is not indicative of the student's actual demonstrated academic performance.

## **Descriptions**

### **Grounds**

- Only clerical or mathematical errors, arbitrariness, or prejudice will be considered as legitimate grounds to approve a Petition for Grade Change.
- While a student has a right to expect fairness in the grading process, it must be recognized that varied standards, individual approaches, and discretion in grading are valid. This policy does not provide recourse for the reassessment or reevaluation of final grades, individual assignments or projects absent specific findings of error, mistake or prejudice.

- All grade changes may be approved only upon the recommendation and approval of a designated committee of faculty following the procedure below. This ensures that no individual faculty member or administrator has the authority to approve a change to a recorded grade. This procedural step is necessary given the importance of maintaining the integrity of the grading process, the academic freedom of faculty, and the need to protect any individual faculty member or administrator from undue pressure or influence.

### **Procedure**

- Students or faculty may petition for a change of grade. Faculty who discover an error or mistake in their recorded grades may submit a Petition for Grade Change directly to the Dean of the College in which the course was offered. Students who feel that they have received an erroneous grade are encouraged to discuss the matter first with the faculty member to see if there is agreement on the existence of an error or mistake in the grading process. A student is not required, however, to communicate directly with the faculty member if concerns exist regarding the anonymity of the grading process or any possible conflict with the faculty member. If the student and the faculty member agree that a grade change is warranted based on error or mistake, the faculty member should submit a Petition for Grade Change. Should the faculty member for any reason fail to submit a Petition for Grade Change under this scenario within the deadline for such petitions, the deadline shall be extended for thirty days so the student may have adequate time to initiate and submit the petition.
- A student may submit a petition for grade change directly to the Dean of the College in which the course was offered. This may occur if the student chose not to consult with the faculty member or if the faculty member did not agree with the student claim of error, mistake or prejudice.
- All petitions for grade change must be submitted within 30 days after the grade was first recorded with the Registrar's Office and made available to the student using SOAR (or other notification system). The petition must be submitted to the Dean of the College in which the course was offered. The Dean shall assign the petition to the Academic Standards Committee (ASC) within that college for resolution (if the Academic Standards Committee is unavailable, the Dean may assign the petition to a specially appointed faculty committee). The ASC shall review and decide the petition within 30 days of the original submission to the Dean's office. Although the ASC may confer with faculty or with the petitioner if needed, no hearings are required. The ASC shall report its decision in writing to the Dean who will notify the student and faculty member of the decision and will notify the Registrar's Office if a change has been approved. The Provost shall oversee this process if the Dean was the faculty member whose course was the subject of the petition.
- The decision of the Academic Standards Committee cannot be overturned by the Dean or Provost upon a clear showing of abuse of discretion in its decision-making.

### **Program Change**

Some students decide after matriculation that they are better suited for another program at the University. In such cases, students may apply to transfer programs. Students must submit a Plan Change e-form via academic advisor, which reflects the application requirements the transferring student must meet in order to be admitted into the new program. Students may email [registrar@nu.edu](mailto:registrar@nu.edu) for more information. The Plan Change e-form is only used between programs of the same academic level; students applying to a different academic level must go through the admissions process.

### **Leave of Absence**

Students are expected to maintain regular (continuous) enrollment in their program. Students who find it necessary not to enroll for one or more terms must complete and submit a Petition for Leave of Absence. Students are responsible for obtaining the necessary approval from their academic counselor for the leave of absence.

This form is available in the Registrar's Office and in the. If a student completes a degree or certificate and enrolls in another degree or certificate, the leave of absence calculation starts over. The student will have up to four approved/unapproved leaves with the new program. Students simultaneously enrolled in a combination of degree/certificate programs have only four approved/unapproved leaves.

Non-attendance for one or more terms without an approved leave may impact the student's matriculation or residency status at the University. Students who are absent without an approved leave or who are absent for a term beyond the approved leave will be required to apply for readmission before enrolling in further coursework. Such students are subject to having those admissions requirements in place at the time of re-application and are not automatically awarded credit for prior coursework upon readmission.

Students who receive financial aid are strongly advised to contact the Financial Aid Office before requesting a leave of absence to discuss the impact of the leave on financial aid eligibility and loan repayment status. Generally, leaves of absence are treated as withdrawals for federal financial aid purposes and may cause federal loans to enter repayment status.

### **Other Leave of Absence Information**

The Registrar's Office will review a student's record for all absences to determine eligibility:

- If courses remain on the student's schedule for a term in which a leave of absence is requested, those courses are automatically withdrawn, and the accounting and Financial Aid Offices will be notified. The student remains responsible for the tuition.
- There is no retroactive leave of absence; students must submit petition in the quarter/semester either prior to or concurrent with the request.
- Leaves of absence may be granted for up to 180 days
- If a student "drops" all courses within the approved timeframe to receive even a partial credit, that course will not stay on the student's transcript; therefore, the student is required to request a leave of absence for that term.
- A leave of absence is not required for any term in which a student withdraws from all courses; a "withdrawal" from all courses is defined as dropping all classes without receiving any refund. Those courses will remain on the student's transcript with a grade of "W", which does not have a negative effect on the grade point average (GPA), and does not require a leave of absence.
- Audited courses do not appear on official transcripts and cannot be used as proof of registration for the term.

### **Recognition of Academic Honors**

#### **Graduate Students**

Graduate students do not receive honors based on grade-point average; however, each college selects an outstanding student to honor at commencement (see below). NU assigns distinction

#### **Graduation Requirements**

All degree and certificate candidates are required to file a Graduation Application or Application for Certificate. Petitions must be filed by the date specified in the following pages. All financial obligations to the University must be paid in full. In addition, students must complete all programmatic requirements as indicated in the University's catalog.

AWARD	UNITS	RESIDENCY	SCHOLARSHIP
Master's Degree	Varies by Program	At least 70 percent of the work required for a master's degree must be completed in residence at the University. Some programs may require a residency greater than 70 percent. Refer to the program specific sections of the catalog for the number of units required in residence at the university. Transfer credit is not permitted into the Linked MA Sport Psychology/ PsyD programs.	A minimum grade of B- is required for each course applied to a master's degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared master's degree.
Doctor of Psychology (PsyD)	A minimum of 180 acceptable quarter units must be completed.	Once admitted to a doctoral program, all requirements must be completed in residence. Refer to the program-specific sections of the catalog for the number of prior units that might be considered for transfer. Transfer credit is not permitted into the Linked MA Sport Psychology/PsyD programs.	A minimum grade of B- is required for each course applied to the doctoral degree. An overall grade-point average of at least 3.0 must be achieved in all work for the declared doctoral degree.
Certificates	Varies by program.	Students enrolled in a graduate certificate program must complete all courses in residence.	A minimum grade of B- is required for each course applied to a graduate certificate. An overall grade- point average of at least 3.0 must be achieved in all work completed for a graduate-level certificate.

## **Diploma Application and Degree Conferral**

### **Graduation and Commencement**

A student is graduated on the next available date from when all degree or certificate requirements have been completed. Note the petition itself is one of the graduation requirements. Degrees, certificates and specializations are never backdated.

### **Application for Graduation**

Degrees and certificates are not awarded automatically upon completion of academic requirements. To be considered as a candidate for a degree or certificate, students must apply for graduation via their student portal. Petitions must be on file before a degree or certificate will be awarded and should be filed in the term prior to the expected graduation term.

### **Review of Student Records**

Upon receipt of the application for graduation and following the grading period for the term specified, the Registrar's Office will review the student's records. The student and academic counselor or advisor should plan for any remaining requirements to be completed for the degree or certificate.

### **Awarding of the Degree or Certificate**

At the end of the term of anticipated completion, as stated in the application for graduation, the student's record will be reviewed to verify completion of all requirements. If all requirements have been completed, the awarding of the degree or certificate will be posted on the transcript and their Academic Status will be updated to "graduated." Degrees or certificates will be dated as of the Monday after the last day of the quarter/cohort/semester in which all requirements have been met. Students who have not fulfilled all requirements should discuss completion with their advisor, and notify the Registrar's Office of the updated anticipated term of completion. The file will be reviewed again for degree or certificate completion in the updated term. Students who do not notify the Registrar's Office of degree or certificate completion may miss participating in the commencement ceremony. Degrees or certificates are never automatically entered onto the transcript without review. Degrees or certificates are not awarded if a student is on academic probation, or if there are marks of I (Incomplete), NR (Not Reported), or IP (In Progress) on the transcript.

### **Diplomas or Certificates**

Diplomas or certificates are printed and mailed after all requirements have been completed, the degree or certificate has been posted on the transcript, and all financial obligations to the University have been fulfilled. Diplomas and certificates are printed using the student's legal name on record. Students wishing a different name on their diploma or certificate must file an official name change with the Registrar's Office accompanied by the appropriate documentation prior to the issuance of the diploma or certificate.

### **Commencement Ceremony**

The ceremonial recognition of graduation is a very special occasion at the University. Graduating students and prospective graduates who meet the requirements are encouraged to participate in the event.

# Academic Information for Undergraduate Degrees

## ADMISSION PROCEDURES

### Admissions Advising

National University offers year-round admission. Applicants are interviewed by an enrollment advisor, who discusses the applicant's specific requirements for admission at the initial interview. All prospective and registered students receive a unique nine-digit student number.

### Faculty Advising

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

### Qualifications

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

Freshman Admission Applicants:

- Must have attended a regionally accredited high school\*
- Must have a high school GPA of 2.0

High school applicants who are within six months of completing their high school diploma may be eligible for conditional admission. See Conditional Admission section below.

\* Applicants who attended a non-regionally accredited high school or were home schooled must petition for admission approval.

### Home Schooled Applicants

Undergraduate students who indicate they received their secondary school instruction through home schooling will be required to submit an official high school transcript with the following information:

- Student's name
- List and description of courses completed by grade level
- Grades earned for the courses completed
- Number of credits earned for each course
- Names of textbooks utilized in courses
- Signed by person who administered curriculum
- Graduation date (if applicable)

Students must also provide a letter from their state Department of Education or local school district confirming home school registration. If the student's home state requires that individuals who were home schooled take an exam to show high school completion, the student must submit official high school proficiency exam test scores to the Office of the Registrar. The student will not be required to submit an official high school transcript if providing official high school proficiency exam test scores.



Students will be considered to be provisionally accepted (see Provisional Acceptance section below) until receipt of the required documentation. Students may be allowed to take courses but should note that final verification of high school completion will be made by the Office of the Registrar at the time official high school transcripts are received. Students who are deemed to not have met the high school completion requirement will be required to submit official high school equivalency test scores prior to continued enrollment.

### **Transfer Applicants**

- Applicants who have not earned an associate's degree from a regionally accredited institution or who have completed fewer than 90 quarter (60 semester) units of transferable college credit (remedial, fail, repeats, and excessive vocational/PE courses are nontransferable) must have graduated from high school, passed a high-school-level proficiency test (standard score for each section must be at least 410 with an overall score of 2250), or received a Certificate of Proficiency from a state Department of Education to be accepted on a provisional basis.
- Applicants transferring from regionally accredited colleges and universities are admitted as degree students if their cumulative Grade Point Average from all schools is 2.0 (C) or better.
- Applicants with a cumulative Grade Point Average below 2.0 may be admitted on probationary status if there is sufficient evidence of potential to complete college studies. See Probationary Admission section below.
- Students who have documents from a foreign country must request a foreign credential pre-evaluation to determine eligibility through their enrollment advisor.

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

All applicants to the University must also:

1. Complete an application for admission
2. Execute an enrollment agreement

If the University determines that a student does not meet stated admissions requirements, his/her studies will be interrupted. A policy exception must be approved for the above admissions requirements before the applicant can be accepted for admission to the University.

### **International Admissions**

Please refer to International Affairs section of this catalog.

### **Transcript Evaluation**

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

### **Provisional Acceptance**

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

- All regionally accredited colleges and universities previously attended.
- All examinations taken including CLEP, AP, DSST, and/or Excelsior College Exams.
- Official Military JST Transcript (Army, Navy, Marine, or Coast Guard).
- Community College of the Air Force transcript.
- High school transcripts (required if the student has not earned an associate's degree from a regionally accredited institution or has less than 60 semester units [90 quarter units] of transferable coursework from previous collegiate level institutions or if the student has not attended any higher education institution). High school proficiency certificates may be submitted by students who have obtained high school equivalency through an alternative route. Coursework not included in total transferable units include remedial, fail, repeats, and excess vocational and PE.

If the Office of the Registrar does not receive all required documentation within 60 days of the date of admission, the students' studies are temporarily interrupted until the Registrar receives all official documents. If the student's studies are temporarily interrupted, this can affect financial aid eligibility. The Office of the Registrar will send a courtesy notification every 20 days to students in provisional status advising them of any outstanding documentation needed for their file to be complete. Students should also view their to-do list on the student web portal to view outstanding documents. Coursework satisfactorily completed during the provisional acceptance period counts toward graduation if it is consistent with specific degree program requirements.

### **Conditional Admission**

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

### **Probationary Admission**

Applicants who have a cumulative Grade Point Average (GPA) below 2.0 may be accepted on probationary status. Students are ineligible for official admission and will not be processed for degree evaluation or financial aid until students have completed a minimum of 4.5 or a maximum of 13.5 quarter units of college level undergraduate courses with a cumulative GPA of 2.0. Students should be aware that remedial courses will not be calculated in cumulative GPA and should not be completed during the probationary period. Students admitted on probationary status are not permitted to schedule more than 13.5 quarter units during the probationary period. If the first required course in a student's degree program is taken using Satisfactory/Unsatisfactory (S/U) grading criteria, the student may schedule the S/U course and additional courses that issue a letter grade. Students are not permitted to enroll in other courses until official grades have been posted to their record and their probationary status has been lifted. Students should be aware that this may mean a break in enrollment of one term (month) due to the timeframe for submission of grades by instructors. Students who fail to achieve a minimum cumulative GPA of 2.0 during the probationary period are not eligible for admission to the University. Probationary admission students are not eligible for financial aid.

Students who have not attended a college for five or more years and have an incoming GPA of less than 2.0 are exempt from this requirement.

### **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](mailto:records@nu.edu) will be considered official. Electronic transcripts not sent from the issuing institution or sent to a different nu.edu email address will not be considered official.

Upon request, the University will process the initial request for all domestic transcripts (excluding test scores), including payment of associated fees, on the student’s behalf. If a transcript has not arrived within four weeks, the Office of the Registrar will submit a second request. Thereafter, it becomes the student’s responsibility to ensure that the University receives the document(s). Students must provide documents that are outstanding to ensure receipt within the required time frame.

Once student has been officially admitted, any subsequent transcripts are the sole responsibility of the student.

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

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

### **Evaluation**

Evaluation is the official determination of the required course of study for a student's degree and is the final step in the admission process. After the Office of the Registrar receives all official transcripts and other documents required for admission, the student's records are evaluated for transferability of credit. The course of study that a student discussed with an advisor at the initial admissions interview is only an estimate of the course requirements for a degree. The Office of the Registrar makes the official determination regarding the applicability of previous coursework toward meeting the requirements of a particular degree program. Students will be notified by e-mail when they may view their Academic Advisement Report (AAR) online through the student portal. As students' progress through their program, the AAR will show coursework already completed and courses remaining to be completed. The AAR helps students and advisors determine progress toward completion of program requirements. The AAR is not the official notification of completion of program requirements. An official audit of program requirements is conducted by the Office of the Registrar when a student applies for graduation.

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

### **SOURCES OF CREDIT**

#### **Transfer Credit**

National University accepts credits from regionally accredited institutions. It may also accept credits from institutions that are accredited by an agency which is a member of Council for Higher Education Accreditation (CHEA), provided that the academic quality of the institutions can be verified and the credits otherwise comply with National University guidelines. National University may also accept credits from collegiate institutions which are accredited by non-CHEA member agencies provided they are recognized by the Department of Education. In either case, the below process must be followed to request transfer credit consideration.

Transfer of credits from agencies which are not CHEA members are subject to additional scrutiny to validate that their academic programs adhere to the standards of institutions accredited by CHEA members. Credits transferred from collegiate institutions will only be accepted if they apply to the student's degree or certificate program and if they are comparable in nature, content, and level of credit to similar coursework offered by National University. Transfer students must have been in good standing and eligible to return to the last institution in which they were enrolled. Remedial college credits do not meet collegiate standards and will not be accepted as transfer credits by National University.

National University makes transfer credit decisions based upon its assessment of the collegiate institution and the circumstances and performance of the student. For students transferring from non-regionally accredited institutions, National University may accept fewer transfer credits, require the

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

The maximum transfer credit allowed for an associate’s degree is 58.5 quarter units. The maximum allowed for a bachelor’s degree is 135 quarter units.

### **Requests for Transfer Credit Consideration**

Any student who would like to request consideration of non-regionally accredited coursework must submit the following by completing a policy exception e-form (available on the Student Portal):

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

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

### **Collegiate**

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

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

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

### **Prior Learning Credit Transfer**

National University recognizes knowledge is acquired in many different ways. In addition to the traditional classroom setting, mastery of college-level knowledge and skills may occur as a result of nontraditional learning experiences such as employment, military training and experience, non-collegiate training programs, advanced high school courses, and self-development. The university awards applicable credits earned for nontraditional prior learning. However, credit is not awarded simply for experience but for measurable college-level learning, which includes knowledge, skills and competencies students have obtained as a result of their prior learning experiences. College credit may be granted on a case-by-case basis for prior learning only when it can be documented and falls within regular credit course offerings. The maximum number of credits acceptable for non-collegiate learning is a cumulative total of up to 135 quarter units (90 semester units) for an associate degree or baccalaureate degree. This maximum total is cumulative of all non-collegiate coursework. The credits may be from the following sources:

- A maximum of 22.5 quarter units (15 semester units) may be earned for:
  - Excelsior College Examinations

- Council for Adult Experiential Learning (CAEL) Portfolio
- Departmental examinations at National University (Credit by Examination).
- 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.
- American Council On Education (ACE) Credit Transfer
  - 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).
  - DANTES independent study/credit by examination courses
  - Credit recommended in the National Guide to Credit Recommendations for Non-Collegiate Courses (American Council on Education [ACE])
  - A maximum of up to 135 quarter units (90 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.
  - Local, state, and federal law enforcement training recommended by ACE and such credit as is listed on a transcript from a regionally accredited college

**College Level Examination Program (CLEP)**

The University awards credit for successful completion of CLEP subject examinations. CLEP examination credit can be applied to meet general education, preparation for the major, or general lower-division elective credit. National

University awards credit for CLEP examinations in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines provide a minimum score required as well as a recommendation on the amount of transfer credit that may be applied. In order to receive credit for CLEP examinations, an official CLEP transcript must be received by the Office of the Registrar. CLEP information can be found at the College Board website: [www.collegeboard.com/clep](http://www.collegeboard.com/clep). The total number of units awarded for CLEP exams cannot exceed 67.5 quarter units (45 semester units) toward a bachelor’s degree.

You can find more information on testing sites and preparation for your exam at [www.nu.edu/testingservices](http://www.nu.edu/testingservices). You can also contact the Testing Center at 858.541.7951 or email [testingservices@nu.edu](mailto:testingservices@nu.edu).

Students who have taken a CLEP general examination prior to 2002 may use the credit toward general education requirements, as it applies, up to a maximum of 27 quarter units or 18 semester hours. National University does not accept transfer credits for the mathematics general CLEP examination.

CLEP EXAMINATION	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
American Government	50	4.5	POL 201

CLEP EXAMINATION	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
American Literature	50	4.5	1 Area D: Humanities
Analyzing & Interpreting Literature	50	4.5	LIT 100
Biology	50	9	BIO 100 and 1 Area A-G
Calculus	50	6	MTH 220
Chemistry	50	9	CHE 141 and CHE 142
College Algebra	50	4.5	MTH 216A
College Composition	50	9	ENG 102 and ENG 240
College Composition Modular	50	4.5	ENG 102
College Mathematics	50	9	1 Area B and 1 open elective
English Literature	50	4.5	LIT 100
Financial Accounting	50	4.5	ACC 201
French Language – Level 1	50	9	2 Area D: Language
French Language – Level 2	59	13.5	2 Area D: Language and 1 Area A-G
German Language – Level 1	50	9	2 Area D: Language
German Language – Level 2	60	13.5	2 Area D: Language and 1 Area A-G
History of the United States I: Early Colonization to 1877	50	4.5	HIS 220A
History of the United States II: 1865 to Present	50	4.5	HIS 220B
Human Growth and Development	50	4.5	1 Area E
Humanities	50	4.5	1 Area D: Humanities
Information Systems	50	4.5	1 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	PSYC 100

CLEP EXAMINATION	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
Introductory Sociology	50	4.5	SOC 100
Natural Sciences	50	9	1 Area F Lecture & 1 Area A-G
Precalculus	50	4.5	MTH 215
Principles of Macroeconomics	50	4.5	ECO 204
Principles of Management	50	4.5	1 open elective
Principles of Marketing	50	4.5	1 open elective
Principles of Microeconomics	50	4.5	ECO 203
Social Sciences and History	50	9	2 Area E
Spanish Language – Level 1	50	9	SPN 100 and SPN 101
Spanish Language – Level 2	63	13.5	SPN 100, SPN 101, SPN 200
Spanish with Writing – Level 1	50	9	SPN 100 and SPN 101
Spanish with Writing – Level 2	65	18	SPN 100, SPN 101, SPN 200 and SPN 201
Western Civilization I: Ancient Near East to 1648	50	4.5	1 Area D: Humanities
Western Civilization II: 1648 to Present	50	4.5	1 Area D: Humanities

### Advanced Placement (AP) 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](http://www.collegeboard.com). Credits from the AP Exams will transfer as outlined in the chart. The AP Code for National University is 0470.

ADVANCED PLACEMENT (AP) EXAM	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
Art History	3	4.5	ART 100
Biology	3	12	BIO 100, BIO 100A and 1 Area A-G
Calculus AB	3	6	MTH 220
Calculus BC	3	12	MTH 220 and MTH 221



ADVANCED PLACEMENT (AP) EXAM	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
Chemistry	3	12	CHE 101, CHE 101A and 1 Area A-G
Chinese Language and Culture	3	12	2 Area D: Language
Chinese Language and Culture	4	18	3 Area D: Language and 1 Area A-G
Chinese Language and Culture	5	24	3 Area D: Language and 2 Area A-G
Computer Science A	3	6	1 Area D: Language
English Language/Composition	3	9	ENG 102 and ENG 240
English Literature/Composition	3	9	ENG 102 and LIT 100
European History	3	9	2 Area E
French Language	3	9	2 Area D: Language
French Language	4	13.5	3 Area D: Language
French Language	5	18	3 Area D: Language and 1 Area A-G
German Language	3	9	2 Area D: Language
Human Geography	3	4.5	1 Area E
Italian Language and Culture	3	12	2 Area D: Humanities
Italian Language and Culture	4	18	3 Area D: Humanities and 1 Area D: Language
Italian Language and Culture	5	24	3 Area D: Humanities and 2 Area D: Language
Japanese Language and Culture	3	12	2 Area D: Humanities
Japanese Language and Culture	4	18	3 Area D: Humanities and 1 Area D: Language
Japanese Language and Culture	5	24	3 Area D: Humanities and 2 Area D: Language
Latin	3	12	2 Area D: Language
Latin	4	18	3 Area D: Language and 1 Area A-G
Latin	5	24	3 Area D: Language and 2 Area A-G
Macroeconomics	3	4.5	ECO 204

ADVANCED PLACEMENT (AP) EXAM	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
Microeconomics	3	4.5	ECO 203
Music Theory	3	9	2 Area D: Arts
Physics 1	3	6	PHS 171 and 1 Area F Lab
Physics 2: Algebra-Based	3	6	PHS 172 and 1 Area F Lab
Physics C: Electricity and Magnetism	3	6	PHS 231 and Area F Lab
Physics C: Mechanics	3	6	PHS 232 and Area F Lab
Psychology	3	4.5	PSYC 100
Research	3	4.5	1 open elective
Research	4	9	2 open electives
Seminar	3	4.5	1 open elective
Seminar	4	9	2 open electives
Spanish Language and Culture	3	9	2 Area D: Language
Spanish Language and Culture	4	13.5	3 Area D: Language
Spanish Language and Culture	5	18	3 Area D: Language and 1 Area A-G
Spanish Literature and Culture	3	13.5	3 Area D: Humanities
Spanish Literature and Culture	4	18	3 Area D: Humanities and 1 Area A-G
Statistics	3	4.5	MTH 210
United States History	3	9	HIS 220A and HIS 220B
World History	3	9	HIS 233 and HIS 234

### International Baccalaureate (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](http://www.ibo.org). The chart shows how the credit from IB Examinations will be transferred.

INTERNATIONAL BACCALAUREATE HIGHER LEVEL	SCORE REQUIRED	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR (IB HL) EXAMS
Biology	4-7	9	BIO 161 and BIO 162
Business & Management	4-7	9	open elective units
Chemistry	4-7	9	CHE 141 and CHE 142
Computer Science	4-7	9	open elective units
Design Technology	4-7	9	open elective units
Economics	4-7	9	ECO 203 and ECO 204
Film	4-7	9	open elective units
French A2	4-7	9	2 General Ed Area D: Language
Geography	4-7	9	2 General Ed Area A-G
German A2	4-7	9	2 General Ed Area D: Language
History	4-7	9	1 General Ed Area E and 1 General Ed Area A-G
Japanese A2	4-7	9	2 General Ed Area D: Language
Language A: Language and Literature	4-7	9	General Ed Area A1 and LIT 100
Mathematics or Further Mathematics	4-7	9	1 General Ed Area B and 1 General Ed Area A-G
Music	4-7	9	open elective units
Physics	4-7	9	PHS 171 and PHS 172
Spanish A2	4-7	9	SPN 200 and SPN 201
Spanish B	4-7	9	SPN 200 and SPN 201
Theatre Arts	4-7	9	2 General Ed Area D: Arts
Visual Arts	4-7	9	open elective units

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

DANTES Subject Standardized Tests (DSST) demonstrates college-level learning acquired outside of the college classroom. The tests cover material usually taught in one-semester or one-year post-secondary courses. Credit for successful completion of DSST can be applied toward general education, preparation

for the major, or general elective credit. Most tests grant three semester units (4.5 quarter units) of credit. The total number of units awarded for subject exams cannot exceed 22.5 quarter units (15 semester units).

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

**Note:** The DANTES code for National University is 7858.

DSST EXAMINATIONS		MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
LOWER DIVISION	A History of the Vietnam War	400	4.5	Area E
	Art of the Western World	400	4.5	Area D: Art
	Astronomy	400	4.5	open elective
	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
	Ethics in Technology	400	4.5	open elective
	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	open elective
	Health and Human Development (formerly Here's to your Health)	400	4.5	COH 100
	History of the Soviet Union (former Rise and Fall of the Soviet Union)	400	4.5	open elective
	Human Resource Management	400	4.5	open elective
	Introduction to Business	400	4.5	BUS 100
	Introduction to Geography	400	4.5	Area E
	Introduction to Geology	400	4.5	Area A-G
	Introduction to World Religions	400	4.5	Area D: Humanities
	Lifespan Developmental Psychology	400	4.5	Area E
	Management Information Systems	400	4.5	open elective
Organizational Behavior	400	4.5	open elective	

DSST EXAMINATIONS		MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
	Principles of Advance English Composition	400	4.5	ENG 240
	Personal Finance	400	4.5	open elective
	Principles of Finance	400	4.5	open elective
	Principles of Statistics	400	4.5	MTH 210
	Principles of Supervision	400	4.5	open elective
	Substance Abuse (former Drug & Alcohol Abuse)	400	4.5	open elective
	Technical Writing	400	4.5	open elective
	The Civil War and Reconstruction	400	4.5	Area E
UPPER DIVISION	Fundamentals of Cybersecurity	400	4.5	UD CYB Elective
	Introduction to Law Enforcement	400	4.5	UD CJA Elective
	Money and Banking	48	4.5	ECO 447
	Principles of Public Speaking	400	4.5	UD COM 103

### 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](mailto:testingservices@nu.edu) for further information.

### Military Education Credit

To be awarded credit for courses taken at military service schools on an equivalency basis, students must submit a Community College of the Air Force transcript, or a military JST transcript for those serving in the Army, Navy, Marine Corps or Coast Guard.

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

Credits for military school courses apply directly to undergraduate work as it relates to the level and content of the particular degree program. The maximum amount of transfer credit granted for military education is 45 quarter units. An additional nine (9) units of correspondence coursework may be granted for active or veteran students who served in the Marine Corps. National University will only accept credit for military courses that have been recommended for credit by the American Council on Education (ACE).

## SOPHIA Learning LLC. Courses

National University awards college credit for SOPHIA Learning LLC. courses in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines specify a minimum score required as well as a recommendation on the amount of transfer credit that may be applied. In order to receive credit for SOPHIA courses, an official SOPHIA transcript must be received by the Office of the Registrar. Additional information can be found at [sophia.org](http://sophia.org). Credits from SOPHIA will transfer as outlined in the chart. A maximum number of 22.5 quarter units (15 semester units) may be earned for ACE recommended credit. Students should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

SOPHIA COURSE	SOPHIA COURSE TITLE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
ACCT 1101	Accounting	70%	4.5	ACC 201
CA 1010	Applied Introductory Math	70%	1.5	Open Elective
PHIL 1001	Ancient Greek Philosophers	70%	4.5	Area D: Humanities
REL 1001	Approaches to Studying Religions	70%	4.5	Area D: Humanities
ARTHIST 1001	Art History I	70%	4.5	ART 100
ARTHIST 1002	Art History II	70%	4.5	Area D: Arts
BUSLAW 1001	Business Law	70%	4.5	LAW 204
CA 1001	College Algebra	70%	4.5	MTH 216A
COLLEGE 1001	College Readiness	70%	4.5	Open Elective
SOPH-0034	Communication at Work	70%	4.5	Open Elective
CONRES 1001	Conflict Resolution	70%	1.5	Open Elective
BUS 1200	Developing Effective Teams	70%	1.5	Open Elective
ENG 1001	English Composition I	70%	4.5	ENG 102
ENG 1002	English Composition II	70%	4.5	ENG 240
ENVS 1001	Environment Science	70%	4.5	GE AREA A-G
CONRES 1000	Essentials of Managing Conflict	70%	4.5	Open Elective
CA 0050	Foundations of College Algebra	70%	4.5	MTH 12A/12B, REMEDIAL
ENG 0050	Foundations of English Composition	70%	4.5	NONE, REMEDIAL
ST 0050	Foundations of Statistics	70%	3	MTH 210
HUMBIO 1001	Human Biology	70%	4.5	BIO 110
BUS 1001	Introduction to Business	70%	4.5	BUS 100
PHIL 1002	Introduction to Ethics	70%	4.5	Area D: Humanities
CS 1001	Introduction to Information Technology	70%	4.5	Open Elective

SOPHIA COURSE	SOPHIA COURSE TITLE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
PSY 1001	Introduction to Psychology	70%	4.5	PSYC 100
CS 1011	Introduction to Relational Databases	70%	4.5	Open Elective
SOC 1001	Introduction to Sociology	70%	4.5	SOC 100
STAT 1001	Introduction to Statistics	70%	4.5	MTH 210
CS 1005	Introduction to Web Development	70%	4.5	Open Elective
CS 1003	IT Career Exploration	70%	1.5	Open Elective
ECON 1001	Macroeconomics	70%	4.5	ECO 204
ECON 1002	Microeconomics	70%	4.5	ECO 203
FIN 1001	Principles of Finance	70%	4.5	Open Elective
PM 1001	Project Management	70%	4.5	Open Elective
COMM 1002	Public Speaking	70%	4.5	COM 103
PSYC 1010	Smarter Decisions Through Psychology	70%	4.5	PSYC 100
SUCCESS 1001	Student Success	70%	1.5	Open Elective
ECON 1010	Taking Charge of Your Economic Future	70%	1.5	Open Elective
ENG 1020	The Power of Persuasion	70%	4.5	ENG 240
HIST 1001	US History I	70%	4.5	HIS 220A
HIST 1002	US History II	70%	4.5	HIS 220B
HIST 1010	US. History: Learning from the Past, Preparing for the Future	70%	4.5	Area E
VISCOMM 1001	Visual Communications	70%	4.5	COM 220

### **StraighterLine Courses**

National University awards college credit for StraighterLine courses in accordance with published American Council on Education (ACE) guidelines. The ACE guidelines provide a minimum score required as well as a recommendation on the amount of transfer credit that may be applied. In order to receive credit for StraighterLine courses, an official StraighterLine transcript must be received by the Office of the Registrar. Additional information can be found at [Straighterline.com](http://Straighterline.com). Credits from StraighterLine will transfer as outlined in the chart. A maximum number of 22.5 quarter units (15 semester units) may be earned for ACE- recommended credit. Student should submit a Concurrent Enrollment e-Form four weeks prior to the start of a course to ensure the transferability of any external coursework.

STRAIGHTERLINE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
ACC 150 – Managerial Accounting	70%	4.5	ACC 202
ACC 151 – Financial Accounting	70%	4.5	ACC 201
ANTH 101 – Cultural Anthropology	70%	4.5	1 Area E
BIO 101 – Introduction to Biology	70%	4.5	BIO 101
BIO 101L – Introduction to Biology Lab	70%	1.5	BIO 101A
BIO 201 – Anatomy & Physiology I	70%	4.5	BIO 201
BIO 201L – Anatomy & Physiology I Lab	70%	1.5	BIO 201A
BIO 202 – Anatomy & Physiology II	70%	4.5	BIO 202
BIO 202L – Anatomy & Physiology II Lab	70%	1.5	BIO 202A
BIO 250 – Microbiology	70%	4.5	BIO 203
BIO 250L – Microbiology Lab	70%	1.5	BIO 203A
BUS 101 – Introduction to Business	70%	4.5	BUS 100
BUS 105 – Business Communication	70%	4.5	Open Elective
BUS 106 – Business Ethics	70%	4.5	Open Elective
BUS 110 – Business Law	70%	4.5	LAW 204
BUS 120 – Organizational Behavior	70%	4.5	Open Elective
BUS 201 – Principles of Management	70%	4.5	Open Elective
CHEM 101 – General Chemistry I	70%	4.5	CHE 101
CHEM 101L – Gen Chem I Lab	70%	1.5	CHE 101A
CIV 101 – Western Civilization I	70%	4.5	1 Area D: Humanities
CIV 102 – Western Civilization II	70%	4.5	1 Area D: Humanities
CIV 103 – Survey of World History	70%	4.5	1 Area E
CJ 101 – Introduction to Criminal Justice	70%	4.5	1 Area E
COM 101 – Introduction to Communication	70%	4.5	1 Area A3
CS 101 – Introduction to Programming	70%	4.5	1 Area D: Language
ECON 101 – Macroeconomics	70%	4.5	ECO 204
ECON 102 – Microeconomics	70%	4.5	ECO 203
ENG 101 – English Composition I	70%	4.5	ENG 102
ENG 102 – English Composition II	70%	4.5	ENG 240
ENV 101 MH – Introduction to Environmental Science	70%	4.5	1 Area A-G
FIN 101 – Personal Finance	70%	4.5	Open Elective



STRAIGHTERLINE	MINIMUM SCORE	UNITS (QTR)	TRANSFER CREDIT ALLOWED FOR
IT 101 – Information Technology Fundamentals	70%	4.5	Open Elective
IT 102 – Software Development Fundamentals	70%	3	Open Elective
IT 103 – Networking Fundamentals	70%	3	Open Elective
IT 104 – Database Administration Fundamentals	70%	3	Open Elective
IT 150 – Introduction to Personal Computer Maintenance	70%	6	Open Elective
IT 151 – Introduction to Networking	70%	4.5	CYB 202
MAT 101 – College Algebra	70%	4.5	MTH 216A
MAT 150 – Business Statistics	70%	4.5	MTH 210
MAT 201 – Precalculus	70%	4.5	MTH 215
MAT 202 – Introduction to Statistics	70%	4.5	MTH 210
MAT 250 – General Calculus I	70%	6	MTH 220
MAT 251 – General Calculus II	70%	6	MTH 221
MED 101 – First Aid/CPR	70%	4.5	Open Elective
MEDTERM101 – Medical Terminology	70%	4.5	COH 150
NUTRI 101 – Intro to Nutrition	70%	4.5	1 Area G
PE 101 – Personal Fitness & Wellness	70%	4.5	COH 100
PHARM 103 – Pharmacology	70%	4.5	Open Elective
PHL 101 – Intro to Philosophy	70%	4.5	PHL 100
PHY 250 - General Physics I	70%	4.5	PHS 171
PHY 250L – General Physics I Lab	70%	4.5	PHS 179A
POL S101 – American Government	70%	4.5	POL 201
PSY 101 – Introduction to Psychology	70%	4.5	PSYC 100
REL 101 – Introduction to Religion	70%	4.5	1 Area D: Humanities
SOC 101 – Introduction to Sociology	70%	4.5	SOC 100
SPAN 101 – Spanish I	70%	6	SPN 100
SPAN 102 – Spanish II	70%	6	SPN 101
SUCCESS 101 – Student Success	70%	4.5	1 Area G
US HIST 101 – United States History I	70%	4.5	HIS 220A
US HIST 102 – United States History II	70%	4.5	HIS 220B

## **Other Non-Collegiate Credit**

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

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

## **NATIONAL UNIVERSITY CREDIT AND CHALLENGE BY EXAMINATION**

### **Credit by Examination**

Currently enrolled students can obtain credit for undergraduate courses through departmental examinations, called Credit by Examination, when their training or work experience seems to provide proficiency in the subject matter of an approved course. Only a limited number of courses are approved for Credit by Examination. Students cannot challenge courses that are in the same area as an advanced course taken at National University or another regionally accredited institution. Students cannot challenge a course they have previously attempted regardless of grade earned. Students can apply for Credit by Examination by completing the e-forms link on the Student Portal. Students must submit their e-form after they are formally evaluated by the Office of the Registrar to determine eligibility for the exam. Approval for the exam must be granted before the exam can be taken. Students must pay the required \$100 Credit by Examination fee to the Student Accounts.

All Credit by Examinations must support the objectives of the student's degree program and cannot exceed 13.5 quarter units in an associate degree program. Credit from Credit by Examination counts toward graduation, but no grade points are assigned or included in calculating Grade Point Averages. The credit cannot be used to meet residency requirements.

You can find more information on testing sites and preparation for your exam at: [www.nu.edu/testingservices](http://www.nu.edu/testingservices). You can also contact the testing center at 858.541.7951 or email [testingservices@nu.edu](mailto:testingservices@nu.edu).

### **Challenge by Examination**

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

Procedures to challenge a course by examination are identical to the Credit by Examination procedures explained above, but the fee for a Challenge by Examination is \$50 rather than \$100. No credit is awarded for a waived course.

### **Undergraduate Course Waivers**

Students may request to waive a course based on previous training or experience. If the student can demonstrate mastery of a subject, the department chair must submit a recommendation to allow the student to waive the particular course. If the course in question has an available Credit by Examination (or other approved test) then the student must pass the examination and may not request for a waiver.

A course waived exempts a student from that course. Units are not awarded for a waived course, so the student may need to take a different course such as an elective in order to meet the overall unit requirements for the degree. Approval of a course waiver does not reduce the total number of credits required for the awarding of the degree, but allows the student to take another approved course for the same number of credits. Waiver requests must be submitted at least four (4) weeks prior to the class' scheduled start date.

### **Language Proficiency Testing**

National University offers competency proficiency testing through an agreement with the University of Pennsylvania Penn Language Center for students who need foreign language proficiency verification. National University will allow students, who have met the Intermediate level of foreign language proficiency through this test, to waive the Area D language requirement in General Education. This service is made available to the students at a reasonable cost.

**Note:** Students will need to meet the overall unit requirement for General Education.

The foreign language competency test consists of four components which measure a student's ability to communicate, read and write in a foreign language. The duration of the test varies depending on the language, and could take approximately 1.5–2 hours. The test contains an oral interview between test candidate and the tester, a reading comprehension assignment, and a writing sample.

University of Pennsylvania Penn Language Center will keep a permanent record of the results of the competency testing. Credit by Examination is not available. Website: [www.pls.sas.upenn.edu/testing](http://www.pls.sas.upenn.edu/testing).

### **Approval For the Training of Veterans**

National University is approved for the training of veterans under Title 38 of the U.S. Code, Chapters 30, 31, 32, 34, and 35. The University is also authorized for active duty tuition assistance.

Questions regarding pre-evaluations and degree plans of military students may be submitted to student's academic advisor or the Military Evaluations Team ([militaryevaluations@nu.edu](mailto:militaryevaluations@nu.edu) or 858.642.8047).

### **Course Applicability For Veteran Students Using VA Benefits**

#### **(Applies to all GI Bill Educational Programs)**

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

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

### **GRADES AND GRADING SYSTEM**

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

## **Definition of Grades**

### **A Outstanding Achievement**

Significantly Exceeds Standards

### **B Commendable Achievement**

Exceeds Standards

### **C Acceptable Achievement**

Meets Standards

### **D Marginal Achievement**

Below Standards

### **F Failure**

Courses in which a grade of "F" is earned will not count toward degree requirements and may require repetition of course.

### **I Incomplete**

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

### **U Unsatisfactory**

A permanent grade indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the Grade Point Average.

### **W Withdrawal**

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

### **S Satisfactory**

Credit is granted but no grade points are assigned.

**IP In Progress**

A designation representing a project course that allows up to 12 months from course start date for completion. No grade points are assigned for the “IP” grade.

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

**H Honors**

Signifies Outstanding Achievement. No grade points are assigned.

**S Satisfactory**

Signifies Acceptable Achievement. No grade points are assigned.

**U Unsatisfactory**

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

**Plus/Minus Grading**

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the Grade Point Average are specified below.

**Computing Grade Point Averages**

To compute a student’s Grade Point Average, the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. “I,” “W,” “U,” “IP,” “H,” and “S” designations carry no grade points and are not considered when computing Grade Point Average. When a course is repeated, all grades remain part of the permanent record but only the most recent grade is calculated in the Grade Point Average. If an undergraduate student changes their plan of study, all completed coursework will be utilized to calculate cumulative Grade Point Average regardless of applicability to current program of study. GPA is truncated to two decimal places. Only courses completed in residence are utilized in calculating GPA.

**Grade Points Awarded**

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

**ACADEMIC STANDING**

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University.

Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

### **Academic Warning 1**

A student whose cumulative GPA falls below 2.0 from good standing shall be placed on academic warning. Students are strongly recommended to complete an academic plan with their academic advisor.

### **Academic Warning 2**

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning. Students on second warning are required to complete an academic plan and meet with their academic advisor.

### **Academic Probation**

A student on second warning whose cumulative GPA remains below 2.0 will be placed on academic probation. A registration hold is placed on the student's record until they meet with a success coach. Students may be required to limit the number of classes/units scheduled while on probation. Students must meet with a success coach to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA remains at a minimum 2.0.

### **Academic Suspension**

Students whose term GPA falls below 2.0 will be placed on Academic Suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped.

Students will be placed on Academic Suspension for a minimum of one quarter.

### **Academic Appeal**

If after completing the suspension period the student's GPA has not improved, the student must meet with a success coach to discuss appealing their suspension. Students must submit a letter of intent explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for admission.

A student is placed in good standing at any point once the student's cumulative GPA improves to the minimum 2.0.

### **Academic Dismissal**

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed from the University.

### **Catalog Rights**

Any student whose record reflects a break in enrollment for a period of 12 or more consecutive months is not eligible to retain his/her catalog rights. All other students are defined as having continuous

enrollment and, as such, remain subject to the requirements of the academic program that were listed in the catalog at the time of their admission. Students who interrupt studies for a period of greater than 12 or more months must re-apply for admission. Re-admitted students are subject to all catalog requirements in existence at the time of re-enrollment.

Students who change their major after having been admitted to the University must follow the program requirements in effect at the time of such change. Students who choose to add or drop a minor are not subject to a catalog change, unless the minor is not offered in the original catalog. If the minor was not offered in the original catalog, the student must meet both major and minor requirements under the catalog in effect at the time of the requested plan change.

Students can elect to move assigned catalogs and follow the requirements listed in the current catalog; however, students cannot combine requirements from their previous catalog with those in the current catalog. Students may only move to the most current active catalog.

## **GRADUATION REQUIREMENTS FOR UNDERGRADUATE DEGREES**

### **Unit and GPA Requirements / Total Number of Units**

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

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

### **Upper-Division Units**

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

### **Residency Requirements**

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

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

- A minimum of 18 quarter units.
- At least two-thirds of the courses/units required for the minor or concentration, if a student has selected a minor or concentration, or if a concentration is required as part of the degree requirements.

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

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

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

### **GPA Requirements**

Students must meet the following GPA requirements for their degree:

- Minimum overall cumulative Grade Point Average of 2.0
- Minimum cumulative Grade Point Average of a 2.0 within their major or core coursework (unless otherwise specified)
- Minimum cumulative Grade Point Average of 2.0 within their minor or concentration coursework (unless otherwise specified).

### **General Education Requirements**

All undergraduate students must complete the University General Education requirements specific to their degree level. Unless otherwise specified in the program, students must meet the requirements located in the General Education section of this catalog. The General Education curriculum furnishes students with the basic knowledge necessary to pursue any degree program. Students who fulfill the curriculum gain a strong interdisciplinary liberal arts framework geared toward problem solving.

The general education program consists of a minimum of 34.5 quarter units for associate degrees and 70.5 quarter units for bachelor degrees. As part of the General Education unit requirements, all students must complete at least 4.5 units of diversity-enriched coursework. Students pursuing bachelor degrees must also complete at least 4.5 units of upper-division General Education.

### **CSU General Education Certifications and IGETC**

National University will accept the following General Education certifications: California State University (CSU) General Education Breadth Certification and the Inter-Segmental General Education Transfer Curriculum (IGETC). All requirements for CSU General Education and IGETC must be completed and certified prior to transfer to National University. The University will not accept partial certifications. Students must provide an official transcript with the signed certification included or a separate certification form from the community college attended.

National University has general education requirements in the following areas: English Communication, Mathematical Concepts and Quantitative Reasoning, Information Literacy, Arts, Humanities and Languages, Social and Behavioral Sciences, Physical and Biological Sciences, and Lifelong Learning and Self Development.

The required number of units in each section can be found in the General Education section of this catalog.

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

### **MAJOR, MINOR, AND CONCENTRATION REQUIREMENTS**

#### **Preparation for the Major**

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



## **Major**

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

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

## **Minor**

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

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

## **Concentration**

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

## **Graduation with Honors**

Graduation with Honors is available to students whose academic record indicates superior achievement. Earned honors are noted on diplomas and official University transcripts.

Honors for associate and baccalaureate degrees are determined only by courses taken at National University. Honors are awarded according to the following Grade Point Average:

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

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

In the calculation of eligibility for honors the cumulative GPA is truncated to two decimal places. For example, if the cumulative GPA of record is a 3.695 this figure is truncated to 3.69 and the honors designation would be Cum Laude.

## **HONOR SOCIETIES**

### **Alpha Kappa Delta International Sociology Honor Society**

Alpha Kappa Delta seeks to acknowledge and promote excellence in scholarship in the study of sociology, the research of social problems, and such other social and intellectual activities as will lead to improvement in the human condition. Alpha Kappa Delta is a non-secret, democratic, international society of scholars dedicated to the ideal of Athropon Katamannthanein Diakonesin or “to investigate humanity for the purpose of service.” At commencement, membership in Alpha Kappa Delta is signified by the wearing of a teal honor cord.

### **Alpha Phi Sigma Honor Society**

Alpha Phi Sigma is a criminal justice honor society affiliated with the Academic of Criminal Justice Sciences whose goals are to honor and promote academic excellence, community service, educational leadership, and unity.

### **Order of the Sword and Shield Honor Society**

Order of the Sword and Shield is a national honor society that recognizes the scholastic and professional achievements of students and alumni from institutions granting degrees in the fields of homeland security, intelligence and protective security.

### **Pinnacle Honor Society for Undergraduate Students**

Pinnacle is a national collegiate honorary society founded for the single purpose of recognizing the nation’s most outstanding adult and other non-traditional students. Honored students receive letters of congratulation, certificates of membership, lapel pins, diploma seals, and honor cords. Students accepted for membership to the Pinnacle Honor Society are nationally recognized for their academic achievement, community service, leadership, and ethical standards. Each commencement season, the Office of Student Affairs invites undergraduate students to join Pinnacle based on their qualifying Grade Point Average. Students will be asked to complete an application which is then reviewed for eligibility determination.

### **Pi Lambda Theta Honor Society**

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The Dean of the Sanford College of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career search, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement exercises designates Pi Lambda Theta graduates.

### **Psi Chi Honor Society**

Psi Chi is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology. Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology. Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

### **SALUTE Veterans National Honor Society**

SALUTE is the first national academic honor society established for student veterans, and active military, in 2-year and 4-year institutions of higher education. Another unique element of our honor society includes a 4-tier system, which is designed to encourage undergraduate student veterans to strive to improve their GPAs and advance to higher tier levels (and scholarship brackets) in the honor society during their academic careers.

For more information, please contact the Veteran Center at [veterancenter@nu.edu](mailto:veterancenter@nu.edu)

### **Sigma Beta Delta Honor Society**

Sigma Beta Delta, founded in 1994, is an honor society which recognizes scholarship and achievement by students of business, management, or administration who have attained superior records at universities with regional accreditation. The society characterizes itself by three principles: wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm, as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind. The Dean of the College of Professional Studies invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to the Society's "Aspirations" newsletter. Dark green and gold cords worn during commencement exercises designate Sigma Beta Delta graduates.

### **Sigma Tau Delta, International English Honor Society**

Sigma Tau Delta, International English Honor Society, was founded in 1924 at Dakota Wesleyan University. The Society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities. Foster all aspects of the discipline of English, including literature, language, and writing. Promote exemplary character and good fellowship among its members, exhibit high standards of academic excellence; and serve society by fostering literacy.

# Academic Information for Graduate Degrees and Credentials

## Admissions Advising

National University offers year-round admission. Persons seeking admission to graduate and credential studies at National University are unique in their specific circumstances and needs. Applicants are interviewed by an enrollment advisor, who discusses applicants' specific requirements for admission at the initial interview.

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

## Faculty Advising

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

## Qualifications

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

1. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.5 or better, or a Grade Point Average of 2.75 or higher within the last 90 quarter units.
2. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 and a satisfactory score on one of the following tests:
  - » Minimum score of 550 on the Graduate Management Admission Test (GMAT)
  - » Minimum scores of 152 (verbal) and 147 (quantitative) on the Graduate Record Examination (GRE)
  - » Minimum score of 408-413 on the Miller Analogies Test
  - » An approved, standardized program-specific exam
3. Hold a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 and have successfully completed at least 13.5 quarter units of graduate-level coursework with grades of "B" or better at a regionally accredited institution.
4. Holders of a bachelor's degree or higher from a regionally accredited college or university with an overall Grade Point Average of 2.0 to 2.49 may be admitted on a probationary status. See the Probationary Admission section below for additional information.
5. Applicants who are within six months of completing a baccalaureate degree may be eligible to apply for admission to National University. See Admission Prior to Completion of a Bachelor's Degree for more information. If an applicant is registered for graduate-level courses and it is

determined that they did not complete the bachelor's requirements, the offer of admission will be rescinded.

Applicants for admission to the Doctor of Nursing Practice must meet the admission criteria listed in the College of Professional Studies.

National University's College Board Institutional Code is 4557.

### **International Admissions**

Please refer to International Affairs section of this catalog.

Applicants whose higher education was completed in a foreign country must request a foreign pre-evaluation through an enrollment advisor to determine eligibility for a graduate program. Applicants who are seeking any California credential must have their official documents evaluated by an approved agency and an official evaluation report must be received by the Office of the Registrar notating that they have earned an equivalent to a four-year United States bachelor's degree.

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

- The 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](http://www.wes.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](mailto:foreignevaluations@nu.edu) or by contacting the Office of the Registrar.

All applicants must present preliminary evidence of prior education at the required interview with an enrollment advisor. Unofficial transcripts are acceptable. All applicants to the University must also:

1. Complete an application for admission.
2. Execute an enrollment agreement.
3. Complete the program admission process.

All post-baccalaureate applicants, regardless of citizenship, whose preparatory education was principally in a language other than English, must demonstrate competence in English. Students who

do not possess a bachelor's degree from a post-secondary institution where English is the language of instruction are encouraged to take the English Accuplacer evaluation as part of the admissions process.

Any exceptions to the above admissions requirements must be considered via a Policy Exception request.

### **Probationary Admission**

Students whose undergraduate GPA was 2.0 to 2.49 may be accepted on probationary status. Students are ineligible for official admission and will not be processed for degree evaluation or financial aid until they have completed a minimum of 4.5 or a maximum of 13.5 quarter units of graduate study with a cumulative GPA of 3.0. Students admitted on probationary status are not permitted to schedule more than 13.5 quarter units during the probationary period. If the first required course in a student's degree program is taken using Satisfactory/ Unsatisfactory (S/U) grading criteria, the student may schedule the S/U course and additional courses that issue a letter grade. Students are not permitted to enroll in other courses until official grades have been posted to their record and their probationary status has been lifted. Students should be aware that this may mean a break in enrollment of one term (month) due to the time-frame for submission of grades by instructors. Students who fail to achieve a minimum cumulative GPA of 3.00 during the probationary period are not eligible for admission to the University. Probationary admission students are not eligible for financial aid. F-1 students are not eligible for probationary admission. Students who earned their bachelor's degree and have not attended a college in the last five years are exempt from this requirement.

### **Admission in the Term Prior to Bachelor's Degree Completion**

Undergraduate students in their final semester or term before graduation who want to be admitted to National University for graduate study may be admitted into a post-baccalaureate program if their record to date provides evidence that they will complete the degree as anticipated. They must have a 2.50 (or equivalent) overall cumulative GPA. Students who are determined to not have completed the requirements for a bachelor's degree will have their offer of admission rescinded.

Graduate coursework completed prior to completion of a bachelor's degree will not be eligible for graduate credit at National University or any other institution.

All domestic students must provide a copy of their diploma or final transcript to an enrollment advisor before commencing post-baccalaureate or graduate-level work. International students must provide their final documentation for verification prior to, or at, orientation.

### **Provisional Acceptance**

Students who have completed a baccalaureate degree and want to be admitted to a post-baccalaureate degree program when official transcripts are not immediately available can be provisionally accepted. Students are responsible for obtaining an official transcript in a sealed envelope from the college or university where they earned their baccalaureate degree. Students are considered for eligibility when the Office of the Registrar receives official documentation.

Post-baccalaureate students may take courses during provisional acceptance while the Office of the Registrar awaits receipt of official transcripts. If the Office of the Registrar does not receive the required documentation within 60 days of the date of admission, the student's studies are temporarily interrupted until all official documents are received. If the student's studies are temporarily

interrupted, this can affect financial aid eligibility. The Office of the Registrar will send a courtesy notification every 20 days to students in provisional status, advising them of what documentation remains outstanding. Students should also view their to-do list, which can be found on the student web portal, to determine outstanding documents. Coursework completed satisfactorily during provisional acceptance will count toward graduation if it is consistent with specific degree program requirements.

### **Official Transcript and Bachelor's Degree Verification Requirements**

Post-baccalaureate students are required to secure a copy of their transcript in a sealed envelope from the college or university where they completed their baccalaureate degree. The Office of the Registrar will not accept hand-carried official transcripts or transcripts "issued to student" as official documents unless in a sealed envelope from the issuing institution.

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

#### **Office of the Registrar**

#### **National University**

9980 Carroll Canyon Road

San Diego, California 92131

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

### **Evaluation**

Once eligibility for admission to a post-baccalaureate program has been determined, students are eligible for official evaluation. Students will be notified by e-mail when they have been evaluated so the student may view their Academic Advisement Report (AAR) online. The course of study that a student discussed with an advisor at the initial admissions interview is only an estimate of the course requirements for a degree. AAR is the official notification of the coursework and other requirements that are required for the program. As students progress through the program, the AAR will show coursework already completed and coursework remaining. The AAR helps students and advisors to determine progress toward completion of program requirements but does not serve as official completion of program requirements. An official audit of program requirements is conducted by the Office of the Registrar when a student applies for graduation.

Applications for financial aid cannot be processed until evaluation has occurred.

### **SOURCES OF CREDIT**

#### **Course Waivers and Unit Transfer Limits**

Students who believe that they have taken graduate-level coursework at a regionally accredited institution that is applicable to their current program may submit an e-form waiver through the student portal with the assistance of an enrollment or academic advisor. An official course description for each course must be attached to the e-form request. Course descriptions can usually be obtained directly from the issuing institution, copied from an institution's catalog, or found online through an institution's course catalog. The Office of the Registrar must receive official transcripts from the transferring institution before a course waiver request may be submitted. If a course description is not sufficient for determining transferability, students may be required to submit a course syllabus.

Students can transfer a maximum of 13.5 quarter units at the graduate-level provided that the units have not been used to satisfy the requirements of an awarded degree. Regardless of the number of units transferred to the graduate program, students must meet residency requirements of their particular program in order to be eligible for graduation. Students should refer to their particular degree program to determine the maximum amount of transfer credit that can be applied. All courses considered for graduate transfer credit must have been taken in a graduate-level degree program or notated as graduate-level on the issuing institution's transcript.

To be considered for a course waiver, the transferring course must have been completed with a grade of "B" (3.0) or better. No courses can be accepted in transfer as a waiver or credit where the grade earned was a "B-" or below.

If the transfer only qualifies for a waiver, the student does not have to complete the course, but credit is not awarded. The Academic Advisement Report (AAR) will show that course requirement has been met but that zero (0) units have been awarded.

Students who discontinue and apply for readmission must resubmit for approval of previously applied course waivers. This may require additional graduate-level coursework to be taken in order to satisfy requirements for the student's degree.

### **Course Applicability for Veteran Students Using VA Benefits**

#### **(Applies to all GI Bill Educational Programs)**

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

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

### **Prerequisite Waivers**

Some graduate degree programs require students to complete undergraduate-level prerequisites. If a student has completed equivalent coursework at a regionally accredited institution, then they must submit an e-form course waiver request. The Office of the Registrar will review the course content and make a determination on the waiver request. No graduate transfer credit will be awarded if the course was taken as part of an undergraduate-level degree or classified as an undergraduate class by the institution attended.

### **Special Consideration Waivers Based on Non-Graduate Level Coursework**

Students who have a course waiver approved based on a course taken through extended learning or continuing education will typically not be awarded any units. National University may consider approving and awarding credit if the issuing institution recognizes the credits as meeting graduate-level academic standards, notates on the transcript that the course is granted graduate-level academic credit, and confirms in an official letter from their Office of the Registrar that the course would be accepted to meet a requirement in their own graduate programs.



When a student has acquired mastery of a subject through a concentration of undergraduate courses or through considerable experience or training, the lead faculty member may recommend that a course be waived. The lead faculty will determine the required documentation that needs to be submitted in support of the waiver.

### **Time Limit**

External coursework that is more than seven years old cannot be transferred into post-baccalaureate credential or degree programs. Similarly, coursework completed at National University more than seven years ago cannot be applied to post-baccalaureate credential or degree programs for re-enrolling students.

Coursework that is more than seven years old must be repeated, or, with the approval of the college/school dean, a more recent, suitable course may be substituted.

### **Challenge by Examination**

Students in National University graduate programs can waive course requirements through a successfully completed challenge exam. Exams are available for a limited number of courses at the university and are based on faculty availability and review.

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

Credit by Examination is not allowed at the graduate-level.

You can find more information on testing sites and preparation for your exam at: [www.nu.edu/testingservices](http://www.nu.edu/testingservices). You can also call the Testing Center at 858.541.7951 or email [testingservices@nu.edu](mailto:testingservices@nu.edu).

### **GRADES AND GRADING SYSTEM**

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

- A Outstanding Achievement**
- B Commendable Achievement**
- C Acceptable Achievement**
- D Marginal Achievement**
- F Failure**

Courses in which a grade of "D" or "F" is earned will not count toward degree requirements and may require repetition of course.

#### **I Incomplete**

A grade of "I" may only be issued when a student has attended at least two-thirds of the class sessions and is unable to complete the requirements due to uncontrollable and unforeseen circumstances. Students must communicate these circumstances (in writing) to the instructor prior to the final day of

the course. If an instructor decides that an "Incomplete" is warranted, he/she issues a grade of "I" and notates the conditions for removal of the "Incomplete" in the student's record. Students receive notification via e-mail about the assignment of an "Incomplete," including the conditions for its removal. The information remains in place until the "Incomplete" is satisfied or the time limit for removal has passed. An "Incomplete" is not issued when the only way the student can make up the work is to attend a major portion of the class the next time it is offered. Students must resolve "Incomplete" grades no later than six months after the official course end date or earlier if specified by the instructor. The Office of the Registrar sends a courtesy e-mail reminder regarding the "Incomplete" on record when four months have lapsed since the course end date, provided the instructor has not specified a shorter end date.

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

**U Unsatisfactory**

A permanent grade given indicating that a credit attempt was not acceptable. An "Unsatisfactory" grade merits no grade points and is not computed in the Grade Point Average.

**W Withdrawal**

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

**S Satisfactory**

Credit is granted and no grade points are assigned. This is a grade assigned for satisfactory work in practicum, residencies, and field experience courses.

**IP In Progress**

A designation representing a project/thesis/research/practicum/ internship/field study course that allows up to 12 months from class start date for completion. No grade points are assigned for the "IP" grade.

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

**H Honors**

Signifies outstanding work. No grade points are assigned.

**S Satisfactory**

Signifies acceptable work. No grade points are assigned.

**U Unsatisfactory**

Signifies unacceptable work. No credit is awarded and no grade points are assigned.

**Plus/Minus Grading**

National University uses a plus/minus grading system. The grade of A+ is not issued. In the plus/minus system, the grade points per credit used in the calculation of the Grade Point Average are specified below.

### **Computing Grade Point Averages**

To compute a student's Grade Point Average (GPA), the total number of credit units is divided into the total number of grade points. Course units count only once toward graduation requirements. "H," "I," "IP," "S," "U," and "W" carry no grade points and are not considered in computing the Grade Point Average. When a course is repeated, the original grade is excluded from the GPA calculation but remains part of the permanent record. GPA is truncated to two decimal places.

### **Grade Points Awarded**

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

### **ACADEMIC STANDING**

Students attending National University are expected to maintain satisfactory academic progress in their degree program. Academic progress is defined by a quantitative measure. The quantitative academic progress is assessed by the cumulative Grade Point Average (GPA) achieved at National University. Academic progress is processed four times annually at the end of each quarter (see Calendar and Class Schedule for dates).

#### **Academic Warning 1**

A student whose cumulative GPA falls below 3.0 from good standing shall be placed on academic warning. Students are strongly recommended to complete an academic plan with their academic advisor.

#### **Academic Warning 2**

A student who is unable to improve their cumulative GPA after being on academic warning will be placed on second warning. Students on second warning are required to complete an academic plan and meet with a student services professional.

#### **Academic Probation**

A student on second warning whose cumulative GPA remains below 3.0 will be placed on academic probation. A registration hold is placed on the student's record until they meet with a success coach. Students may be required to limit the number of classes/units scheduled while on second warning. Students must meet with a success coach to learn more about the specific requirements needed in order to remove their registration hold. Students can remain on academic probation if their term GPA

remains at a minimum 3.0. Students whose term GPA falls below 3.0 will be placed on Academic Suspension.

### **Academic Suspension**

A student whose cumulative GPA and term GPAs have been below a 3.0 for two quarters while on probation is subject to academic suspension. A registration hold will be placed on the student's record and will prevent the student from registering for courses at the University. If the student is registered for the following quarter, their courses will be dropped. Students will be placed on academic suspension for a minimum of one quarter.

### **Academic Appeal**

If after completing the suspension period the student's GPA has not improved, the student must meet with a success coach to discuss appealing their suspension. Students must submit a letter of intent explaining the academic strategies the student intends to employ to ensure academic success. If there is sufficient evidence of potential to continue in the program, the student will be admitted for one additional quarter. The conditional requirements are individualized according to each student's situation. Students who fail to meet the conditional requirements, or whose appeal is denied, will be dismissed from the University and are not eligible for reinstatement.

A student is placed on good standing at any point once the student's cumulative GPA improves to the minimum 3.0.

### **Academic Dismissal**

Students who fail to meet the conditional requirements of their Academic Suspension, or whose appeal is denied, will be dismissed.

### **CATALOG RIGHTS**

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

Students who request to change their academic program after admission must follow the catalog requirements in effect on the date they request the change. Students can elect to change to the current catalog. However, students must meet all prerequisites and major requirements for their academic program that are in effect in the current catalog. Students cannot combine requirements from their previous catalog with those in the current catalog.

Students who are disqualified and are approved for reinstatement after an absence of 12 months are subject to the requirements of the catalog in effect at the time they are re-admitted to the University.

### **Additional Residency Requirements for Credential and Certificate Programs**

Students in certificate programs must complete two-thirds of the required coursework at National University.

Credential candidates must complete a minimum of 31.5 quarter units in residence at National University to be recommended for a credential to the Commission on Teacher Credentialing. Courses taken online are considered to be in residence.

All credential programs must be completed with a GPA of 3.0 (“D” and “F” grades are not accepted).

The credential residency requirement does not apply to candidates for the following programs:

- Level II Special Education
- California Reading Certificate
- Early Childhood Special Education Certificate
- Professional (Tier II) Administrative Services Credential
- An additional credential if one is previously held

### **GRADUATION REQUIREMENTS FOR GRADUATE DEGREES**

Each master’s degree has been structured to delineate the program prerequisites, core requirements, area(s) of specialization, and electives that constitute the requirements for the degree. Each degree has a designated field of study (core) that consists of at least six courses, which total at least 27 quarter units. Not all degrees have areas of specialization.

### **UNIT AND GPA REQUIREMENTS**

#### **Residency**

Graduate degrees require the completion of a minimum of 45 quarter units. Students must earn a minimum of 40.5 quarter units at National University and must complete half of the core requirements and three-fourths of the area of specialization in residence.

#### **Field of Study and Area of Specialization GPA Requirements**

Students must meet the following GPA requirements for their degree.

1. Minimum overall cumulative Grade Point Average of 3.0
2. Minimum cumulative Grade Point Average of 3.0 within their core requirements
3. Minimum cumulative Grade Point Average of 3.0 within their area of specialization (if one is required or selected)

### **GRADUATION WITH DISTINCTION**

Graduate students whose Grade Point Average is 3.85 or better will graduate “With Distinction.” Prerequisites completed at the undergraduate level are not included in the calculation of the Grade Point Average for graduate honors.

In the calculation of eligibility for honors, the official cumulative GPA is truncated to two decimal places. Students must have a cumulative GPA of 3.85 or higher to be eligible for the Honors designation.

Earned honors are noted on diplomas and official University transcripts. Only students who complete 40.5 quarter units or more of their programs in residence are considered for honor awards.

### **HONOR SOCIETIES**

#### **Alpha Phi Sigma Honor Society**

Alpha Phi Sigma is a criminal justice honor society affiliated with the Academic of Criminal Justice Sciences whose goals are to honor and promote academic excellence, community service, educational leadership, and unity.

### **Order of the Sword and Shield Honor Society**

Order of the Sword and Shield is a national honor society that recognizes the scholastic and professional achievements of students and alumni from institutions granting degrees in the fields of homeland security, intelligence and protective security.

### **Pi Lambda Theta Honor Society**

Pi Lambda Theta is the international honor society and professional association for students in the field of education. The Dean of the Sanford College of Education nominates students to Pi Lambda Theta who have met rigorous requirements. Membership in this honor society offers students access to scholarships, research grants, career search, and leadership conferences, as well as support from the National Board of Professional Teacher Standards. A gold cord worn during commencement designates Pi Lambda Theta graduates.

### **Psi Chi Honor Society**

Psi Chi is an international honor society whose purpose shall be to encourage, stimulate, and maintain excellence in scholarship of the individual members in all fields, particularly in psychology and to advance the science of psychology.

Undergraduate and graduate students accepted for membership in Psi Chi are recognized for their academic achievement and devotion to the field of psychology.

Psi Chi is a member of the Association of College Honor Societies and is an affiliate of the American Psychological Association (APA) and the Association for Psychological Science (APS). Nominees can be identified by the platinum and blue cord they wear during the ceremony.

### **SALUTE Veterans National Honor Society**

SALUTE is the first national academic honor society established for student veterans, and active military, in 2-year and 4-year institutions of higher education. Another unique element of our honor society includes a 4-tier system, which is designed to encourage undergraduate student veterans to strive to improve their GPAs and advance to higher tier levels (and scholarship brackets) in the honor society during their academic careers.

For more information, please contact the Veteran Center at [veterancenter@nu.edu](mailto:veterancenter@nu.edu)

### **Sigma Beta Delta Honor Society**

Sigma Beta Delta, founded in 1994, is an honor society which recognizes scholarship and achievement by students of business, management, or administration who have attained superior records at universities with regional accreditation. The society characterizes itself by three principles: wisdom, honor, and the pursuit of meaningful aspirations. It recognizes these qualities as being important for success in the academic realm, as well as providing guidelines which lead to a fulfilling personal and professional life and a life distinguished by honorable service to humankind. The Dean of the College of Professional Studies invites qualified students to join Sigma Beta Delta. Membership provides lifetime recognition, eligibility for fellowship awards, networking opportunities and a lifetime subscription to

the Society's "Aspirations" newsletter. Dark green and gold cords worn during commencement designate Sigma Beta Delta graduates.

**Sigma Tau Delta, International English Honor Society**

Sigma Tau Delta, International English Honor Society, was founded in 1924 at Dakota Wesleyan University. The Society strives to confer distinction for high achievement in English language and literature in undergraduate, graduate, and professional studies. Provide, through its local chapters, cultural stimulation on college campuses and promote interest in literature and the English language in surrounding communities. Foster all aspects of the discipline of English, including literature, language, and writing. Promote exemplary character and good fellowship among its members, exhibit high standards of academic excellence; and serve society by fostering literacy.

# Sanford College of Education Credential Information

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Dean, Robert Lee

Ed.D. Education, DePaul University

## 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 the initial credential requirements for his or her program within 30 days of enrollment. Candidates must review and respond accordingly to all messages delivered to the candidate's student message center and all printed information listed in the degree and credential section of this catalog.

Please be advised that credential programs have time sensitive requirements that must be met for admission, clinical practice, and completion. Candidates are encouraged to discuss individual completion goals and desired timelines with a Credential Program Specialist at the beginning of their program.

### Note:

- Candidates transferring from a credential program at another university must provide a letter of good standing.
- Candidates with international degrees who do not hold a U.S. bachelor's degree must receive an evaluation from a CTC-approved international evaluation agency before being admitted to the University and starting their first course.

## CREDENTIAL RESIDENCY REQUIREMENTS

All candidates enrolled in a preliminary credential program must complete a minimum of 31.5 quarter units in residency at National University. All clinical practice courses must be taken in residence. All credential candidates concurrently pursuing a degree, must also meet the degree residency requirements.

Minimum residency requirements to be recommended for a credential and or degree may vary and are listed under each program. Courses taken online are considered to be in-residence.



**Note:** All graduate credential coursework must be completed with a GPA of 3.0 (D, F and U grades are not accepted and must be repeated). All undergraduate credential coursework must be completed with a GPA of 2.5 (D, F and U grades are not accepted and must be repeated). Please see the grade requirements listed under your specific credential program.

### **Program Advisement**

Every credential program has an assigned Academic Program Director who is available to provide program specific advisement related to a specific program field. The Academic Program Director name and contact information is listed in the catalog under the heading of specific programs. The Academic Program Director 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.

- Complete all graduate credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted)
- Fulfillment of all financial obligations to the University before applying for the credential; zero account balance.
- A completed CTC credential application with valid credit card to pay for CTC online application fee.

**Note:** For Candidates in the BA/S Blended Programs the undergraduate degree must be conferred, with a minimum of a 2.0 cumulative GPA and 2.5 in credential coursework.

## **ADMINISTRATIVE SERVICES CREDENTIAL PROGRAMS**

### **PRELIMINARY ADMINISTRATIVE SERVICES CREDENTIAL**

The Administrative Services Credential authorizes the following services in grades PreK-12 and in classes organized primarily for adults; develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide candidates' discipline, including but not limited to, suspension and expulsion; provide certificated and classified employees discipline, including but not limited to, suspension, dismissal, and reinstatement; supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; develop, coordinate, and supervise candidate support services, including but not limited to extracurricular activities, pupil personnel services, health services, library services, and technology support services.

### **Admission Requirements**

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Verification of Employment as an Administrator
- Proof of attempt or passage of Basic Skills Requirement 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 valid Teaching or Services Credential (may be preliminary for admittance but must be clear for recommendation).

### **Field Experience Requirements**

To be cleared to begin field experience, candidates must have all admission requirements documents on file.

### **Recommendation Requirements**

In addition to meeting the admissions and field experience requirements, candidates must also 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
- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.
- Passage of all three CalAPA cycles.

All test results must remain valid in order to apply for credential, except for negative TB test results.

Candidates are issued a Certificate of Eligibility upon completion of the program unless candidate provides a completed "Verification of Employment as an Administrator" (CL-777) form with the credential application, in which case the candidate will be recommended for the preliminary credential.

#### **Master of Science in Educational Administration with Preliminary Administrative Services Credential and Stand alone**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. GoReact will assist in preparing for the Administrative Performance Assessments. All Preliminary Credential candidates in educational administration will be required to enroll in GoReact during EDA600A. The fee is \$50 per year.

#### **Preliminary Administrative Services Credential University Internship Program**

The University internship route provides an opportunity for candidates who have been offered employment to complete his or her field experience, while employed in an appropriate position as a school administrator. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the preliminary credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire. All candidates participating in the Administrative Services University Internship program must serve a minimum of one full year in the internship position to be recommended for the Preliminary credential.

Candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program (see below).

#### **University Internship Prerequisite Requirements**

- Possession of a valid Clear, Life, General or Services credential. A day to day or short term teaching permit does not qualify as an accepted credential for admission.
- Proof of passage of a Basic Skills Requirement.
- 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 Certificate of Completion (valid within the last four years).
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.

#### **University Internship Eligibility Requirements**

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility Requirements:

1. Verification of internship program prerequisites.

2. District or agency offer of employment for the intern as a full-time administrator in a setting appropriate for the credential being sought.
3. Verification of intern eligibility determined in an interview by lead internship faculty.

### **CLEAR ADMINISTRATIVE SERVICES CREDENTIAL INDUCTION PROGRAM**

The Administrative Services Credential authorizes the holder to provide the following school services in grades K-12, preschool, and classes organized primarily for adults: develop, coordinate, and assess instructional programs; evaluate certificated and classified personnel; provide student discipline; provide certificated and classified employees discipline, supervise certificated and classified personnel; manage school site, district, or county level fiscal services; recruit, employ, and assign certificated and classified personnel; and develop, coordinate, and supervise student support services.

The Clear Administrative Services Credential Induction Program is a two-year program which focuses on professional development (PD) for Candidates' leadership performance. The job-embedded PD replaces a more traditional approach where learning is more theoretical and occurs in the classroom and is a response to new research-based practices and evolving expectations of schools to prepare students for success beyond grade school. The core of the Induction Program is the coaching experience – a highly qualified, trained Coach is assigned to the Candidate and works collaboratively with them to develop the Candidate's skills and knowledge while evaluating their attainment of goals and demonstration of leadership.

#### **Admission Requirements**

In order to be admitted into the Program, Candidates must submit evidence/proof of the following:

- Preliminary Administrative Services Credential.
- Current employment in an appropriate administrative services position.

#### **Recommendation Requirements**

In order to be recommended for a Credential, Candidates must:

- 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 nontraditional instructional public school settings other than classroom. Autism Spectrum Disorders (ASD) content is included in the new preliminary Education Specialist Instruction Teaching Credential programs for all specialty areas.

#### **Mild to Moderate Support Needs (MMSN)**

Mild to Moderate Support Needs authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs related to one or more of the following disabilities: autism, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

**Extensive Support Needs (ESN)**

Extensive Support Needs authorizes the holder to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related to one or more of the following disabilities: autism, deafblind, emotional disturbance, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, and traumatic brain injury; in kindergarten, including transitional kindergarten, grades 1-12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.

**Master of Education in Special Education with Preliminary Education Specialist Credential with Mild to Moderate Support Needs and Extensive Support Needs**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Special Education Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year. Interns may require a two year subscription.

<b>NATIONAL UNIVERSITY</b> <b>PRELIMINARY EDUCATION SPECIALIST TEACHING CREDENTIAL</b>	
<b>Program Requirement (1)</b>	
<b>HEDX 2301X</b>	
<b>Core Requirements (11)</b>	
SED 601* SED 605* ITL 604* ITL 606 ITL 608 SED 606	SED 607 SED 609 ITL 516** SED 610** SED 615**
<b>Specialization Courses (2)</b> <b>Subject matter and basic skills are required</b>	

Extensive Support Needs	Mild to Moderate Support Needs
ESN 639 ESN 640 ESN 641	MMS 617 MMS 620 MMS 623
Student Teaching Route (2)	
ESN 655A & ESN 659A (seminar) ESN 655B & ESN 659A (seminar)	MMS 625A & MMS 629A (seminar) MMS 625B & MMS 629B (seminar)
Internship Route (2)	
ESN 655A & ESN 659A (seminar) ESN 655B & ESN 659A (seminar)	MMS 627A & MMS 629A (seminar) MMS 627B & MMS 629B (seminar)
Continued Intern Support	
MMS 627C, MMS 627D, MMS 627E, MMS 627F***	
OPTIONAL MASTER OF SCIENCE IN SPECIAL EDUCATION (2)	
SPD 695 and SPD 696	

\* Prerequisites for Internship

\*\*Subject matter and basic skills are required

\*\*\* This course may be required to fulfill internship hour requirements. It does not grant graduate units toward graduate degree, however tuition is applied for each attempt. Interns are required to repeat MMS 627/ESN 657 while employed as an intern until recommended for their preliminary credential.

### Admission Requirements

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Negative TB test results or Tuberculosis Risk Assessment with Certificate of Completion (valid within the last four years).
- Fingerprint Clearance through the CTC.
- Proof of attempt or passage of Basic Skills Requirement is required for admittance to the program (proof of passage is mandatory prior to scheduling specialization).
- Proof of Subject Matter Competency in a Core Academic Subject Area may be shown by one of the scenarios listed below (proof of passage is mandatory prior to scheduling specialization). The Education Specialist Credential programs admit only those candidates who meet one of the following criteria:
  - The candidate provides evidence of registration for the next scheduled examination.
  - The candidate provides evidence of having attempted the appropriate subject matter examination(s).
  - The candidate provides evidence of having completed a Commission approved appropriate subject matter preparation program (Single Subject Candidates only).

- The candidate provides evidence of enrollment in an organized subject matter examination preparation program.
- The candidate provides evidence of successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted domains of the applicable subject matter requirements.
- The candidate provides evidence of successful completion of an academic major in the subject they will teach.
- The candidate provides evidence of a combination of coursework and examination options that meet or exceed the domains of the subject matter requirements. Such missing of options may only be done by candidates enrolled in a Commission-approved preparation program that allows for this option.

### **CalTPA**

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

### **Core Coursework Requirements**

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a TK-12 classroom representing the candidate’s credential area and a diverse student population. Students will be responsible for contacting schools and receiving permission from the administrator and classroom teacher to conduct observations.

In addition to meeting the admissions requirements, for a Credential Program Specialist to schedule ITL 516, SED 610, SED 615 and specialization courses, candidates must show proof of the following:

- Proof of meeting the Basic Skills Requirement.
- Proof of meeting Subject Matter Competency in a Core Academic Subject Area

### **Specialization Requirements**

In addition to meeting the admissions and core requirements, to be scheduled in specialization coursework candidates must also complete and return the following:

- All core coursework with minimum 3.0 GPA (D, F and U grades are not accepted).

### **Student Teaching Requirements**

Clinical Practice requires impartial assessments and evaluations and as a result, students cannot participate in a school where family members work or attend.

National University will release all pertinent information to any school district for the purpose of securing field experience and/or employment.

Student teaching spans 16-18 weeks full-time.

Eligible candidates may request that specific experience be considered equivalent for up to one half of Student Teaching.

Clinical Practice must be completed in the appropriate credential area. It is understood that “credential area” is defined by two criteria:

1. The Education Specialist Authorization area for which the candidate has completed the coursework for: Mild Moderate Support Needs or Extensive Support Needs.
2. Completion of student teaching in an educational environment supported by the core academic subject area in which the candidate has met subject matter competency.

In addition to meeting the admissions and specialization requirements, to be cleared to begin student teaching, candidates must also complete and return the following 90 days prior to start date:

- Verification of all specialization coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Student Teaching Placement Request Form.
- Attend Student Teaching Orientation.
- Verification of Zero account balance.

### **Recommendation Requirements**

In addition to meeting the admissions, specialization, and student teaching requirements; candidates must also complete and return the following prior to credential recommendation:

- Verification of U.S. Constitution requirement met by (a) exam, (b) transcript verifying completed U.S. Constitution coursework or (c) CSU Bachelor's degree.
- Verification of Reading Instruction Competence Assessment (RICA).
- Verification of CPR (incl. Infant, Child and Adult).
- Verification of Cal TPA Cycle 1 and Cycle 2 passage
- Verification of all credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Verification of zero account balance.

All test results must remain valid throughout the credential program in order to apply for credential, except for negative TB test results.

### **ALTERNATIVE EDUCATION SPECIALIST CLINICAL PRACTICE ROUTES**

#### **Student Teaching Under Contract**

National University provides a program whereby actively employed teachers can complete the requirements for his/her teaching credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought.

Credential candidates teaching under contract must be:

- In a regionally (WASC) approved nonpublic school setting must complete a minimum of four weeks in a public school.
- Under the supervision of a University Supervisor and Supervising Teacher who model effective teaching, implement state-adopted academic core curriculum, and mentor the candidate.
- Teaching in an approved assignment that is a match for the credential sought.

#### **University Internship Program**

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a teacher of record. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the preliminary credential obtained at the end of the program.



Candidates on probation or permanent academic probation are not eligible for a National University internship program. National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

### **University Internship Prerequisite Requirements**

- Conferred bachelor's degree (regionally accredited).
- Fingerprint Clearance through the CTC.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- Proof of meeting the Basic Skills Requirement.
- 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 (SED 601, SED 605 and ITL 604).
- 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. 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.
3. Internship Eligibility Packet complete and on file with Credentials Department.
4. Verification of intern eligibility determined in an interview by lead internship faculty.

### **PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING**

The Pupil Personnel Services School Counseling Credential option provides students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to the Pupil Personnel Services School Counseling Credential and a Child Welfare and Attendance (CWA) authorization. Credentials are awarded through the California Commission on Teacher Credentialing (CCTC).

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.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All School Counseling Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Time2Track**

Time2Track is a web-based software tool that lets students easily track clinical practice activities and hours. All Educational Counseling students seeking the PPS - SC credential are required to utilize Time2Track. The fee is \$100 per year.

### **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 Requirement 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 five-year California Certificate of Clearance (CL-900) through the CTC or other valid CTC issued document.

### **Internship Requirements**

In addition to meeting the admissions requirements, in order to begin unpaid internship hours, candidates must meet all admissions requirements and return the following 45 days prior to start:

- Agreement of file between the placement District, School or Agency and National University.
- Proof of meeting the Basic Skills Requirement.
- Internship Application eForm.
- Complete all Core courses.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Verification of zero account balance.

### **Recommendation Requirements**

In addition to meeting the admission and internship requirements, to be recommended for a Pupil Personnel Services: School Counseling Credential candidates must also complete and return the following:

- Passage of the ETS Praxis (#0421 or #5421) examination in School Counseling (passing score is 146 out of 200).
- Possession of an appropriate Master's degree or completed Master's degree coursework.
- Submit written evaluations of performance in internship experiences by Site Supervisor to University Supervisor.
- Complete Program Evaluation Form-School Counseling.
- All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.

All test results must remain valid in order to apply for credential, except for negative TB test results.

### **PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL COUNSELING UNIVERSITY INTERNSHIP PROGRAM**

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a school counselor. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program.

### **University Internship Prerequisite Requirements**

- Proof of Fingerprint Clearance through the CTC.
- Proof of passage of a Basic Skills Assessment.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- Letter of recommendation from the Principal or Administrator of the hiring school.
- Completion of EDC coursework
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Zero account balance.
- Possess and 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.

### **PUPIL PERSONNEL SERVICES CREDENTIAL: SCHOOL PSYCHOLOGY**

The Pupil Personnel Services Credential with School Psychology Specialization authorizes the holder to perform the following duties: provide services that enhance academic performance; design strategies and programs to address problems of adjustment; consult with other educators and parents on issues of social development and behavioral and academic difficulties; conduct psychoeducational assessment for purposes of identifying special needs; provide psychological counseling for individuals, groups, and families; coordinate intervention strategies for management of individuals and school wide crises.

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All School Psychologist Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Admission Requirements**

In order to be admitted into the Program, Candidates must provide evidence/proof of the following:

- Proof of meeting the Basic Skills Requirement is required for admittance to the program.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- Fingerprint Clearance through the CTC.
- Online Assessment Course Residency Requirements form.

The School Psychology program is offered as an online program. The online modality provides students the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates the opportunity to engage in experiential hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

### **Practicum Prerequisites**

In accordance with CTCC standards, candidates must complete a minimum of 450 practicum in a Pk-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Prior to starting Practicum, students must hold a Certificate of Clearance, Negative T.B., and met the Basic Skills Requirement. Students are required to be at their practicum site a minimum of 2- full days a week and an agreement must be on file between the placement District, School or Agency and National University.

### **Internship Prerequisites**

Candidates are required to complete all 450 hours of practicum prior to starting their internship. Candidates must complete the practicum experience under the supervision of a credentialed and experienced (three years) school psychologist. In PED 678 (Practicum in School Psychology) candidates will do their practicum hours and experiences only in public school based settings (according to CCTC requirements). A credentialed school-based psychologist will evaluate candidate performance.

### **Internship Requirements**

In addition to meeting the admissions requirements, to be cleared to begin internship hour's candidates must also complete and return the following 45 days prior to the start date:

- Agreement on file between the placement District, School, or Agency and National University.
- Proof of meeting the Basic Skills Requirement.
- 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 147).
- 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 meeting the Basic Skills Requirement.
- 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.

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All School Counseling Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

## **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.

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year. Interns may require a two year subscription.

### **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.
  - The candidate provides evidence of successful completion of coursework, as verified by a Commission-approved program of professional preparation that addresses each of the Commission-adopted domains of the applicable subject matter requirements

- The candidate provides evidence of successful completion of an academic major in the subject they will teach
- The candidate provides evidence of a combination of coursework and examination options that meet or exceed the domains of the subject matter requirements. Such missing of options may only be done by candidates enrolled in a Commission-approved preparation program that allows for this option

### **CalTPA**

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

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

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year. Interns may require a two year subscription.

### **Methods Coursework Requirements**

In addition to meeting the admissions requirements, for a Credential Program Specialist to schedule ITL 510, 512, 514, 516, 518, 530, for Multiple Subject Candidates and ITL 520, 522, 526, 528, and 530 for Single Subject Candidates, candidates must show proof of passage of the following:

- Basic Skills Requirement.
- Subject Matter Competency.

### **Student Teaching Requirements**

In addition to meeting the admissions and methods requirements, to be cleared to begin student teaching, candidates must also complete and return the following 90 days prior to start date:

- Student Teaching Placement Request Form.
- For Graduate students: All credential program coursework with minimum 3.0 GPA (D, F and U grades are not accepted).
- For Undergraduate students: All credential and undergraduate coursework with minimum 2.5 GPA (F and U grades are not accepted).
- Zero account balance.
- Attend 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 may request that specific experience be considered equivalent for up to one half of Student Teaching.

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/](http://www.ctc.ca.gov/).

### **Student Teaching Placement Information**

Candidates will be placed by the University:

- Under the supervision of a National University Support Provider and Site Support Provider(s)
- In a supervised full-time student teaching assignment within the appropriate credential area, in two different teaching settings, in two different grade spans, for a minimum of 600 instructional hours (16-18 weeks full-time).

At least one-half of student teaching, will be conducted in approved public, charter, or private schools that implement state adopted core curriculum content standards within the state of California. Summer school, after-school programs, and outdoor education programs will be reviewed to determine if they meet criteria for a student teaching assignment. Court schools or community alternative schools may be acceptable placements for one-half of the student teaching experience.

### **Recommendation Requirements**

In addition to meeting the admissions, methods and student teaching requirements; candidates must also complete and return the following prior to credential recommendation:

- Pass Teaching Performance Assessment (TPA) Cycles 1 and 2.
- U.S. Constitution requirement met by exam, transcript verifying completed U.S. Constitution coursework or CSU Bachelor's degree.
- Proof of passing the Reading Instruction Competence Assessment (RICA) – Multiple Subject candidates only.
- CPR certification for Infant, Child and Adult.
- For Graduate Students: All credential program coursework including clinical practice with minimum 3.0 GPA (D, F and U grades are not accepted).
- For Undergraduate Students: All credential and undergraduate coursework including clinical practice with minimum 2.5 GPA (F and U grades are not accepted).
- Zero account balance.

All test results must remain valid in order to apply for credential, except for negative TB test results.

### **ALTERNATIVE CLINICAL PRACTICE ROUTES**

#### **Student Teaching Under Contract**

National University provides a program whereby actively employed teachers can complete the requirements for his/her teaching credential while employed. All of the student teaching may be conducted in the candidate's classroom, assuming that the contract position is a match for the credential sought.



Credential candidates teaching under contract must be:

- In a regionally (WASC) approved nonpublic school setting must complete a minimum of four weeks in a public school.
- Under the supervision of a University Supervisor and Supervising Teacher who model effective teaching. Implement state-adopted academic core curriculum, and mentor the candidate.
- Teaching in an approved assignment that is a match for the credential sought.

### **University Internship Program**

The University internship route provides an opportunity for candidates who have been offered employment to complete clinical practice, while employed in an appropriate position as a teacher of record. This experience is a partnership between the candidate, National University, and the employer meant to support the candidate in an environment similar to that authorized by the preliminary credential obtained at the end of the program.

Candidates on probation or permanent academic probation are not eligible for a National University internship program. National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program. Once intern eligible, candidates must apply for an Internship Credential which is valid for two years and issued specifically for the site of hire.

Graduate level National University candidates who are interested in becoming a university intern must complete and show verification of all prerequisite requirements and go through the internship eligibility process to determine suitability for the internship program.

### **University Internship Prerequisite Requirements**

- Proof of Fingerprint Clearance through the CTC.
- Bachelor's Degree on file.
- Proof of meeting the Basic Skills Requirement.
- Proof of Subject Matter Competency.
- Completion of U.S. Constitution coursework or CSU Bachelor's degree.
- Negative TB test results or Tuberculosis Risk Assessment with Certificates of Completion (valid within the last four years).
- 120 hours of pre-service met by coursework.
- Minimum 3.0 GPA (D, F and U grades are not accepted).
- Agreement on file between the employing District, School or Agency and National University.
- Zero account balance.

### **University Internship Eligibility Requirements**

In addition to completion of all internship prerequisites, candidates are required to verify completion of the following Intern Eligibility:

- Verification of internship program prerequisites.
- Internship candidate acknowledgement.
- District or agency offer of employment for the intern as a full-time teacher of record in a setting appropriate for the credential being sought with a minimum of 20 instructional hours per week.
- Verification of intern eligibility determined in an interview by lead internship faculty.
- Attend Internship orientation

## **INTERNSHIP EARLY COMPLETION OPTION (ECO)**

The Early Completion Internship Option is intended to provide candidates with requisite skills and knowledge an opportunity to challenge the academic course- work portion of a Multiple or Single Subject Internship Program and demonstrate pedagogical skills through a performance assessment while in a University internship program. The Early Completion Internship Option (ECO) is available to candidates who have passed the appropriate National Evaluation Series (NES) Assessment of Professional Knowledge (APK) exam.

### **ECO Eligibility Requirements**

In order to be eligible for the Early Completion Internship Option, candidates must:

#### **For Multiple Subjects**

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.
- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) with minimum score of 220.
- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice\*
- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice\*

#### **For Single Subject**

- Complete all University Internship Prerequisite and Eligibility requirements except the 120 hours of pre-service met by coursework.
- Passage of the National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Secondary (Test code 052) with minimum score of 220.
- Passage of Cal TPA Cycle 1 on the first attempt during the first 4 months of Clinical Practice\*
- Passage of Cal TPA Cycle 2 on the first attempt during the second 4 months of Clinical Practice\*

### **ECO Recommendation Requirements**

Candidates who have been granted the University internship credential and are eligible for the Early Completion Internship Option will need to complete the following in order to be recommended for a Preliminary credential:

- Meet Education Technology requirement (EDX 6001X, or an equivalent course/exam).
- Passage of the Reading Instruction Competence Assessment (RICA)- Multiple Subject ONLY.

\* If the candidate does not pass the TPA on the first attempt, he/she is no longer eligible to participate in the Early Completion Internship Option Program and must complete the full intern preparation program through an individualized professional development plan that emphasizes preparation in areas where additional growth is warranted and waives preparation in areas where the candidate has demonstrated competence.

## **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 Information and 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, and California Commission on Teacher Credentialing (CTC) preparation

### **Candidate Progress Alert**

When an instructor becomes aware that a candidate needs assistance to effectively demonstrate the appropriate knowledge, skills and/or dispositions within their program, a Candidate Progress Alert will be initiated by their instructor. This is the first step in the Candidate Assistance Process that is intended to be supportive, based upon each program's standards and individualized to the candidate. The Candidate Progress Alert is intended to alert the candidate to areas of performance that are deficient or may need remediation.

When a Progress Alert is initiated, the candidate and instructor will meet to develop activities to improve areas requiring attention and identify methods of assessment.

### **Candidate Assistance Plan**

In cases where a candidate has been unable to adequately remediate deficiencies identified in a Progress Alert, the appropriate faculty member will develop a formal Candidate Assistance Plan. The Plan will identify areas of deficiency and prescribe specific activities and/or intervention strategies the candidate will need to complete to successfully meet knowledge, skills and/or dispositions. The faculty member will review the Plan with the candidate to ensure that the information, intervention strategies and assessment measures are clear. A candidate's signature on the Candidate Assistance Plan will acknowledge receipt and review of the Plan and will be maintained by the Sanford College of Education.

### **Unsatisfactory Completion of Candidate Assistance Plan**

When a candidate has not satisfactorily completed a Candidate Assistance Plan, the Plan, and a detailed description of activities or areas not adequately met, will be forwarded by the appropriate faculty member with a recommendation to the Sanford College of Education and Office of Student Services designees. The candidate will be notified by the Dean of the Sanford College of Education regarding the candidate's continuing status within the program and/or the College.

### **Requesting Accommodations to a Candidate Assistance Plan**

Students with disabilities who wish to apply for accommodations to a Candidate Assistance Plan (Plan) may do so through submitting an application for accommodations to the National University Office of Special Services (Special Services). Applications for accommodations for a disability may be requested from the Student Accessibility Services, National University, 16875 West Bernardo Drive Suite 110, San Diego, CA 92127-1675, Phone: (858) 521-3967. Students seeking special accommodations due to a disability must submit an application with supporting documentation to Special Services. The application will be reviewed within fourteen (14) days of receipt by the Committee for Students with Disabilities (CSD). The CSD will engage in an interactive process with the student regarding the accommodations request and determine the appropriate accommodations to be administered during the Plan. Once the CSD determines the appropriate accommodations, written notification is

sent within seven (7) days to the student and faculty responsible for the implementation of the Plan. Following receipt of the CSD notification, the faculty responsible for implementing the Plan will schedule a formal meeting with the student to review the Plan and the approved accommodations. The timeline for completion of a Plan is halted during the accommodation's application and review process and begins following the formal meeting. If the accommodations request is not approved, the timeline for completion of the Plan begins upon receipt of the CSD's notification letter. If a student is denied accommodation(s) or believes that the accommodation afforded is insufficient, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipt of the appeal or prior to the start date of the next course, depending on which occurs first. The decision of the Vice President is final. The timeline for completion of a Plan is also halted during the appeals process.

If a student believes that accommodations approved by Special Services have not been implemented in the Plan, they should immediately contact Special Services. The timeline for completion of the Plan is halted during this process. Special Services will contact the instructor to resolve the student's concern and ensure the approved accommodations are properly implemented. Special Services will provide the student with notification of progress, findings, or resolution within fourteen (14) days. If either the student or Special Services feel that a satisfactory resolution is not reached, the student may appeal to the Vice President for Student Services, who will render a decision within seven (7) days of receipts of the appeal. The decision of the Vice President is final. If the complaint is not satisfactorily resolved at the University level, the student may choose to file a complaint with the U.S. Department of Education Office for Civil Rights, 50 Beale Street Suite 7200, SF, CA 94105, Phone: (415) 486-5555, E-mail: [ocr.sanfrancisco@ed.gov](mailto:ocr.sanfrancisco@ed.gov). The timeline for completion of a Plan is also halted during the appeals process.

## Degrees

Can't find a program? Try our search feature in the upper right corner of this page.

## General Education Requirements

### Associate of Arts and Associate of Science General Education Requirements

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

The Associate of Arts in General Education (formerly the Associate of Arts), and the Associate of Science in General Education 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 37.5 quarter units. Of the 37.5 quarter units students must complete at least 4.5 units in diversity enriched coursework.

### AREA A: ENGLISH COMMUNICATION (Minimum 9.0 quarter units)

Category 1 Writing(4.5 quarter units)		
ENG 102	Effective College English	4.50
Category 2 Speech and Communication (4.5 quarter units)		
COM 103	Public Speaking	4.50
COM 120	Intro to Interpersonal Comm	4.50

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

MTH 204	Mathematics for Science <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement</i>	4.50
MTH 209A	Fundamentals of Mathematics I <i>Prerequisite: MTH 12A and MTH 12B</i>	4.50
MTH 210	Probability and Statistics <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 215	College Algebra & Trigonometry <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
MTH 216A	College Algebra I <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	3.00
MTH 216B	College Algebra II <i>Prerequisite: MTH 216A</i>	3.00
MTH 220	Calculus I <i>Prerequisite: MTH 216B, or MTH 215, or Accuplacer test placement</i>	4.50
MTH 301	Fundamentals of Mathematics II <i>Prerequisite: MTH 209A</i>	4.50
CSC 208	Calculus for Comp. Science I <i>Prerequisite: MTH 215</i>	4.50
MNS 205	Intro to Quantitative Methods	4.50
BST 322	Intro to Biomedical Statistics	4.50

### AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

ILR 260	Academic Information Literacy <i>Prerequisite: ENG 102</i>	4.50
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### AREA D: ARTS AND HUMANITIES, AND LANGUAGE (Minimum 4.5 quarter units)

ART 100	Introduction to Art History <i>Prerequisite: ENG 102</i>	4.50
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ASL 120	American Sign Language I	4.50
ASL 220	American Sign Language II <b>Prerequisite:</b> ASL 120	4.50
ART 200	Visual Arts	4.50
FYA 101	First-Yr Sem: Arts & Human <b>Prerequisite:</b> ENG 102	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
MUS 100	Fundamentals of Music	4.50
MUS 300	Film Music <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> MUS 100	4.50
MUS 327	World Music <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
ACEX 2101X	Philosophy of Coaching	4.50
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50
PHL 337	Ethics <b>Prerequisite:</b> ENG 102	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II <b>Prerequisite:</b> SPN 100	4.50
SPN 200	Intermediate Spanish I <b>Prerequisite:</b> SPN 101	4.50
THR 200	Theater Arts	4.50

<sup>+</sup>Diversity Enriched Offerings

#### **AREA E: SOCIAL AND BEHAVIORAL SCIENCES (Minimum 4.5 quarter units)**

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy	4.50
COM 380	Democracy in the Info. Age <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
EDA 200	Schools of the World	4.50
FYS 102	First-Yr Sem: Social Sciences <b>Prerequisite:</b> ENG 102	4.50
HIS 220A	United States History I <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
POL 100	Introduction to Politics <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50

PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
SOC 260	Cultural Anthropology <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50

<sup>+</sup>Diversity Enriched Offering

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

Strongly recommended: complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab <b>Prerequisite:</b> BIO 100 for non-science majors (GE), or BIO 163 for science majors	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 <b>Prerequisite:</b> BIO 161	4.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol LabI <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required	1.50
OR BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101	4.50



and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A

BIO 193A	Online Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
CHE 101	Introductory Chemistry <b>Recommended Preparation:</b> MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <b>Prerequisite:</b> CHE 101, or CHE 141 for science majors	1.50
CHE 141	General Chemistry 1 <b>Prerequisite:</b> MTH 215 or equivalent	4.50
CHE 142	General Chemistry 2 <b>Prerequisite:</b> CHE 141	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab <b>Prerequisite:</b> EES 103	1.50
PHS 104	Introductory Physics <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
PHS 104A	Introductory Physics Lab <b>Prerequisite:</b> PHS 104, or PHS 171 for science majors	1.50
PHS 171	General Physics 1 <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2 <b>Prerequisite:</b> PHS 171	4.50
<b>AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)</b>		
COH 100	Personal Health	4.50
COH 317	Public Health Nutrition <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 318	Drug Use and Abuse <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 319	Human Sexuality <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 203	Screenwriting I <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
FFL 100	Foundation to Academic Success	4.50
FYP 103	First-Yr Sem: Psychology <b>Prerequisite:</b> ENG 102	4.50

GLS 150	Global Issues and Trends	4.50
MUS 200	Music Composition <b>Recommended Preparation:</b> MUS 100, or MUS 326, or MUS 327	4.50
PHL 238	Logical & Critical Thinking <b>Prerequisite:</b> ENG 102	4.50

## General Education for Bachelor Degrees

**Academic Program Director:** Melinda Campbell; mlcampbell@nu.edu

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.
- Demonstrate creative thinking in expression or problem solving.

### Degree Requirements:

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

### 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 69 quarter units. Of the 69 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.

### AREA A: ENGLISH COMMUNICATION (Minimum 13.5 quarter units)

#### CATEGORY 1: Writing(9.0 quarter units required)

ENG 102	Effective College English	4.50
ENG 240	Advanced Composition <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 334A	Technical Writing <b>Prerequisite:</b> ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)	4.50

#### CATEGORY 2 - Oral Communication (4.5 quarter units required)

COM 103	Public Speaking	4.50
COM 120	Intro to Interpersonal Comm	4.50

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

MTH 204	Mathematics for Science <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement	4.50
MTH 209A	Fundamentals of Mathematics I <b>Prerequisite:</b> MTH 12A and MTH 12B	4.50
MTH 210	Probability and Statistics <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 216A	College Algebra I <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
MTH 216B	College Algebra II <b>Prerequisite:</b> MTH 216A	3.00
MTH 220	Calculus I <b>Prerequisite:</b> MTH 216B, or MTH 215, or Accuplacer test placement	4.50
MTH 301	Fundamentals of Mathematics II <b>Prerequisite:</b> MTH 209A	4.50
CSC 208	Calculus for Comp. Science I <b>Prerequisite:</b> MTH 215	4.50
MNS 205	Intro to Quantitative Methods	4.50
BST 322	Intro to Biomedical Statistics	4.50

### AREA C: INFORMATION LITERACY (Minimum 4.5 quarter units)

ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
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**AREA D: ARTS, HUMANITIES, AND LANGUAGES (Minimum 18 quarter units in at least 2 areas)**

ARTS		
ART 100	Introduction to Art History <b>Prerequisite:</b> ENG 102	4.50
ART 200	Visual Arts	4.50
FYA 101	First-Yr Sem: Arts & Human <b>Prerequisite:</b> ENG 102	4.50
MUS 100	Fundamentals of Music	4.50
MUS 300	Film Music <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> MUS 100	4.50
MUS 327	World Music <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
THR 200	Theater Arts	4.50
HUMANITIES		
ACEX 2101X	Philosophy of Coaching	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50
PHL 337	Ethics <b>Prerequisite:</b> ENG 102	4.50
LANGUAGES		
ASL 120	American Sign Language I	4.50
ASL 220	American Sign Language II <b>Prerequisite:</b> ASL 120	4.50
SPN 100	Beginning Spanish I	4.50
SPN 101	Beginning Spanish II <b>Prerequisite:</b> SPN 100	4.50
SPN 200	Intermediate Spanish I <b>Prerequisite:</b> SPN 101	4.50
Students may also satisfy Area D Foreign Language requirements with 9 quarter units of computer languages:		
CSC 242	Intro to Programming Concepts <b>Prerequisite:</b> MTH 215	4.50
CSC 252	Programming in C++ <b>Prerequisite:</b> CSC 242	4.50
CSC 262	Programming in JAVA <b>Prerequisite:</b> MTH 215	4.50

<sup>+</sup>Diversity Enriched Offerings

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

ACEX 2100X	History of Sport	4.50
COM 100	Intro to Mass Communication	4.50
COM 220	Media Literacy	4.50
COM 380	Democracy in the Info. Age <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
EDA 200	Schools of the World	4.50
FYS 102	First-Yr Sem: Social Sciences <b>Prerequisite:</b> ENG 102	4.50
HIS 220A	United States History I <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
POL 100	Introduction to Politics <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
SOC 260	Cultural Anthropology <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50

<sup>+</sup>Diversity Enriched Offering.

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

Strongly recommended: complete the BIO 201 - 203A series in numerical sequence BIO 201 + 201A, 202 + 202A, 203 + 203A.

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab <b>Prerequisite:</b> BIO 100 for non-science majors (GE), or BIO 163 for science majors	1.50
BIO 161	General Biology 1	4.50
BIO 162	General Biology 2 <b>Prerequisite:</b> BIO 161	4.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR		
BIO 201A	Human Anatomy and Physiol Lab I <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50

BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required	1.50
OR BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 193A	Online Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
CHE 101	Introductory Chemistry <b>Recommended Preparation:</b> MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <b>Prerequisite:</b> CHE 101, or CHE 141 for science majors	1.50
CHE 141	General Chemistry 1 <b>Prerequisite:</b> MTH 215 or equivalent	4.50
CHE 142	General Chemistry 2 <b>Prerequisite:</b> CHE 141	4.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab <b>Prerequisite:</b> EES 103	1.50
PHS 104	Introductory Physics <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
PHS 104A	Introductory Physics Lab <b>Prerequisite:</b> PHS 104, or PHS 171 for science majors	1.50
PHS 171	General Physics 1 <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2 <b>Prerequisite:</b> PHS 171	4.50

**AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)**

COH 100	Personal Health	4.50
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COH 317	Public Health Nutrition <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 318	Drug Use and Abuse <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 319	Human Sexuality <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
ENG 201	Fiction Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 202	Poetry Writing I <b>Prerequisite:</b> ENG 102	4.50
ENG 203	Screenwriting I <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
FFL 100	Foundation to Academic Success	4.50
FYP 103	First-Yr Sem: Psychology <b>Prerequisite:</b> ENG 102	4.50
GLS 150	Global Issues and Trends	4.50
MUS 200	Music Composition <b>Recommended Preparation:</b> MUS 100, or MUS 326, or MUS 327	4.50
PHL 238	Logical & Critical Thinking <b>Prerequisite:</b> ENG 102	4.50

#### 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. 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.

ART 315	Film as Art <b>Prerequisite:</b> ENG 102	4.50
ART 329	World Art <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
COM 360	Representation in the Media <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
COM 380	Democracy in the Info. Age <b>Prerequisite:</b> ENG 102	4.50
EES 322	Oceanography	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
FYM 104	First-Yr Sem: Math & Sci <b>Prerequisite:</b> ENG 102	4.50
LIT 311	British Literature I <b>Prerequisite:</b> ENG 240 and; LIT 100	4.50
LIT 312	British Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 321	American Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 322	American Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

MUS 326	American Music <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
PHL 320	World Religions <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
PHL 375	Environmental Ethics <b>Prerequisite:</b> ENG 102	4.50
PHS 102	Survey of Physical Science	4.50
PSY 300	Social Psychology of Sport <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 301	Child Development <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography <sup>+</sup>	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 336	American Film and Society <sup>+</sup> <b>Prerequisite:</b> ENG 102	4.50
SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50

<sup>+</sup>Diversity Enriched Offering.

## Undergraduate Degrees

### Associate of Arts in General Education

**Academic Program Director:** Melinda Campbell; mlcampbell@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, 69 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.

Students planning to apply to National University's Bachelor of Science in Nursing (BSN) program should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs. The online version of these lab courses are not accepted into NU's BSN programs.

#### 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.
- Demonstrate creative thinking in expression or problem solving.

**Degree Requirements:**

The General Education Program consists of a minimum of 69 quarter units. Of the 69 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 13.5 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 1.5 qu science lab is required. Perspective NU BSN students - the following online lab courses are not accepted into NU BSN programs (BIO 191A, BIO 192A, BIO 193A).

**AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)**

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

## Concentration in Business Administration

**Academic Program Director:** Alfred Ntoko; antoko@nu.edu

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

**Requirements for the Concentration (8 courses; 36 quarter units)**

MNS 205	Intro to Quantitative Methods	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>	4.50
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>	4.50
LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

## Concentration in Criminal Justice Administration

**Academic Program Director:** Damon Martin; dmartin@nu.edu

This concentration provides students with an introduction to the criminal justice system. Students who complete this degree concentration are prepared to move directly into intermediate-level positions in criminal justice and/or articulation into a bachelor's degree program in criminal justice.

### 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.
- Demonstrate creative thinking in expression or problem solving.

### Requirements for Concentration (5 courses; 22.5 quarter units)

Students are to choose five courses from the following six options listed below:

CJA 229	Introduction to Policing	4.50
CJA 340	Corrections	4.50
CJA 337	The Juvenile Offender	4.50
CJA 351	Courts & the Judicial Process	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 356	Criminal Evidence	4.50

## Associate of Science in Business

**Academic Program Director:** Alfred Ntoko; antoko@nu.edu

The Associate of Science in Business program is designed to prepare students for entry-level management positions. The degree completion provides a transition path to a Bachelor of Business Administration (B.B.A.) degree. The curriculum includes courses in general business, accounting, economics, finance, legal studies, management and marketing. With a goal to maximizing student success, the program is designed with three prerequisites: information literacy, introductory business mathematics, and probability and statistics. 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 37.5 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 (3 courses; 13.5 quarter units)

ILR 260	Academic Information Literacy* <b>Prerequisite:</b> ENG 102	4.50
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MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 215, or MTH 220

MNS 205	Intro to Quantitative Methods*	4.50
OR		
MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 220	Calculus I <b>Prerequisite:</b> MTH 216B, or MTH 215, or Accuplacer test placement	4.50
MTH 210	Probability and Statistics <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

\* May be used to meet General Education requirements

### Requirements for the Major (8 courses; 36 quarter units)

Foundation Courses		
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
Core Courses		
LAW 204	Legal Aspects of Business I	4.50
MKT 302A	Marketing Fundamentals	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

# Associate of Science in General Education

**Academic Program Director:** Huda Makhluף; hmakhluף@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, 18 of which must be taken in residence at National University. Of the 90 units required, 78 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 78 quarter units. Of the 78 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.

Students planning to apply to National University's Bachelor of Science in Nursing (BSN) program should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs. The online version of these lab courses are not accepted into NU's BSN programs.

## 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.
- Demonstrate creative thinking in expression or problem solving.

**AREA A: ENGLISH COMMUNICATION (Minimum 13.5 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)**

Note: One 1.5 qu science lab is required. Perspective NU BSN students - the following online lab courses are not accepted into NU BSN programs (BIO 191A, BIO 192A, BIO 193A).

**AREA G: LIFELONG LEARNING AND SELF DEVELOPMENT (Minimum 4.5 quarter units)**

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

### Associate of Science in Human Biology

**Academic Program Director:** Ana Maria Barral; abarral@nu.edu

The Associate of Science in Human Biology (AS-HB) degree is designed to give students a solid foundation for continuing intellectual growth and further professional studies leading to a career in nursing or other health science-related fields.

Students planning to apply to the nursing program at NU should take onsite anatomy & physiology (BIO201A and BIO202A) and microbiology (BIO203A) labs, as the online version of these lab courses are not accepted into NU BSN programs.

#### Program Learning Outcomes:

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

- Discuss the social, physiological, and psychological aspects of human behavior at a basic level.
- Discuss the complexities of human biology on the continuum from the level of organism to the level of organized social being.
- Use computer technologies to augment productivity, apply statistical procedures and to gain access to multiple informational resource services.
- Communicate effectively with others using oral, visual, and written methods.

#### Degree Requirements:

To receive the AS in Human Biology 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, 40.5 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 49.5 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 (7 courses; 28.5 quarter units)

ENG 102	Effective College English	4.50
COM 103	Public Speaking	4.50
ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
CHE 101	Introductory Chemistry <b>Recommended Preparation:</b> MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab <b>Prerequisite:</b> CHE 101, or CHE 141 for science majors	1.50
HIS 375	Nevada History, Gov't and Cons <sup>#</sup> <b>Prerequisite:</b> ENG 102	4.50
MTH 204	Mathematics for Science	4.50

**Prerequisite:** MTH 12A and MTH 12B, or Accuplacer test placement

OR MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
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#Required for Nevada students only.

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

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

PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab* <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol LabI <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab* <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required	1.50
OR BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 193A	Online Microbiology Lab* <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR		

BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
BST 322	Intro to Biomedical Statistics	4.50

\*These online lab courses are not accepted into NU BSN programs.

## Associate of Science in Paralegal Studies

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Bryan Hance; bhance@nu.edu

The Associate of Science degree in Paralegal Studies is approved by the American Bar Association. The Associate of Science in Paralegal Studies degree is an online degree 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.

### Program Disclosure Information

**This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law.** Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

### 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 37.5 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 <i>Historical-Review all addendums</i>	4.50
PLA 201	English for Professionals <i>Historical-Review all addendums</i>	4.50
PLX 2100X	Torts <i>Discontinued</i>	4.50
PLX 2101X	Leg Res Wrtg-Briefing/Analysis <i>Discontinued</i>	4.50
PLX 2102X	Contracts <i>Discontinued</i>	4.50
PLX 2103X	Leg Res Wrtg-Legal Memo <i>Discontinued</i>	4.50
PLX 2105X	Computers & the Law <i>Discontinued</i>	4.50
PLA 202	Property <i>Historical-Review all addendums</i>	4.50
PLA 203	Leg Res Wrtg-Persuasive Wrtg. <i>Historical-Review all addendums</i>	4.50
PLA 303	Law Office Administration	4.50
PLA 318	Remedies & Dispute Resolution <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PLA 202; PLX 2100X and PLX 2102X	4.50
PLA 325	Litigation I	4.50

**Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.**

## Bachelor of Arts in Digital Media Design

**Academic Program Director:** Scott Campbell; scampbell@nu.edu

The Bachelor of Arts in Digital Media Design consists of courses that prepare students for a broad range of positions requiring a background in digital graphic design, web design, video and audio production and post-production, video gaming, and virtual and augmented reality. Students receive hands-on training from highly qualified instructors, many of which are working in the field, using leading software applications. Successful completion of the program will enable graduates to compete for employment in many areas of digital content creation because they possess a wide range relevant combination of skills and knowledge vital to today's workplace. Students also complete two project-oriented courses on a subject (or subjects) of their choosing. Upon completion of the program, students will have created a professional portfolio of their work.

A graduate in the BA in Digital Media Design will obtain skills and competencies to excel in various fields including, but not limited to video gaming, video and audio production, motion graphics and web. Job opportunities may include Art Director, Web Designer, Game Designer, Video Editor, Journalist, Photographer, Educational and Instructional Designer and Social Media 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.
- Demonstrate oral, visual, and written communication skills with clients, project managers, and media production team members.
- Successfully complete all phases of a media production, from the initial planning to the final delivery.
- Explain the cultural and sociological impacts related to media production and distribution.
- Create active and interactive content with graphics and text.
- Complete all phases of an audio/video production.

### 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 69 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.

**Preparation for the Major (2 courses; 9 quarter units)**

MUL 201	History of Graphic Design <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.	4.50
MUL 203	History of Vis. Storytelling <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.	4.50

Students must complete all prep for major course.

**Requirements for the Major (14 courses; 63 quarter units)**

MUL 308	Vector Graphics <b>Prerequisite:</b> ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.	4.50
MUL 312	Digital Image Compositing <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 Students must have proven competency level to be successful in the more advanced subjects in the program.	4.50
MUL 316	e-Publishing <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.	4.50
MUL 390	User Interface Design <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.	4.50
MUL 345	Applied Web Design <b>Prerequisite:</b> ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C.	4.50

	<i>Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	
MUL 353	2-D Design & Interactivity <b>Prerequisite:</b> <i>Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	4.50
MUL 309	Camera and Image <b>Prerequisite:</b> <i>ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	4.50
MUL 365	Digital Video Editing <b>Prerequisite:</b> <i>ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	4.50
MUL 461	Motion Graphics Vis. Effects I <b>Prerequisite:</b> <i>ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	4.50
MUL 465	Motion Graphics Vis Effects II <b>Prerequisite:</b> <i>ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.; MUL 461 with a minimum grade of C. This is an advanced level class, which requires students to complete the prior class in the sequence (MUL 461) before beginning this class.</i>	4.50
MUL 462	Digital Audio Creation <b>Prerequisite:</b> <i>ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.</i>	4.50
MUL 372	Foundations of 3-D Design <b>Prerequisite:</b> <i>ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced</i>	4.50

subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

MUL 375 3-D Modeling for Game Art 4.50

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

MUL 356 Video Game Rendering & AR/VR 4.50

**Prerequisite:** ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

### Final Project for the Major (2 courses; 9 quarter units)

Prior to beginning the Final Project sequence, students must have completed and passed all requirements for the Major.

MUL 483 Final Project I 4.50

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 300; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465

MUL 485 Final Project II 4.50

**Prerequisite:** ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465

### Thesis Course (1 course; 4.5 quarter units)

Prior to beginning the Thesis Course sequence, students must have completed and passed all requirements for the Major, as well as the Final Project courses before being placed into this sequence.

MUL 487 Dig Med Dsgn Portfolio, Thesis 4.50

**Prerequisite:** ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465; MUL 483; MUL 485

## Bachelor of Arts in Early Childhood Development with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

**Academic Program Director:** Jessica Alvarado; jalvarado@nu.edu

The Bachelor of Arts in Early Childhood Development with a California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential provides a broad, rigorous education that prepares candidates for a career as a teacher at early elementary grades. Candidates are introduced to essential knowledge, strategies, techniques

and connections across the disciplines as applied to young children. Focus is on an enriched and thought-provoking curriculum incorporating content across subject areas, specific educational methodology courses and preparation for professional work as multiple subject teachers in elementary grades. All candidates must demonstrate subject-matter competency through a state-approved examination (CSET), appropriate degree or major in matching authorization area.

The credential is designed for teacher candidates who will be dedicated to inspiring K6 learners by ensuring for them: social-emotional thriving, meaningful academic achievement and an equitable and inclusive learning community

### Background Check

Agencies/schools collaborating with the Sanford College of Education to provide field experience, often require a background check and TB clearance prior to acceptance of a student into their facility. Candidates who do not have a Certificate of Clearance will not be able to attend the field experience component of the course and, therefore, will be unable to complete their program of study. Any fee or cost associated with background checks and TB testing is the responsibility of the student.

**Note:** ALL ECE prefix courses require a field experience in an approved setting. An approved setting is working with children from Birth to Age 5 in a general education, inclusive setting. Recommended sites are Early Head Start, Head Start, CA 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.

**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 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Candidates should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Preparation for Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50

### Requirements for the Major (9 courses; 40.5 quarter units)

## Early Childhood Education Core Requirements

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition <b>Prerequisite:</b> ECE 201; ECE 210; HED 220 and ECE 211	4.50
ECE 410	Early Language and Literacy <b>Prerequisite:</b> ECE 330	4.50
ECE 415	Designing Emergent Curriculum <b>Prerequisite:</b> ECE 330	4.50
ECE 420	Nature, Numbers and Technology <b>Prerequisite:</b> ECE 330	4.50
ECE 430	Play as Pedagogy <b>Prerequisite:</b> ECE 330	4.50
ECE 440	Observing, Assessing & Plannin <b>Prerequisite:</b> ECE 330	4.50
ECE 443	Children with Special Needs <b>Prerequisite:</b> ECE 330	4.50
ECE 445	Strategies: Guiding Behaviors <b>Prerequisite:</b> ECE 330	4.50

All Early Childhood Education coursework has field experience component.

## Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

**Academic Program Director:** Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

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

**PRIOR** to beginning any of the Multiple Subject Methods courses, the candidate must have completed all Foundation courses, and meet the Basic Skills and Subject Matter Competency.

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 K6 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.

**Degree Requirements:**

To receive the Multiple Subject Teaching Credential students must complete 14 courses, 58.5 quarter units.

**Introductory Core Requirement (1 course; 4.5 quarter units)**

ITL 400	Becoming a Teacher	4.50
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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>	4.50
ITL 404	Learners and Learning I <i>Prerequisite: ITL 402</i>	4.50
ITL 406	Learners and Learning II <i>Prerequisite: ITL 404</i>	4.50
ITL 408	Design and Process of Teaching <i>Prerequisite: ITL 406</i>	4.50

**Multiple Subject Credential Methods (5 courses; 22.5 quarter units)**

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, meet the Basic Skills and Subject Matter Competency, 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	4.50
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>	4.50
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 512</i>	4.50
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>	4.50
ITL 530	Optimized Learning Community	4.50

**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, meet the Basic Skills and Subject Matter Competency, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate’s intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university

and respective school district. The student teaching placements must align to the subject matter credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25
ITL 550B	Student Teaching B <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

## Bachelor of Arts in Early Childhood Education

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Susan Gilbert; 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.

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>

### Washington Bachelor of Arts in Early Childhood Education Disclosure

Eligibility for initial educator certification in Washington is based on a completion of a state-approved educator preparation program. This program is intended to lead to licensure in California. Even though you may be residing in Washington while in this program, your application for educator certification in Washington will be processed as an out-of-state application. Go to <http://pathway.pesb.wa.gov/future-educators/becoming-a-teacher-in-washington/out-of-state-transfers> for more information. Educators are advised to contact their individual school districts as to whether this program may qualify for salary advancement.

### Program Learning Outcomes:

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

- Identify essential concepts, inquiry tools, and structure of content areas and resources for early childhood education.
- Develop oral, written and technological skills for communicating with families and very young children.
- Create environments that are healthy, respectful, supportive, and challenging for young children.
- Use systematic observations, documentation, and other assessment strategies in partnership with families and professionals to positively influence children’s development and learning.
- Implement a curriculum that promotes development and learning outcomes for diverse young children.
- Demonstrate ethical, legal, and professional standards in early childhood education.
- Create positive relationships and supportive interactions with young children.

### Degree Requirements:

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

### Preparation for the Major (4 courses; 18 quarter units)

ECE 201	The Growing Child: Zero to 8	4.50
ECE 210	Child, Family, School and Comm	4.50
ECE 211	Diversity: Development & Ed.	4.50
HED 220	Health, Nutrition and Safety	4.50

### Requirements for the Major (12 courses; 54 quarter units)

ECE 464	Ethical and Legal Issues	4.50
ECE 330	Early Cognition	4.50
	<b>Prerequisite:</b> ECE 201; ECE 210; HED 220 and ECE 211	
ECE 312	Infant and Toddler Care	4.50
	<b>Prerequisite:</b> ECE 330	
ECE 410	Early Language and Literacy	4.50
	<b>Prerequisite:</b> ECE 330	
ECE 415	Designing Emergent Curriculum	4.50
	<b>Prerequisite:</b> ECE 330	
ECE 420	Nature, Numbers and Technology	4.50
	<b>Prerequisite:</b> ECE 330	



ECE 430	Play as Pedagogy <b>Prerequisite:</b> ECE 330	4.50
ECE 440	Observing, Assessing & Plannin <b>Prerequisite:</b> ECE 330	4.50
ECE 443	Children with Special Needs <b>Prerequisite:</b> ECE 330	4.50
ECE 445	Strategies: Guiding Behaviors <b>Prerequisite:</b> ECE 330	4.50
ECE 452	Partnering With Families <b>Prerequisite:</b> ECE 330	4.50
ECE 450	Academic Seminar/Field Experie <b>Prerequisite:</b> Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.	4.50

### Upper-Division Electives (4 courses; 18 quarter units)

Candidates must choose four (4) elective courses from the following:

ECE 435	Music, Movement, Drama, Dance	4.50
ECE 446	Literature and Young Children	4.50
ECE 451	Infant/Toddler Observe/Assess	4.50
ECE 453	Infant/Toddler Curriculum	4.50
ECE 454	Infant/Toddler Experiences	4.50
ECE 460	Program Administration	4.50
ECE 461	Leadership and Supervision	4.50
ECE 462	Financial Mgmt & Resources	4.50
ECE 465	Trauma-Informed Practice	4.50
ECE 466	Planning Physical Environments	4.50

## Bachelor of Arts in English

**Academic Program Director:** Luis Acebal; lacebal@nu.edu

The Bachelor of Arts in English provides a strong background in the study of English. The program stresses literary analysis, diversity, critical thinking, and written and oral communication skills through a rigorous curriculum of literature, composition, language and linguistics, and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing, and publishing; for graduate or professional studies in English, communications, or law; and for advancement in any field in which communication skills are important.

**Note:** Students interested in teaching English or Language Arts in middle or secondary schools should consider enrolling in the Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (CALIFORNIA).

### BA English/MA English Transition Program

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 transition program. They do so by asking their academic 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.

No graduate units will be awarded; instead the University will waive the MA English course taken as part of the BA degree. However, students must still meet the residency requirements for the MA English program (45 quarter

units). Students must apply to and begin the MA English program within six months of completing the BA English program. A complete description of Transition Program requirements can be found in the Policies and Procedures section of this Catalog.

**Program Learning Outcomes:**

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

- Knowledgeably discuss the major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- Critically examine the relevance of variables of human diversity such as race, ethnicity, gender, class, and sexuality to the understanding and cultural significance of literature.
- Apply relevant cultural and historical information in the analysis of literary texts.
- Critically evaluate the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Explain and defend their own criteria for evaluating works of literature.
- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

**Degree Requirements:**

To receive the Bachelor of Arts in English degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 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 <i>Prerequisite: ENG 102</i>	4.50
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**Requirements for the Major (9 courses; 40.5 quarter units)**

Choose any FOUR of the following FIVE survey courses:

Choose any FOUR of the following FIVE survey courses:		
LIT 311	British Literature I <i>Prerequisite: ENG 240 and; LIT 100</i>	4.50
OR		
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
OR		
LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
OR		
LIT 322	American Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
OR		
LIT 360	History of Literary Theory <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
OR		
LIT 338	Shakespeare	4.50

	<b>Prerequisite:</b> ENG 240 and LIT 100	
LIT 365	Contemporary Literary Theory <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 463	Contemporary World Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Any ONE of the following THREE courses:		
LIT 410	African American Literature <b>Prerequisite:</b> ENG 240 and; LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> LIT 100 and ENG 240	4.50
OR		
LIT 460	Gender and Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
AND		
LIT 498	English Capstone Course <b>Prerequisite:</b> Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

### Upper-Division Electives for English Major (7 courses; 31.5 quarter units)

Any TWO additional upper division LIT courses

AND

One of the following:

ART 315	Film as Art <b>Prerequisite:</b> ENG 102	4.50
BRO 305	Media Storytelling <i>Discontinued</i> <b>Prerequisite:</b> ENG 102 and COM 100, or COM 103, or COM 220	4.50
COM 310	Communication Theory <b>Prerequisite:</b> ENG 102	4.50
COM 334	Persuasion <b>Prerequisite:</b> ENG 102	4.50
COM 360	Representation in the Media <b>Prerequisite:</b> ENG 102	4.50
COM 385	Interactive Storytelling <b>Prerequisite:</b> ENG 102	4.50
COM 394	Strategic Writing <b>Prerequisite:</b> ENG 102	4.50
ENG 310	English Grammar <b>Prerequisite:</b> ENG 102	4.50
ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
GLS 330	Film in a Global Context <b>Prerequisite:</b> ENG 240	4.50
ENG 352	Origins of English <b>Prerequisite:</b> ENG 102	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 336	American Film and Society	4.50

**Prerequisite:** ENG 102

AND

Any four additional upper division courses in the College of Letters and Sciences.

## **Bachelor of Arts in English with Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California)**

**Academic Program Director:** John Miller; jmiller@nu.edu

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

For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog.

### **Program Disclosure Information**

The Bachelor of Arts in English with ITL Single Subject Credential Program is currently operating using credential guidelines for California only.

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

### **Program Learning Outcomes:**

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

- Knowledgeably discuss major writers, works, movements, and periods of the British and American literary traditions.
- Apply close reading skills to analyze literary and other texts.
- Critically examine the relevance of variables of human diversity such as race, ethnicity, gender, class, and sexuality to the understanding and cultural significance of literature.
- Apply relevant cultural and historical information in the analysis of literary texts.
- Critically evaluate the assumptions and implications of major critical approaches to literature.
- Analyze the significance of genre conventions to the meanings and effects of literary works.
- Explain and defend their own criteria for evaluating works of literature.
- Collaborate with others to develop more complicated interpretations or arguments.
- Compose sophisticated written arguments about works of literature, incorporating appropriate close reading, research, and writing skills.

### **Degree Requirements:**

To receive a Bachelor of Arts in English with Single Subject Matter Preparation and Inspired Teaching and Learning Preliminary Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum of 69 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 courses; 4.5 quarter units)**

LIT 100	Introduction to Literature* <b>Prerequisite:</b> ENG 102	4.50
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\*May also be used to satisfy General Education requirements.

**English Requirements (11 courses; 49.5 quarter units)**

TWO of the following four courses LIT 311, LIT 312, LIT 321, or LIT 322. Of the TWO courses ONE must be either LIT 311 or LIT 321.

LIT 311	British Literature I <b>Prerequisite:</b> ENG 240 and; LIT 100	4.50
OR		
LIT 312	British Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 321	American Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR		
LIT 322	American Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

LIT 338	Shakespeare <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
AND		
LIT 365	Contemporary Literary Theory <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
AND		
ANY ONE additional Upper Division LIT Course		

Any ONE of the following THREE courses: LIT 410 or LIT 420 or LIT 460

LIT 410	African American Literature <b>Prerequisite:</b> ENG 240 and; LIT 100	4.50
OR		
LIT 420	U.S. Latino Literature <b>Prerequisite:</b> LIT 100 and ENG 240	4.50
OR		
LIT 460	Gender and Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50

ANY FOUR of the following:

COM 360	Representation in the Media <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 301	Fiction Writing II <b>Prerequisite:</b> ENG 201	4.50

OR ENG 302	Poetry Writing II <b>Prerequisite:</b> ENG 202	4.50
OR ENG 310	English Grammar <b>Prerequisite:</b> ENG 102	4.50
OR ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
OR ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
OR LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 430	Children's Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
OR LIT 463	Contemporary World Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Capstone Requirement LIT 498	English Capstone Course <b>Prerequisite:</b> Satisfactory completion of 8 upper-division ENG or LIT courses	4.50

## Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

**Academic Program Director:** Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

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

**PRIOR** to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses, and met the Basic Skill requirement.

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 K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

**Degree Requirements:**

In order to complete the Single Subject Teaching Credential requirements students must complete 14 courses, 58.5 quarter units.

**Introductory Core Requirement (1 course; 4.5 quarter units)**

ITL 400	Becoming a Teacher	4.50
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Students must complete ITL400 and credential packet prior to beginning ITL402.

**Foundation Courses (4 courses; 18 quarter units)**

ITL 402	Context: Education in the U.S. <b>Prerequisite:</b> <i>ITL 400 and Students must complete the credential packet.</i>	4.50
ITL 404	Learners and Learning I <b>Prerequisite:</b> <i>ITL 402</i>	4.50
ITL 406	Learners and Learning II <b>Prerequisite:</b> <i>ITL 404</i>	4.50
ITL 408	Design and Process of Teaching <b>Prerequisite:</b> <i>ITL 406</i>	4.50

**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, meet Basic Skills Requirements, and meet any other related program requirements.

ITL 520	Academic Language & Literacy	4.50
ITL 522	Content Area Literacy <b>Prerequisite:</b> <i>ITL 520</i>	4.50
ITL 526	SS Integrated Design I <b>Prerequisite:</b> <i>ITL 522</i>	4.50
ITL 528	SS Integrated Design II <b>Prerequisite:</b> <i>ITL 526</i>	4.50
ITL 530	Optimized Learning Community	4.50

**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, meet Basic Skills Requirement,

and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25
ITL 550B	Student Teaching B <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

## Bachelor of Arts in General Studies

**Academic Program Director:** Laine Goldman; lgoldman@nu.edu

The Bachelor of Arts in General Studies (BAGS) program 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, because 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 studies (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 to 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 studies.

### Program Learning Outcomes:

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

- Develop a holistic appreciation of General Studies as a progressive and advantageous career path.
- Analyze career options available to generalists.
- Write a reflective narrative that integrates and articulates the value of the student education experience in the Bachelor of Arts in General Studies program.
- Research, synthesize and write a strategic plan to assess potential skills areas that need to be strengthened.
- Create a professional digital e-portfolio leveraging networking platforms.

### 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 69 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 study or Arts and Science discipline. If a student selects the second depth area in the Applied Studies discipline, such as management, law, accounting, or marketing, all five courses must have the same prefix such as MGT if the management discipline was selected. However, students do have the option of selecting a second depth area in Arts and Sciences rather than Applied Studies. If a second depth area in Arts and Sciences is selected, then students have the option of choosing five courses from various disciplines within the Arts and Sciences area. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

### Requirements for Major (12 courses; 54 quarter units)

BGS 301	Intro. to General Studies	4.50
BGS 499	Capstone Project	4.50
<i>Prerequisite: BGS 301; Completion of other major requirements. Must be taken within last three classes prior to graduation.</i>		

### 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 have two depth area requirements from either Arts and Sciences and/or Applied Studies. Students can choose from a variety of subject areas to satisfy the Arts and Sciences depth area requirements. These courses could be used alone or in combination with courses taken at other institutions. Listed below are examples of subject areas that can be used to fulfill a depth area requirement:

#### Arts and Sciences (5 courses; 22.5 quarter units)

Literature, Environmental Studies, Fine and Performing Arts (including Art and Music), History, Social Sciences (including Sociology and Political Science), Psychology, Spanish, Natural Sciences, Communication, Global Studies, and Human Behavior.

#### 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, Criminal Justice Administration, Marketing, Public Administration, Leadership, and Finance

#### Upper-Division Electives (4 courses; 18 quarter units)

To fulfill their unit requirements, students can choose electives from any 300, 400, or 500 level courses for which they meet prerequisites.

## Bachelor of Arts in History

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Duncan Campbell; dcampbell2@nu.edu

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

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

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

### Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

### Degree Requirements:

To receive a Bachelor of Arts with a Major in History, students must complete at least 180 quarter units as listed below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 69 units of the University General Education requirements. The following courses are degree requirements. In absence of transfer credit, additional general electives may be necessary to satisfy the total units required for the degree. Students should refer to the section on undergraduate admission procedures for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

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

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

ENG 240	Advanced Composition* <b>Prerequisite:</b> ENG 102	4.50
HIS 220A	United States History I* <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II* <b>Prerequisite:</b> ENG 102	4.50
HIS 233	World Civilizations I* <b>Prerequisite:</b> ENG 102	4.50

HIS 234	World Civilizations II* <b>Prerequisite:</b> ENG 102	4.50
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\*Maybe used to satisfy general education requirements

**Required for the Major (10 courses; 45 quarter units)**

HIS 431	The Ancient World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 432	The Classical World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 433	The Post-Classical World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 434	Modern World, 1500 to Present <b>Prerequisite:</b> ENG 102; HIS 234	4.50
HIS 400	Historical Theories & Methods <b>Prerequisite:</b> ENG 240	4.50
HIS 360	American Colonial Experience <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 361	Making and Sundering of Union <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 499	Capstone Research Project <b>Prerequisite:</b> ENG 240 or equivalent; HIS 400 and and completion of 31.5 quarter units of core courses in the major	4.50

**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 subject (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 <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity* <b>Prerequisite:</b> ENG 102	4.50
HIS 410	California History <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
PHL 320	World Religions* <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography*	4.50

Recommended:

GLS 330	Film in a Global Context <b>Prerequisite:</b> ENG 240	4.50
GLS 420	Ecological Revolutions <b>Prerequisite:</b> ENG 240	4.50

GLS 430	The Global Economy <b>Prerequisite:</b> ENG 240	4.50
HIS 325	Modern World Migration <b>Prerequisite:</b> ENG 102	4.50
HIS 342	History of Modern Middle East <b>Prerequisite:</b> ENG 102	4.50
HIS 345	Latin American Studies <b>Prerequisite:</b> ENG 102	4.50
HIS 348	Asian Studies <b>Prerequisite:</b> ENG 102	4.50
HIS 349	African Studies <b>Prerequisite:</b> ENG 102	4.50
HIS 490	Guided Study	1.50
MUS 326	American Music* <b>Prerequisite:</b> ENG 102	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 328	Intercultural Thinking <b>Prerequisite:</b> ENG 102	4.50
SOC 336	American Film and Society <b>Prerequisite:</b> ENG 102	4.50
SOC 410	Gender and Society <b>Prerequisite:</b> ENG 240	4.50

\*Maybe used to satisfy general education requirements

## Bachelor of Arts in Integrated Marketing Communication

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Paul Markham; pmarkham@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 69 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; 9.0 quarter units)

ENG 102	Effective College English	4.50
MKT 302A	Marketing Fundamentals	4.50

### Core Requirements (16 courses; 72 quarter units)

COM 305	Intercultural Communication <b>Prerequisite:</b> ENG 102	4.50
COM 402	Communication Technologies <b>Prerequisite:</b> ENG 102	4.50
COM 365	Integrated Marketing Comm <b>Prerequisite:</b> ENG 102; COM 402 and MKT 302A, or COM 315	4.50
COM 324	Critical Thinking and Ethics <b>Prerequisite:</b> ENG 102	4.50
COM 334	Persuasion <b>Prerequisite:</b> ENG 102	4.50
COM 354	Professional Presentations <b>Prerequisite:</b> ENG 102	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 441	Channel and Value Networks <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 445	Digital Marketing <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 446	Introduction to Services Mkt <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
COM 441	Communication Strategies <b>Prerequisite:</b> COM 334	4.50
COM 442	Communication Campaigns <b>Prerequisite:</b> COM 441	4.50
COM 443	Interactive & Mobile Campaigns <b>Prerequisite:</b> COM 442	4.50
MKT 480	Integrated Mkt Comm Capstone <i>Discontinued</i> <b>Prerequisite:</b> Completion of 31.5 quarter units of upper-division core requirements; MKT 302A	4.50

## Bachelor of Arts in Integrative Psychology

**Academic Program Director:** Renee Barragan; rbarragan@nu.edu

The Bachelor of Arts in Integrative Psychology offers a complementary alternative to the traditional science-based psychology major and focuses on subjective human experience and the human condition. Subjective human experience is viewed as a reflection of people's values, emotions, inter- and intrapersonal relationships, and relationships between people and their physical and spiritual world. Courses focus on the whole person by developing knowledge and skills integral to health and growth, such as self-reflection, consciousness, and creativity, through existential-humanistic, phenomenological, transpersonal, and scientific perspectives. This major is aimed 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 sociocultural contributions to personal growth, expression, and knowledge.
- Demonstrate skills in multiple modes of communication, presentations and projects utilizing different literary and methodological formats.
- Exhibit original learning by gathering and critically evaluating information using current technologies.
- Apply one's knowledge using holistic approaches to solve a real-world problem.

### **Degree Requirements:**

To receive a Bachelor of Arts in Integrative Psychology degree, students must complete at least 180 quarter units as articulated below, 76.5 units of which must be completed at the upper-division level, 45 units which must be completed in residence at National University and a minimum 69 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)**

PSYC 100	Introduction to Psychology	4.50
MTH 210	Probability and Statistics <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
COM 324	Critical Thinking and Ethics <i>Prerequisite: ENG 102</i>	4.50

#### **Requirements for the Major (10 courses; 45 quarter units)**

PSYC 426	History and Philosophy Psych <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 466	Personal Growth & Development <i>Prerequisite: ENG 102</i>	4.50
PSYC 467	Multicultural Mental Health <i>Prerequisite: ENG 102</i>	4.50

PSYC 468	Spirituality and Global Health <b>Prerequisite:</b> ENG 102	4.50
PSYC 470	Qualitative Analysis <b>Prerequisite:</b> ENG 102	4.50
PSYC 471	Intimate Relationships <b>Prerequisite:</b> ENG 102	4.50
PSYC 472	Social Construction <b>Prerequisite:</b> ENG 102	4.50
PSYC 473	Somatic Psychology <b>Prerequisite:</b> ENG 102	4.50
PSYC 474	Ecopsychology <b>Prerequisite:</b> ENG 102	4.50
PSYC 484	Senior Project <b>Prerequisite:</b> ENG 102; Completion of all core courses is required.	4.50

### Electives Area 1 (4 courses; 18 quarter units)

Students must select four courses from area 1.

PSYC 441	Global Psychology <b>Prerequisite:</b> PSYC 100	4.50
PSYC 455	Psychology of Bereavement <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 458	Health Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 475	Psychology of Consciousness <b>Prerequisite:</b> ENG 102	4.50
PSYC 477	Play	4.50

### Electives Area 2 (1 course; 4.5 quarter units)

Students must select one course from area 2.

ART 329	World Art <b>Prerequisite:</b> ENG 102	4.50
MUS 327	World Music <b>Prerequisite:</b> ENG 102	4.50
PHL 320	World Religions <b>Prerequisite:</b> ENG 102	4.50

These courses may also satisfy GE requirements but may not be used for both.

### Electives Area 3 (1 course; 4.5 quarter units)

Students must select one course from area 3.

COM 305	Intercultural Communication <b>Prerequisite:</b> ENG 102	4.50
COM 385	Interactive Storytelling <b>Prerequisite:</b> ENG 102	4.50
SOC 410	Gender and Society <b>Prerequisite:</b> ENG 240	4.50

# Bachelor of Arts in Interdisciplinary Studies

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Joshua Olsberg; 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 69 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)

LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
ENG 310	English Grammar <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 375	Nature Writing <b>Prerequisite:</b> ENG 102; ENG 240, or ENG 334A	4.50
HIS 220A	United States History I <b>Prerequisite:</b> ENG 102	4.50
OR		
HIS 220B	United States History II <b>Prerequisite:</b> ENG 102	4.50

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



COM 380	Democracy in the Info. Age <b>Prerequisite:</b> ENG 102	4.50
SOC 336	American Film and Society <b>Prerequisite:</b> ENG 102	4.50
OR SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50
BIS 301	Intro to Interdisc. Studies	4.50
BIS 401	Interdisciplinary Practice: In <b>Prerequisite:</b> BIS 301 and four additional courses from the major	4.50
Select one 4.5 quarter unit course in literature (LIT) The following are recommended:		
LIT 321	American Literature I <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 322	American Literature II <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 338	Shakespeare <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 446	Studies in Poetry <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 450	Studies in the Novel <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
LIT 460	Gender and Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
Select one 4.5 quarter unit course in social sciences (HIS, POL, SOC) The following are recommended:		
HIS 320	Culture of Global Capitalism <b>Prerequisite:</b> ENG 102	4.50
HIS 410	California History <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50
SOC 445	Contemporary Social Problems <b>Prerequisite:</b> ENG 102	4.50
SOC 440	Power and Social Change <b>Prerequisite:</b> ENG 102	4.50
Select one 4.5 quarter unit course in behavioral sciences (HUB, PSY). The following are recommended:		
HUB 420	Human Communication <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 440	Organizational Development <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 426	History and Philosophy Psych <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 427	Biological Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 428	Developmental Psychology	4.50

	<b>Prerequisite:</b> ENG 102; PSYC 100	
PSYC 429	Intro to Personality Theory	4.50
	<b>Prerequisite:</b> ENG 102; PSYC 100	
PSYC 432	Social Psychology	4.50
	<b>Prerequisite:</b> ENG 102; PSYC 100	
PSYC 433	Cognitive Psychology	4.50
	<b>Prerequisite:</b> ENG 102; PSYC 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	4.50
BIO 330	Ecology	4.50
	<b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	
BIO 302	Biodiversity	4.50
	<b>Prerequisite:</b> BIO 100 and BIO 100A or equivalent	
BIO 450	Natural History of California	4.50
	<b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; BIO 100A	
MTH 301	Fundamentals of Mathematics II	4.50
	<b>Prerequisite:</b> MTH 209A	
MTH 317	Mathematical Modeling	4.50
	<b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B and MTH 210	
MTH 410	Technology in Math Education	4.50
	<b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B, or MTH 301	
MTH 411	Number Theory	4.50
	<b>Prerequisite:</b> MTH 216B, or MTH 215, or MTH 301	
MTH 412	History of Mathematics	4.50
	<b>Prerequisite:</b> MTH 215, or MTH 301, or MTH 216A and MTH 216B	
MTH 417	Foundations of Geometry	4.50
	<b>Prerequisite:</b> MTH 216A and MTH 216B, or MTH 215 and MTH 311	
MTH 418	Statistical Analysis	4.50
	<b>Prerequisite:</b> MTH 210 and MTH 220	
BIS 405	Genetic Anthropology	4.50
	<b>Prerequisite:</b> BIS 301; <b>Recommended: Prior completion of:</b> MTH 215	

Select nine (9.0) quarter units from the humanities complex (ART, HIS, HUM, MUS, PHL, SOC, THR, GLS).

The following are required:

ART 315	Film as Art	4.50
	<b>Prerequisite:</b> ENG 102	
ART 323	Modern Art	4.50
	<b>Prerequisite:</b> ENG 102	
ART 329	World Art	4.50
	<b>Prerequisite:</b> ENG 102	
HIS 345	Latin American Studies	4.50
	<b>Prerequisite:</b> ENG 102	
HIS 348	Asian Studies	4.50
	<b>Prerequisite:</b> ENG 102	
HIS 349	African Studies	4.50
	<b>Prerequisite:</b> ENG 102	
MUS 326	American Music	4.50
	<b>Prerequisite:</b> ENG 102	
MUS 327	World Music	4.50

	<b>Prerequisite:</b> ENG 102	
PHL 320	World Religions	4.50
	<b>Prerequisite:</b> ENG 102	
PHL 339	Study of a Major Philosopher	4.50
	<b>Prerequisite:</b> ENG 102	
PHL 375	Environmental Ethics	4.50
	<b>Prerequisite:</b> ENG 102	
PHL 337	Ethics	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 328	Intercultural Thinking	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 400	Race & Ethnicity in the U.S.	4.50
	<b>Prerequisite:</b> ENG 102	
SOC 410	Gender and Society	4.50
	<b>Prerequisite:</b> ENG 240	
Capstone course		
BIS 499	Interdisciplinary Studies Proj	4.50

### 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.

## Bachelor of Arts in Interdisciplinary Studies with an Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Joshua Olsberg; jolsberg@nu.edu

The Bachelor of Arts in Interdisciplinary Studies with a California Inspired Teaching 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 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 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 and Subject Matter Competency Requirement **PRIOR** to starting the multiple credential area method courses.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### Program Disclosure Information

The Bachelor of Arts in Interdisciplinary Studies a California Inspired Teaching and Learning Preliminary Multiple Subjects Teaching Credential Program is currently operating using credential guidelines for California only.

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

### Program Learning Outcomes:

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

- Demonstrate an understanding of interdisciplinary theory and the practice of critical thinking for the collection, validation, analysis, and synthesis of historical data and new information.
- Explain the integration of knowledge in a global 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 69 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 prior to starting the multiple subject credential method courses.

Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation as well as the Sanford College of Education Credential Information section of the catalog.

### Preparation for the Major (3 courses; 13.5 quarter units)

LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
HIS 410	California History <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
MTH 209A	Fundamentals of Mathematics I <b>Prerequisite:</b> MTH 12A and MTH 12B	4.50

### Interdisciplinary Study Core Requirements (6 courses; 27 quarter units)

BIS 301	Intro to Interdisc. Studies	4.50
ENG 350	Fundamentals of Linguistics <b>Prerequisite:</b> ENG 102	4.50
MTH 301	Fundamentals of Mathematics II <b>Prerequisite:</b> MTH 209A	4.50
ART 329	World Art <b>Prerequisite:</b> ENG 102	4.50
BIS 401	Interdisciplinary Practice: In <b>Prerequisite:</b> BIS 301 and four additional courses from the major	4.50
BIS 499	Interdisciplinary Studies Proj	4.50

### Upper Division Requirements (5 courses; 22.5 quarter units)

COM 380	Democracy in the Info. Age <b>Prerequisite:</b> ENG 102	4.50
HIS 320	Culture of Global Capitalism <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography	4.50
BIS 405	Genetic Anthropology <b>Prerequisite:</b> BIS 301; <b>Recommended:</b> Prior completion of: MTH 215	4.50

## Undergraduate Credential Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential

**Academic Program Director:** Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

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

**PRIOR** to beginning any of the Multiple Subject Methods courses, the candidate must have completed all Foundation courses, and meet the Basic Skills and Subject Matter Competency.

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 K6 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.

### Degree Requirements:

To receive the Multiple Subject Teaching Credential students must complete 14 courses, 58.5 quarter units.

### Introductory Core Requirement (1 course; 4.5 quarter units)

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. <b>Prerequisite:</b> <i>ITL 400 and Students must complete the credential packet.</i>	4.50
ITL 404	Learners and Learning I <b>Prerequisite:</b> <i>ITL 402</i>	4.50
ITL 406	Learners and Learning II <b>Prerequisite:</b> <i>ITL 404</i>	4.50
ITL 408	Design and Process of Teaching <b>Prerequisite:</b> <i>ITL 406</i>	4.50

### Multiple Subject Credential Methods (5 courses; 22.5 quarter units)

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Foundation courses, meet the Basic Skills and Subject Matter Competency, 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	4.50
ITL 512	Language/Literacy: Strategies <b>Prerequisite:</b> <i>ITL 510</i>	4.50
ITL 516	Mathematics Integrative Design <b>Prerequisite:</b> <i>ITL 512</i>	4.50
ITL 518	Science Integrative Design <b>Prerequisite:</b> <i>ITL 516</i>	4.50
ITL 530	Optimized Learning Community	4.50

### 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, meet the Basic Skills and Subject Matter Competency, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the subject matter credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <b>Corequisite:</b> <i>ITL 551A</i>	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> <i>ITL 550A</i>	2.25
ITL 550B	Student Teaching B <b>Corequisite:</b> <i>ITL 551B</i> ; <b>Prerequisite:</b> <i>ITL 550A</i>	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> <i>ITL 550B</i> ; <b>Prerequisite:</b> <i>ITL 551A</i>	2.25

## Bachelor of Arts in Management

**Status:** *Historical-Review all addendums*

The Bachelor of Arts in Management provides students a business related degree with an emphasis on managing organizations and personnel in a multicultural and global setting. To achieve maximum flexibility, the major in management program minimizes prerequisites, enabling students to take the required courses in any sequence. Students are also offered several areas of concentration.

### **Bachelor of Arts in Management Transition Programs**

Students must complete graduate-level coursework taken as part of the BAM degree with a grade of B or better. This coursework, which counts as electives, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.00 to be eligible. Lastly, students must apply for and begin the appropriate Masters program within six months after completing their final BAM course. Students must complete their Masters program within four years with no break exceeding 12 months.

### **The Bachelor of Arts in Management/Master of Business Administration (BAM/MBA) Transition Program**

Students in the BAM/MBA transition program may take up to three MBA classes as electives during the BAM. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met (MKT 602, IBU 606, MGT 603, MGT 608, ACC 604, ECO 607, or FIN 609A). The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

### **The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program**

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, IBU 606, ECO 607, MKT 653, IBU 637, SCM 610, IBU 641, MGT604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on classes selected and grades earned.

### **Program Learning Outcomes:**

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

- Describe the basic functions of management on the operations of the organization.
- Employ management theories toward planning, organizing, leading and controlling organizations.
- Apply organizational theories to enact positive change.
- Explain the effect of international business environmental factors on the conduct of global business.
- Apply the principles of ethical decision-making in the everyday conduct of business.

### **Degree Requirements:**

To receive a Bachelor of Arts in Management, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 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*	4.50
ECO 204	Principles of Macroeconomics*	4.50
LAW 204	Legal Aspects of Business I	4.50

\* May be used to meet General Education requirements

### Requirements for the Major (10 courses; 45 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
MGT 351	Process Improvement Management	4.50
BIM 400	Info Mgmt in Organizations	4.50
IBU 430	Survey of Global Business <i>Prerequisite: ECO 203 and ECO 204</i>	4.50
LED 400	Introduction to Leadership	4.50
ODV 420	Organizational Behavior	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MGT 480	Capstone: Strategic Bus Mgt <i>Prerequisite: Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."</i>	4.50

### Upper-Division Electives (6 courses; 27 quarter units)

BAM students can choose Upper-Division electives ONLY from any 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, ADR, BKM, ECO, FIN, HRM, LAW, LED, MGT (except MGT 451), MKT, MNS, ODV, and PBM. Other options are invalid. Non-business Minors are prohibited from satisfying this requirement. BAM students CANNOT take MGT 451.

## Concentration in Alternative Dispute Resolution

**Academic Program Director:** Jack Hamlin; [jhamlin@nu.edu](mailto:jhamlin@nu.edu)

This concentration is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as a stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

### Requirements for the Concentration (4 courses; 18 quarter units)

Choose 4 from the following:

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

## Concentration in Business Law

**Academic Program Director:** Bryan Hance; [bhance@nu.edu](mailto: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	4.50
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**Requirements for the Concentration (6 courses; 27 quarter units)**

Choose six courses from the following:

LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	4.50
LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

**Concentration in Economics**

**Academic Program Director:** Wali Mondal; 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 organizations 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 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

## Degree Requirements:

### Requirements for the Concentration (5 courses; 22.5 quarter units)

#### Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics <b>Prerequisite:</b> ECO 204	4.50
ECO 303	Data Analysis <b>Prerequisite:</b> ECO 203; ECO 204	4.50

#### Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 415	Labor Economics <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
ECO 420	International Economics <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
ECO 447	Money and Banking <b>Prerequisite:</b> ECO 203 and ECO 204	4.50

## Concentration in Entrepreneurship

**Academic Program Director:** Michael Pickett; mpickett@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

### Program Learning Outcomes:

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

- 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 Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

## Concentration in Human Resource Management

**Academic Program Director:** Bernadette Baum; 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 & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.

## Concentration in Marketing

**Academic Program Director:** Paul Markham; pmarkham@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.

### Total Requirements for the Concentration (6 courses; 27 quarter units)

#### Concentration (4 courses; 18 quarter units)

MKT 420	Principles of Consumer Behavior <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

#### Plus any two of the following courses

MKT 440A	Sales Techniques & Methodology <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 441	Channel and Value Networks <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 442A	Intro to Public Relations <i>Discontinued</i>	4.50
MKT 445	Digital Marketing <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 446	Introduction to Services Mkt <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

## Concentration in Project Management

**Academic Program Director:** Michael Pickett; 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.

**Concentration Core Requirements (6 courses; 27 quarter units)**

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control <i>Prerequisite: PMB 400</i>	4.50
PMB 420	Program Management <i>Prerequisite: PMB 400</i>	4.50
PMB 430	Project Accting Fundamentals <i>Prerequisite: PMB 400</i>	4.50
PMB 440	Contract Management <i>Prerequisite: PMB 400</i>	4.50

**Bachelor of Arts in Pre-Law Studies**

**Academic Program Director:** Bryan Hance; 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.

**Disclaimer\***

Pre-Law courses and the Pre-Law Studies program are designed for students who are interested in preparing for, applying to, and attending law school, and those who have a general interest in law. As such, they do not prepare students to work as paralegals. In addition, pre-law programs are neither evaluated nor approved by the American Bar Association and, thus, the NU Pre-Law Studies program is not so approved.

**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 69 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 (4 courses; 18 quarter units)**

ENG 102	Effective College English	4.50
LAW 200	Intro to Law & Legal Writing	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
OR		
PSYC 100	Introduction to Psychology	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50
OR		
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50

**Requirements for the Major (9 courses; 40.5 quarter units)**

LAW 204	Legal Aspects of Business I	4.50
LAW 305	Legal Aspects of Business II <b>Prerequisite:</b> LAW 204	4.50
LAW 310	Litigation	4.50
LAW 400	Current Legal Issues	4.50
ADR 400	Alternative Dispute Resolution	4.50
LAW 405	Analytical Reasoning	4.50
LAW 408	Legal Writing Research and Ora	4.50
LAW 402	The Art of Negotiation	4.50
OR		
ADR 405	Negotiation Fundamentals	4.50
Capstone:		
LAW 420	Advocacy	4.50
OR		
LAW 470	Pre-Law Senior Project <b>Prerequisite:</b> LAW 310; LAW 400 and LAW 408	4.50

**Upper-Division Electives (8 courses; 36 units)**

Choose eight upper-division degree related electives. The courses noted with an \* below are strongly recommended.

LAW 430	Constitutional Law*	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Busines	4.50
LAW 455	Public Contracting	4.50
LAW 460	Law School Portfolio Project*	4.50
ADR 410	Facilitation Fundamentals*	4.50

ADR 415	Mediation Fundamentals*	4.50
ADR 420	Communication & Conflict*	4.50
ADR 425	Issues in Conflict Management*	4.50
ADR 430	Ethics and Neutrality*	4.50
CJA 464	Constitutional Law for CJ	4.50
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 102</i>	4.50
PHL 337	Ethics <i>Prerequisite: ENG 102</i>	4.50

## Bachelor of Arts in Psychology

**Academic Program Director:** Allyson Washburn; awashburn@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 follows: a minimum of 69 units of the University General Education requirements; 76.5 units at the upper-division level, 45 units of which (including Senior Project) must be completed in residence at National University. The following courses are specific degree requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. 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: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
PSYC 100	Introduction to Psychology*	4.50

\*May be used to satisfy general education requirements.

### Requirements for the Major (11 courses; 49.5 quarter units)

PSYC 426	History and Philosophy Psych <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 427	Biological Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 428	Developmental Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 429	Intro to Personality Theory <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 430	Intro to Psychopathology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 432	Social Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 433	Cognitive Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 441	Global Psychology <b>Prerequisite:</b> PSYC 100	4.50
HUB 441	Research Design and Analysis <b>Prerequisite:</b> ENG 102; MTH 210; PSYC 100	4.50
CHD 440	Drugs, Values and Society	4.50
PSYC 480	Senior Project <b>Prerequisite:</b> All other courses required for the major must be completed prior to enrolling in this course.	4.50
OR		
PSYC 491	Guided Study for Honors Student <b>Prerequisite:</b> Satisfactory completion of core courses with a GPA of 3.75 or higher	1.50

### 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 <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 100A	4.50
BIS 301	Intro to Interdisc. Studies	4.50
CJA 400	Gangs in America	4.50
CJA 431	Criminology	4.50
CJA 448	Violence and Society	4.50
HUB 400	Group Structure & Dynamics <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 401	Conflict Resolution <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 410	Psychology for Managers <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 420	Human Communication <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 440	Organizational Development <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 500	Cross-Cultural Dynamics <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 302	Foundation of Sport Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50



PSY 340A	Counseling Techniques I <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 431	Psychological Testing <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 445	Applied Sport Psychology <b>Prerequisite:</b> PSYC 100; PSY 302	4.50
PSYC 446	Positive Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 454	Psychology of Religion <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 455	Psychology of Bereavement <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 457	Forensic Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 458	Health Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 469	Human Sexuality	4.50
SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50
SOC 443	Sociology of Deviance <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 445	Contemporary Social Problems <b>Prerequisite:</b> ENG 102	4.50

Other electives must be approved by the department chair or regional full-time or associate faculty. Students may not take PSYC 301 as an Upper-Division Elective.

## Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Duncan Campbell; dcampbell2@nu.edu

The Bachelor of Art in Social Science with a Preliminary Single Subject Credential combines rigorous coursework in history and the social sciences as well as teacher education preparing candidates for careers as teachers of social studies and history at the middle and secondary school levels. The program introduces students to a variety of fields in the social sciences and concentrates on World History, U.S. History, and California History. Students examine worlds, times, places and cultures--including their own--in ways they have never considered and they develop strong skills in critical thinking, reading, writing, and researching. This program prepares teacher candidates with the knowledge, skills and dispositions required for entry into California's teaching profession as a social science and history teacher. It is designed for teacher candidates who will be dedicated to inspiring all 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 and Subject Matter Competency Requirement **PRIOR** to starting the single credential area method courses.

For additional information on credential requirements, please see the Sanford College of Education's Credential Information section of the catalog.

### Program Disclosure Information

The Bachelor of Arts in Social Science with an Inspired Teaching and Learning Preliminary Single Subject Credential Program is currently operating using credential guidelines for California only.

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

### Program Learning Outcomes:

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

- Assess the significance of major trends in World History.
- Assess the significance of major trends in U.S. History.
- Analyze a variety of primary sources.
- Analyze secondary sources for their arguments and use of supporting evidence.
- Discuss current concerns, new theories, new evidence, and issues that shape interpretation in history and the social sciences.
- Conduct research in history and the social sciences supported by appropriate primary and secondary source materials.

### Degree Requirements:

To receive a Bachelor of Arts with a Major in Social Science with a Single Subject Teaching Credential (California), candidates must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level and a minimum 69 units of General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

#### Preparation for the Major (9 courses; 40.5 quarter units)

HIS 220A	United States History I <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II <b>Prerequisite:</b> ENG 102	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
POL 100	Introduction to Politics <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

#### Social Science Requirements (11 courses; 49.5 quarter units)

HIS 431	The Ancient World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 432	The Classical World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 433	The Post-Classical World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 434	Modern World, 1500 to Present <b>Prerequisite:</b> ENG 102; HIS 234	4.50

HIS 400	Historical Theories & Methods <b>Prerequisite:</b> ENG 240	4.50
HIS 360	American Colonial Experience <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 361	Making and Sundering of Union <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 410	California History <i>Historical-Review all addendums</i> <b>Prerequisite:</b> ENG 102	4.50
HIS 499	Capstone Research Project <b>Prerequisite:</b> ENG 240 or equivalent; HIS 400 and and completion of 31.5 quarter units of core courses in the major	4.50

## Undergraduate Credential Inspired Teaching and Learning Preliminary Single Subject Teaching Credential

**Academic Program Director:** Ida Randall; irandall@nu.edu

Students are required to take the courses in this sequence.

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

**PRIOR** to beginning any of the Single Subject Methods courses, the candidate must have completed all Foundation courses, and met the Basic Skill requirement.

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 K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Reflect critically about the application of the inspired teaching and learning principles.

## Degree Requirements:

In order to complete the Single Subject Teaching Credential requirements students must complete 14 courses, 58.5 quarter units.

### Introductory Core Requirement (1 course; 4.5 quarter units)

ITL 400	Becoming a Teacher	4.50
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Students must complete ITL400 and credential packet prior to beginning ITL402.

### Foundation Courses (4 courses; 18 quarter units)

ITL 402	Context: Education in the U.S. <b>Prerequisite:</b> ITL 400 and Students must complete the credential packet.	4.50
ITL 404	Learners and Learning I <b>Prerequisite:</b> ITL 402	4.50
ITL 406	Learners and Learning II <b>Prerequisite:</b> ITL 404	4.50
ITL 408	Design and Process of Teaching <b>Prerequisite:</b> ITL 406	4.50

### 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, meet Basic Skills Requirements, and meet any other related program requirements.

ITL 520	Academic Language & Literacy	4.50
ITL 522	Content Area Literacy <b>Prerequisite:</b> ITL 520	4.50
ITL 526	SS Integrated Design I <b>Prerequisite:</b> ITL 522	4.50
ITL 528	SS Integrated Design II <b>Prerequisite:</b> ITL 526	4.50
ITL 530	Optimized Learning Community	4.50

### 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, meet Basic Skills Requirement, and submit a complete student teaching application. The student teaching application process must be completed at least three-months prior to the candidate's intended start of student teaching. Student teaching placements in K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25

ITL 550B	Student Teaching B <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

## Bachelor of Arts in Sociology

**Academic Program Director:** Jacqueline Lynn Foltyn; jfoltyn@nu.edu

The Bachelor of Arts in Sociology program engages students in the study of social life, social change, and the social causes and consequences of human behavior. Students will investigate the structure of groups, organizations, and societies, and how people interact within these contexts. Since all human behavior is social, the subject matter of sociology ranges from the intimate family to global warfare; from organized crime to religious cults; from the divisions of social class, race, and gender to the shared beliefs of a common culture; and from the sociology of work to the sociology of beauty. In fact, few fields have such broad scope and relevance for research, theory, and application of knowledge.

Sociology majors develop analytical skills and the ability to understand issues within many distinctive perspectives. Sociology offers a range of research techniques that can be applied to virtually any aspect of social life: street crime and delinquency, corporate growth or downsizing, how people express emotions, welfare or education reform, healthcare, 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 69 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* <b>Prerequisite:</b> ENG 102	4.50
MTH 210	Probability and Statistics* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50

\*May be used to satisfy general education requirements.

**Requirements for the Major (9 courses; 40.5 quarter units)**

SOC 344	Love, Sex, and the Family <b>Prerequisite:</b> ENG 102	4.50
SOC 443	Sociology of Deviance <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 385	Methods of Social Inquiry <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 455	Sociology of Work & Org <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 365	Classical Social Theory <b>Prerequisite:</b> SOC 100 and ILR 260	4.50
SOC 400	Race & Ethnicity in the U.S. <b>Prerequisite:</b> ENG 102	4.50
SOC 375	Contemporary Social Theory <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 440	Power and Social Change <b>Prerequisite:</b> ENG 102	4.50
SOC 499	Sociology Senior Project** <b>Prerequisite:</b> SOC 100 and ENG 240 or equivalent; SOC 385	4.50

\*\*SOC 499 is taken toward the end of the program after completion of the 40.5 units of required courses for the major, and after completion of six or more electives.

**Upper-Division Electives (7 courses; 31.5 quarter units)**

Students must complete a minimum of seven courses (31.5 quarter units) of electives from the list below.

\*Students wishing to complete a minor in any field may substitute the minor-required courses to fulfill the elective requirements in Sociology. Suggested areas of minor are: Criminal Justice, Global Studies, and History.

CHD 440	Drugs, Values and Society	4.50
CJA 448	Violence and Society	4.50
GLS 330	Film in a Global Context <b>Prerequisite:</b> ENG 240	4.50
SOC 410	Gender and Society <b>Prerequisite:</b> ENG 240	4.50
GLS 420	Ecological Revolutions <b>Prerequisite:</b> ENG 240	4.50
GLS 430	The Global Economy <b>Prerequisite:</b> ENG 240	4.50
MTH 412	History of Mathematics <b>Prerequisite:</b> MTH 215, or MTH 301, or MTH 216A and MTH 216B	4.50

PHL 320	World Religions <b>Prerequisite:</b> ENG 102	4.50
PHL 375	Environmental Ethics <b>Prerequisite:</b> ENG 102	4.50
SOC 320	Social Movements <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography	4.50
SOC 325	Popular Culture <b>Prerequisite:</b> ENG 102	4.50
SOC 328	Intercultural Thinking <b>Prerequisite:</b> ENG 102	4.50
SOC 331	Sociology of Health & Illness <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 336	American Film and Society <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50
SOC 445	Contemporary Social Problems <b>Prerequisite:</b> ENG 102	4.50
SOC 490	Guided Study	1.50

## Bachelor of Arts in Sport Psychology

**Academic Program Director:** Doug Barba; dbarba@nu.edu

The Bachelor of Arts in Sport Psychology program offers a comprehensive introduction to the contemporary discipline of sport psychology. Graduates of this program are well prepared to seek employment in entry-level positions in athletics, personnel, and leadership, as well as admission to graduate psychology programs at the master's or doctoral level.

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive a Bachelor of Arts in Sport Psychology degree, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 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* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
PSYC 100	Introduction to Psychology*	4.50

\*May be used to satisfy general education requirements.

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

PSY 302	Foundation of Sport Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 448	History of Sport & Sport Psych <b>Prerequisite:</b> PSYC 100; PSY 302	4.50
PSY 300	Social Psychology of Sport <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
HUB 441	Research Design and Analysis <b>Prerequisite:</b> ENG 102; MTH 210; PSYC 100	4.50
PSY 303	Motor Learning <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 305	Exercise Psychology <b>Prerequisite:</b> PSYC 100	4.50
PSY 443	Culture and Sport Psychology <b>Prerequisite:</b> PSYC 100; PSY 302	4.50
BIO 385	Biomechanics of Sport	4.50
BIO 386	Exercise Physiology	4.50
PSY 340A	Counseling Techniques I <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSY 445	Applied Sport Psychology <b>Prerequisite:</b> PSYC 100; PSY 302	4.50
PSY 442	Case Studies Sport Psychology <b>Prerequisite:</b> Successful completion of 10 courses in the BA Sport Psychology program.	4.50
PSY 485	Sport Psychology Sr. Project <b>Prerequisite:</b> Satisfactory completion of ALL Major requirements	4.50

**Upper Division Electives (3 courses; 13.5 quarter units)**

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

PSYC 427	Biological Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 428	Developmental Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 429	Intro to Personality Theory <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 430	Intro to Psychopathology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 432	Social Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
PSYC 433	Cognitive Psychology <b>Prerequisite:</b> ENG 102; PSYC 100	4.50



## Bachelor of Arts in Strategic Communications

**Academic Program Director:** Louis Rumpf; 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 employ 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 69 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; 9.0 quarter units)

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

\* May be used to satisfy general education requirements.

### Requirements for the Major (17 courses; 76.5 units)

#### Core Requirements (14 courses; 63 units)

COM 300	Interpersonal Communication <i>Prerequisite: ENG 102</i>	4.50
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COM 305	Intercultural Communication <b>Prerequisite:</b> ENG 102	4.50
COM 310	Communication Theory <b>Prerequisite:</b> ENG 102	4.50
COM 315	Communication Research Methods <b>Prerequisite:</b> ENG 102	4.50
COM 324	Critical Thinking and Ethics <b>Prerequisite:</b> ENG 102	4.50
COM 334	Persuasion <b>Prerequisite:</b> ENG 102	4.50
COM 402	Communication Technologies <b>Prerequisite:</b> ENG 102	4.50
COM 344	Organizational Communication <b>Prerequisite:</b> ENG 102	4.50
COM 354	Professional Presentations <b>Prerequisite:</b> ENG 102	4.50
COM 385	Interactive Storytelling <b>Prerequisite:</b> ENG 102	4.50
COM 394	Strategic Writing <b>Prerequisite:</b> ENG 102	4.50
COM 400	Mediated Messaging <b>Prerequisite:</b> COM 385 and COM 394	4.50
COM 404	Media Management <b>Prerequisite:</b> COM 400	4.50
COM 499	Communication Program Capstone <b>Prerequisite:</b> Completion of 13 core and advanced core courses.	4.50
<b>Advanced Core Requirements (3 courses; 13.5 units)</b>		
COM 441	Communication Strategies <b>Prerequisite:</b> COM 334	4.50
COM 442	Communication Campaigns <b>Prerequisite:</b> COM 441	4.50
COM 443	Interactive & Mobile Campaigns <b>Prerequisite:</b> COM 442	4.50

## Bachelor of Business Administration

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Nelson Altamirano; 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, accounting, 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 Transition Programs

Students in these programs 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 appropriate Masters program within six months after completing their final BBA course. Students must complete their Masters program within four years with no break exceeding 12 months.

**Bachelor of Business Administration/Master of Business Administration (BBA/MBA) Transition Program**

Students in the BBA/MBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from any course in the MBA Core curriculum in which all prerequisites are met. The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

**Bachelor of Business Administration/Master of Science in Marketing (BBA/MS-MKT) Transition Program**

Students in the BBA/MSMKT transition program may take one MSMKT class as an upper-division elective during the BBA. Students may choose MKT 602 (Marketing Management), or any elective requirements: MGT 603, IBU 606, ECO 607, MKT 653, IBU 637, SCM 610, IBU 641, MGT 604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on classes selected and grades earned.

**Program Learning Outcomes:**

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

- Apply ethical and legal principles to a business environment
- Apply skills and knowledge in the areas of business math, economics, accounting, finance, and operations management needed to make sound business decisions
- Apply knowledge in the fields of management, information systems, and marketing to different business environments
- Apply the knowledge acquired in the program for the analysis of strengths, weaknesses, and potential improvements in a business
- Utilize writing, presentation, research and teamwork skills expected of a business-school graduate at the 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 69 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 (7 courses; 31.5 quarter units)**

MNS 205 must be taken if students do not have transfer credits for MNS 205, MTH 215, or MTH 220.

MNS 205	Intro to Quantitative Methods*	4.50
OR		
MTH 215	College Algebra & Trigonometry* <i>Prerequisite: MTH 12A and MTH 12B, or Accuplacer test placement evaluation</i>	4.50
OR		

MTH 220	Calculus I* <b>Prerequisite:</b> MTH 216B, or MTH 215, or Accuplacer test placement	4.50
MTH 210	Probability and Statistics* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
LAW 204	Legal Aspects of Business I	4.50

\* May be used to meet General Education requirements

### Requirements for the Major (10 courses; 45 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
MKT 302A	Marketing Fundamentals	4.50
BIM 400	Info Mgmt in Organizations	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
MNS 407	Management Science* <b>Prerequisite:</b> MNS 205 and MTH 210	4.50
MGT 451	Production & Ops Management <b>Prerequisite:</b> MNS 407	4.50
IBU 430	Survey of Global Business <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
BUS 485A	Capstone Strat Bus Policy I <b>Prerequisite:</b> MNS 205, or MTH 215, or MTH 220 and MTH 210; ECO 203; ECO 204; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451	4.50
BUS 485B	Capstone Strat Bus Policy II <b>Prerequisite:</b> BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.	4.50

\*If MTH 215 or MTH 220 are transferred then the MNS 205 prerequisite for MNS 407 is not required.

### Upper-Division Electives (7 courses; 31.5 quarter units)

BBA students can choose upper-division electives ONLY from any of the concentrations listed below and/or appropriate elective courses to satisfy the total upper-division units for the degree in the following prefix areas: ACC, BIM, BUS, ECO, FIN, HRM, LAW, LED, LOG, MGT (except MGT 351), MKT, MNS, ODV, HUB, and SCM. Other options are invalid. Non-business minors are prohibited from satisfying this requirement. BBA students CANNOT take MGT 351.

### Recommended Electives

FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	4.50
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FIN 440	Financial Institutions <b>Prerequisite:</b> FIN 310	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
HRM 432	Talent Acquisition: Onboarding	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
LAW 305	Legal Aspects of Business II <b>Prerequisite:</b> LAW 204	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

## Concentration in Accounting

**Academic Program Director:** Consolacion Fajardo; 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 Accounting degree program.

Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations as to academic preparation that will best meet their career objectives.

### 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.

### Degree Requirements:

#### 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 <b>Prerequisite:</b> ACC 201	4.50
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	4.50
ACC 410C	Intermediate Accounting III	4.50

	<b>Prerequisite:</b> ACC 410B	
ACC 432A	Taxation-Individual	4.50
	<b>Prerequisite:</b> ACC 201	
ACC 433	Managerial Accounting	4.50
	<b>Prerequisite:</b> ACC 202	
ACC 434	Government and Nonprofit Acct	4.50
	<b>Prerequisite:</b> ACC 201	

## Concentration in Alternative Dispute Resolution

**Academic Program Director:** Jack Hamlin; jhamlin@nu.edu

This concentration is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as a stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

### Requirements for the Concentration (4 courses; 18 quarter units)

Choose 4 from the following:

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

## Concentration in Business Law

**Academic Program Director:** Bryan Hance; 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	4.50
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### Requirements for the Concentration (6 courses; 27 quarter units)

Choose six courses from the following:

LAW 305	Legal Aspects of Business II	4.50
	<b>Prerequisite:</b> LAW 204	

LAW 400	Current Legal Issues	4.50
LAW 440	Comparative International Law	4.50
LAW 445	Administrative Law for Business	4.50
LAW 455	Public Contracting	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

## Concentration in Economics

**Academic Program Director:** Wali Mondal; 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 organizations 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 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

### Degree Requirements:

#### Requirements for the Concentration (5 courses; 22.5 quarter units)

#### Core Requirements (3 courses; 13.5 quarter units)

ECO 301	Intermediate Microeconomics <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 302	Intermediate Macroeconomics <b>Prerequisite:</b> ECO 204	4.50
ECO 303	Data Analysis <b>Prerequisite:</b> ECO 203; ECO 204	4.50

## Electives (2 courses; 9 quarter units)

Please select 2 courses from the following list

ECO 304	Economic Growth <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 410	Seminar on Capitalism <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 415	Labor Economics <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
ECO 420	International Economics <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
ECO 447	Money and Banking <b>Prerequisite:</b> ECO 203 and ECO 204	4.50

## Concentration in Entrepreneurship

**Academic Program Director:** Michael Pickett; mpickett@nu.edu

This concentration is designed for those students who seek to gain practical knowledge in starting, managing, or running a business. The concentration is aimed at providing students with the specialized knowledge of entrepreneurship, e-business, small business management, and family business. Entrepreneurship is one of the core concentrations in many schools of business. Completing this concentration will enable students to compete in the marketplace for employment or to start new business ventures.

According to the U.S. Department of Commerce, California is a leader in small business and family business. This concentration will enable students to gain knowledge on various aspects of small business and family business including venture capital, risk management, registration of new business, security issues, bankruptcy, estate planning, and philanthropy. This knowledge, combined with knowledge gained in the BBA program will significantly enhance the earning potential of a student. Students are strongly advised to contact the above-named Faculty Advisor for guidance and recommendations regarding academic preparation for this concentration.

### Program Learning Outcomes:

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

- 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 Entrepreneurshi	4.50
MGT 482	Small Business Management	4.50
MGT 483	E-Business	4.50
MGT 484	Family Business Management	4.50

## Concentration in Finance

**Academic Program Director:** Gurdeep Chawla; 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 <b>Prerequisite:</b> FIN 310	4.50
FIN 442	Investments <b>Prerequisite:</b> FIN 310 and FIN 440	4.50
FIN 443	Working Capital Management <b>Prerequisite:</b> FIN 310	4.50
FIN 444	Risk Management & Insurance <b>Prerequisite:</b> FIN 310	4.50
FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	4.50
FIN 447	Financial Planning <b>Prerequisite:</b> FIN 310 and FIN 442	4.50

## Concentration in Human Resource Management

**Academic Program Director:** Bernadette Baum; 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 & Benefits Administration	4.50
HRM 439	Legal Compliance in HR Mgmt	4.50
ODV 410	Workforce & Talent Management	4.50
HRM 432	Talent Acquisition: Onboarding	4.50

and two Upper-Division Elective courses in the following prefix areas: HRM, LED, ODV.

## Concentration in Logistics and Supply Chain Management

**Academic Program Director:** Michael Pickett; mpickett@nu.edu

This concentration prepares students for analytical and managerial roles in organizations that ship goods around town or around the world. The logistics goal is to ensure orders are delivered on time and at a competitive cost, which is the cornerstone to aligning a global supply chain. Focus is on the growing realm of eCommerce and its complex Omni-channel distribution systems.

### Program Learning Outcomes:

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

- Employ logistics tools to optimize the flow of goods between global facilities.
- Appraise supply chain management business processes using cross-functional, inter-firm strategies.
- Analyze supply chain networks for efficient and effective, forward and reverse flow of goods to meet customer service goals.

**Degree Requirements:** Students must successfully complete the following courses for a Concentration in Logistics and Supply Chain Management, with at least four of them in residence at National University. It is recommended that students take these courses toward the end of their program after completing the upper-division BBA core courses.

### Prerequisite for the Concentration (1 course; 4.5 quarter units)

MNS 407	Management Science <i>Prerequisite: MNS 205 and MTH 210</i>	4.50
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### Requirements for the Concentration (6 courses; 27 quarter units)

SCM 400	Supply Chain Management <i>Prerequisite: MGT 451</i>	4.50
LOG 410	Procurement and Inventory Mgt	4.50
LOG 420	Omni-channel Distribution	4.50
LOG 430	Global Logistics <i>Prerequisite: LOG 420</i>	4.50
SCM 440	Cost and Risk in SCM	4.50
SCM 450	Network Modeling <i>Prerequisite: MNS 407; SCM 440</i>	4.50

## Concentration in Marketing

**Academic Program Director:** Paul Markham; pmarkham@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.

**Total Requirements for the Concentration (6 courses; 27 quarter units)**

**Concentration (4 courses; 18 quarter units)**

MKT 420	Principles of Consumer Behavior <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 430	Intro to Global Marketing <b>Prerequisite:</b> MKT 302A	4.50
MKT 434	Marketing Research & Analytics <b>Prerequisite:</b> MKT 302A	4.50
MKT 443	Introduction to Advertising <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

**Plus any two of the following courses**

MKT 440A	Sales Techniques & Methodology <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 441	Channel and Value Networks <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 442A	Intro to Public Relations <i>Discontinued</i>	4.50
MKT 445	Digital Marketing <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50
MKT 446	Introduction to Services Mkt <i>Discontinued</i> <b>Prerequisite:</b> MKT 302A	4.50

**Concentration in Project Management**

**Academic Program Director:** Michael Pickett; 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.

**Concentration Core Requirements (6 courses; 27 quarter units)**

MGT 422	Team Bldg, Interpers Dynamics	4.50
PMB 400	Project Management Essentials	4.50
PMB 410	Project Planning and Control <i>Prerequisite: PMB 400</i>	4.50
PMB 420	Program Management <i>Prerequisite: PMB 400</i>	4.50
PMB 430	Project Accting Fundamentals <i>Prerequisite: PMB 400</i>	4.50
PMB 440	Contract Management <i>Prerequisite: PMB 400</i>	4.50

## Bachelor of Public Administration

**Academic Program Director:** Sara Kelly; skelly@nu.edu

The Bachelor of Public Administration (BPA) is designed to meet the educational and professional needs of individuals in the public sector who are interested in professional or career advancement. It also prepares individuals for challenging and dynamic careers in government at the local, state, and federal levels. Individuals completing the program are prepared for mid-level positions, teaching, or training assignments, or research in the government and nonprofit organizations.

**BPA/MPA Transition Program**

Students who are currently enrolled in the Bachelor of Public Administration program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BPA/MPA transition program by taking two MPA classes as electives during the BPA program. To be eligible, students must apply for and begin the MPA program within six months of completing their BPA program. Students may choose up to two of the graduate-level public administration courses (with the exception of PAD 631 and PAD 644). For students in the BPA/MPA transition program, the University will waive up to two graduate-level public administration courses taken as part of the bachelor’s degree, but these students must still meet the residency requirements for the MPA. Students must complete graduate level coursework taken as part of the BPA degree with a grade of “B” or better.

**Program Learning Outcomes:**

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

- 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 69 units of the University General Education requirements. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

**Preparation for the Major (3 courses; 13.5 quarter units)**

MNS 205	Intro to Quantitative Methods	4.50
ECO 203	Principles of Microeconomics	4.50
ACC 201	Financial Accounting Funds.	4.50

**Requirements for the Major (12 courses; 54 quarter units)**

ODV 420	Organizational Behavior	4.50
PAD 400	Intro to Public Administration	4.50
PAD 401	Public Policy Development	4.50
PAD 402	Urban Environments	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50
PAD 403	Government Relations	4.50
MNS 407	Management Science <i>Prerequisite: MNS 205 and MTH 210</i>	4.50
PAD 404	Nonprofit Management	4.50
ACC 434	Government and Nonprofit Acct <i>Prerequisite: ACC 201</i>	4.50
MGT 422	Team Bldg, Interpers Dynamics	4.50
LED 420	Adaptive Leadership in Change	4.50
PAD 405	Senior Research Project <i>Prerequisite: Satisfactory completion of 36qu of BPA major coursework.</i>	4.50

**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.

**Concentration in WaterWorks Management**

**Academic Program Director:** Sara Kelly; skelly@nu.edu

This area of concentration focuses on managing water, the life blood of livability. Moving beyond the headline news, these courses provide students with the knowledge the fundamental practices of water management, regulatory compliance, human resources and labor relations, and leadership in the industry. Students learn how the industry and public administrators manage this critical resource and support the growing needs of society.

**Program Learning Outcomes:**

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

- Describe the significant issues and challenges facing water industries at the State, Regional and Local levels of government.
- Describe the governing regulations specific to water quality.
- Evaluate a recruitment and retention program.
- Develop a crisis management plan for a water authority.
- Analyze various leadership theories as they relate to water management practices.

**Requirements for the Concentration (4 courses; 18 quarter units)**

PAD 410	Water Works Management in CA	4.50
PAD 415	CA Water Law & Compliance	4.50
PAD 420	HR & Labor Relations	4.50
PAD 425	Leadership in Water Mgt	4.50

## Bachelor of Science in Accounting

**Academic Program Director:** Consolacion Fajardo; cfajardo@nu.edu

The major in Accounting 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 Accounting to Master of Business Administration (BS ACC/MBA) Transition Program**

Students who are currently enrolled in the Bachelor of Science in Accounting program, have at least a cumulative GPA of 3.0, and are within six courses of graduation may register for the BS ACC/MBA transition program. Students in the BS ACC/MBA transition program may take up to three MBA classes as electives during the BS ACC. Students can select any three graduate-level accounting courses for which required course prerequisites (if any) have been met, or may select from the following MBA core courses: ECO 607, IBU 606, and MGT 603. Students must complete graduate-level coursework taken as part of the BS ACC degree with a grade of B or better. This coursework, which counts as electives in the BS ACC, will not transfer as graduate-level credit to National University or any other institution as it is part of an undergraduate degree program. Grades earned in graduate level courses will be calculated as part of the student's undergraduate grade point average. Students must apply for and begin the MBA program within six months after completing their final BS ACC course. The number of courses required to earn a MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned. Students must complete their MBA program within four years with no break exceeding 12 months.

**Online Course Availability**

All coursework in this program can be taken online. Most online courses offer one or two live voice/visual evening sessions per week, in which instructors orally explain important concepts, visually illustrate problem-solving techniques, and respond to student questions. These sessions are recorded so that students who are unable to attend at the scheduled time can play back the video recording at a convenient time.

**Program Disclosure Information**

The Bachelor of Science in Accounting program is currently operating using guidelines only from the California Board of Accountancy. For students who wish to become a CPA-, CMA- or CIA-certified please see appropriate organizational website.

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

### Program Learning Outcomes:

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

- 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 Accounting, 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 69 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*	4.50
OR		
MTH 215	College Algebra & Trigonometry* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
LAW 204	Legal Aspects of Business I	4.50
ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50

\*May be used to meet General Education requirements ^ 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.

### Requirements for the Major (17 courses; 76.5 quarter units)

#### Business Requirements (4 courses; 18 quarter units)

BIM 400	Info Mgmt in Organizations	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50

FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MKT 302A	Marketing Fundamentals	4.50
OR		
IBU 430	Survey of Global Business <b>Prerequisite:</b> ECO 203 and ECO 204	4.50
OR		
MNS 407	Management Science <sup>^</sup> <b>Prerequisite:</b> MNS 205 and MTH 210	4.50

<sup>^</sup>Recommended for students considering the CPA or CMA designation

### Accounting Requirements (13 courses; 58.5 quarter units)

ACC 410A	Intermediate Accounting I <b>Prerequisite:</b> ACC 201	4.50
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	4.50
ACC 410C	Intermediate Accounting III <b>Prerequisite:</b> ACC 410B	4.50
ACC 431	Advanced Accounting <b>Prerequisite:</b> ACC 410C	4.50
ACC 432A	Taxation-Individual <b>Prerequisite:</b> ACC 201	4.50
ACC 432B	Taxation-Business <b>Prerequisite:</b> ACC 432A; ACC 431	4.50
ACC 433	Managerial Accounting <b>Prerequisite:</b> ACC 202	4.50
ACC 434	Government and Nonprofit Acct <b>Prerequisite:</b> ACC 201	4.50
ACC 436	Applied Tech for Accountants <b>Prerequisite:</b> ACC 201	4.50
ACC 515	Accounting Ethics	4.50
ACC 555	Data Analytics	4.50
ACC 435A	Auditing I <b>Prerequisite:</b> ACC 431	4.50
ACC 435B	Auditing II <b>Prerequisite:</b> ACC 435A	4.50

## Bachelor of Science in Allied Health

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Ricardo Parker; 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 69 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	4.50
BST 322	Intro to Biomedical Statistics	4.50
GER 310	Healthy Aging	4.50
HSC 400	Mgmt for Health Professionals	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 330	Health Education & Promotion	4.50
HSC 410	Informatics for Health Profs	4.50
HSC 420	Healthcare Research	4.50
HSC 430	Case and Outcomes Management	4.50
HSC 440	Allied Health Capstone Project	4.50
<b>Prerequisite:</b> Completion of the major requirements		

**Students may choose to complete 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	4.50
HTM 552	EHR Meaningful Use	4.50
HTM 460	Health IT Virtual Simulation <b>Prerequisite:</b> HSC 410 with a minimum grade of C.	4.50
COH 320	Chronic & Communicable Disease <b>Prerequisite:</b> ILR 260	4.50
COH 310	Culture and Health <b>Prerequisite:</b> ILR 260	4.50
COH 321	Health Behavior <b>Prerequisite:</b> ILR 260	4.50
BIO 305	Genetics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BIO 163; BIO 169A; CHE 143; CHE 149A	4.50
HTM 310	Health Informatics	4.50
HCA 402	Intro to HA QA Management	4.50
CIS 301	Mgmt Information Systems	4.50

## Concentration in Health Informatics

**Academic Program Director:** Patric Schiltz; pschiltz@nu.edu

The Health Informatics Concentration focuses on effective and innovative use of information and communication technologies in healthcare organizations. Graduates are prepared to advance their careers as entry level health informatics specialists in a healthcare profession, support informatics teams and communicate effectively with healthcare and technology professionals.

### Program Learning Outcomes:

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

- Describe the requirements, design usability, product selection and life cycle for 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	4.50
HTM 520	Health Information Exchange	4.50
HTM 552	EHR Meaningful Use	4.50
HTM 460	Health IT Virtual Simulation <b>Prerequisite:</b> HSC 410 with a minimum grade of C.	4.50
HTM 310	Health Informatics	4.50
HCA 402	Intro to HA QA Management	4.50

## Bachelor of Science in Biology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Michael Maxwell; mmaxwell@nu.edu

The Bachelor of Science in Biology offers personal and academic fulfillment and growth as students discover the amazing world of biology. This degree prepares students for graduate and professional study, careers in life science education, research, health sciences, and applied biology. The BS Biology provides a solid foundation in all levels of biological organization, from molecules to ecosystems. Such a comprehensive curriculum is crucial to meeting modern challenges in science, which include new and emerging diseases, rapid advances in our understanding of genetics, physiology and biodiversity, threats to species and ecosystem functioning, and global population increase and sustainability. A degree in biology is common preparation for careers in the various medical professions, genetics, molecular and cell biology, biotechnology, microbiology, conservation biology, evolutionary biology, ecology, animal and plant science, as well as science writing, editing and education.

Students who wish to include an interdisciplinary approach to their academic training should look closely at the benefits provided by this major. In addition to meeting requirements for BS Biology, this degree allows for the integration of study in the life sciences with coursework in the physical and earth sciences, as well as applied fields such as forensics. Furthermore, in keeping with the commitment of the College of Letters and Sciences to the complete academic development of its students, science courses involve writing and diversity components, as well as fundamental critical thinking components.

**Please note** that this program has requirements that can only be satisfied on-site in San Diego, CA. Students must be able to attend these requirements in-person, onsite.

### **Bachelor of Science in Biology to Master of Forensic Science Transition Program**

The BS Biology to MFS transition program allows students who are enrolled in the BS Biology with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MFS program as electives for the bachelor's degree. Students may choose from the following courses: FSC 630, FSC 633, FSC634, FSC 635 or FSC 642. 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 levels of organization: molecular, cellular and microbial, organismal, population, and ecosystem.
- Explain the importance of unifying concepts in biology, including cell theory, genetics, and evolution.
- Describe the structure and function of Earth's organisms, as well as their roles in the natural world.
- Apply the scientific method in laboratory-based and field-based inquiry.
- Demonstrate effective oral, visual, and written communication and quantitative skills, including the critical analysis of data and scientific literature.
- Demonstrate computer and technology literacy, including the ability to access databases within the context of course research and project development.
- Evaluate historical developments and research in biology, as well as current and contemporary research and challenges.

### **Degree Requirements:**

To receive a Bachelor of Science, Major in Biology, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Refer to the section on undergraduate admission requirements for specific information regarding admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

\* Completion of BIO 100, 100A, 201, 201A, 202, 202A, 203, 203A is equivalent to the course sequence BIO 161, 162, 163, 169A for fulfillment of the BS Biology degree.

### Preparation for the Major (16-17 courses; 60-61.5 quarter units)

MTH 210	Probability and Statistics* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 215	College Algebra & Trigonometry* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
OR		
MTH 216A	College Algebra I* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
AND		
MTH 216B	College Algebra II* <b>Prerequisite:</b> MTH 216A	3.00
CHE 141	General Chemistry 1* <b>Prerequisite:</b> MTH 215 or equivalent	4.50
CHE 142	General Chemistry 2* <b>Prerequisite:</b> CHE 141	4.50
CHE 143	General Chemistry 3* <b>Corequisite:</b> CHE 149A; <b>Prerequisite:</b> CHE 142	4.50
BIO 161	General Biology 1*	4.50
BIO 162	General Biology 2* <b>Prerequisite:</b> BIO 161	4.50
BIO 163	General Biology 3* <b>Corequisite:</b> BIO 169A; <b>Prerequisite:</b> BIO 161; BIO 162	4.50
PHS 171	General Physics 1* <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B	4.50
PHS 172	General Physics 2* <b>Prerequisite:</b> PHS 171	4.50
PHS 173	General Physics 3* <b>Corequisite:</b> PHS 179A; <b>Prerequisite:</b> PHS 171; PHS 172	4.50
CHE 150	Introductory Organic Chemistry <b>Prerequisite:</b> CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A	4.50
CHE 150A	Introductory Organic Chem Lab <b>Corequisite:</b> CHE 150	1.50
BIO 169A	General Biology Lab <b>Corequisite:</b> BIO 163; <b>Prerequisite:</b> BIO 161; BIO 162	1.50

CHE 149A	General Chemistry Laboratory <b>Corequisite:</b> CHE 143	1.50
PHS 179A	General Physics Lab <b>Prerequisite:</b> PHS 171 and PHS 172 and PHS 173, or PHS 104	1.50

\*May be used to meet General Education requirements

### Requirements for the Major (12 courses; 42 quarter units)

BIO 330	Ecology <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	4.50
BIO 305	Genetics <i>Historical-Review all addendums</i> <b>Prerequisite:</b> BIO 163; BIO 169A; CHE 143; CHE 149A	4.50
BIO 310	Evolution <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A	4.50
BIO 406	Cellular Biology <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; <b>Corequisite:</b> BIO 406A	4.50
BIO 406A	Cellular Biology Lab <b>Corequisite:</b> BIO 406; <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	1.50
BIO 407	Molecular Biology <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; <b>Corequisite:</b> BIO 407A; <b>Prerequisite:</b> BIO 305	4.50
BIO 407A	Molecular Biology Lab <b>Corequisite:</b> BIO 407; <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305	1.50
BIO 414	Invertebrate Zoology <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; <b>Corequisite:</b> BIO 414A	4.50
BIO 414A	Invertebrate Zoology Lab <b>Corequisite:</b> BIO 414	1.50
BIO 416	Vertebrate Zoology <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; <b>Corequisite:</b> BIO 416A	4.50
BIO 416A	Vertebrate Zoology Laboratory <b>Corequisite:</b> BIO 416	1.50
BIO 485	Contemporary Topics in Biology <b>Prerequisite:</b> BIO 305, or BIO 310, or BIO 330	4.50

### 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 for the degree. Suggested upper-division courses are given below.

BIO 420	Animal Behavior <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 100A	4.50
BIO 430	Immunology <b>Recommended Preparation:</b> BIO 203, or BIO 406, or equivalent courses.	4.50
BIO 440	Botany <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A	4.50

BIO 450	Natural History of California <b>Prerequisite:</b> BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; BIO 100A	4.50
BIO 460	Marine Biology <b>Prerequisite:</b> BIO 161 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 162 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 163 with a minimum grade of C. Student must have taken General Biology or equivalent	4.50
BIO 461	Marine Biology Field Studies** <b>Recommended Preparation:</b> BIO 162 with a minimum grade of C. Student must have a grade of C or higher	4.50
BIO 470	Bioinformatics <b>Corequisite:</b> BIO 470A; <b>Prerequisite:</b> BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better	4.50
BIO 470A	Bioinformatics Lab <b>Corequisite:</b> BIO 470	1.50
BIO 480	Studies in Biology	4.50
CHE 350	Organic Chemistry I <b>Prerequisite:</b> CHE 142	4.50
CHE 350A	Organic Chemistry I Lab <b>Corequisite:</b> CHE 350 Minimum C	1.50
CHE 351	Organic Chemistry II <b>Prerequisite:</b> CHE 350	4.50
CHE 351A	Organic Chemistry II Lab <b>Corequisite:</b> CHE 351 Minimum C	1.50
CHE 360	Biochemistry I <b>Prerequisite:</b> CHE 350; CHE 350A; CHE 351	4.50
CHE 361	Biochemistry II <b>Prerequisite:</b> CHE 360	4.50
EES 322	Oceanography	4.50
MTH 317	Mathematical Modeling <b>Prerequisite:</b> MTH 215, or MTH 216A and MTH 216B and MTH 210	4.50
SCI 303	GIS: Geographic Info Systems	4.50
SCI 400	History of Science <b>Prerequisite:</b> One 4.5 quarter unit science course from the natural sciences.	4.50
SCI 490	Guided Study	0.50

\*\*Enrollment in this course requires Instructors permission

## Bachelor of Science in Clinical Laboratory Science

**Academic Program Director:** Gabriel Pineda; gpineda@nu.edu

The Bachelor of Science in Clinical Laboratory Sciences provides students with diverse laboratory skills and prepares them for employment in a clinical or research setting. The program is designed to increase knowledge of the human body in health and disease with courses that include: Biochemistry, Virology, Immunology, Physiology, Chemistry, Microbiology, Hematology, Quantitative Analysis, and Molecular Diagnostics. Graduates with a Degree in Clinical Laboratory Sciences may choose to find employment in areas such as: Clinical Diagnostics, Clinical Research, the Medical Device Industry, or pursue Advanced Degrees in Healthcare related fields of study.

This Degree is also designed for students interested in becoming a Licensed Clinical Laboratory Scientist in the State of California. Students with this interest should review the requirements to obtain a Trainee License from the Laboratory Field Services Branch of the California Department of Health on the website below:

<https://www.cdph.ca.gov/Programs/OSPHLD/LFS/Pages/CLS-Trainee.aspx>

### **Program Disclosure Information**

The Bachelor of Science in Clinical Laboratory Science program is currently operating using guidelines only from the California Department of Public Health. Students who wish to become a Clinical Lab Scientist must first apply and get a Trainee License, each with its own requirements. Licensure is not guaranteed. Please see the Department of Public Health for each Trainee License requirements.

For up-to-date information on program licensure eligibility requirements for a state, please visit:

<https://www.nu.edu/licensuredisclosures/>

### **Program Learning Outcomes:**

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

- Assess clinical laboratory practice and procedure by applying the knowledge of technical skills and theory obtained.
- Identify problems in the clinical laboratory and establish a course of action to correct them.
- Distinguish among laboratory methods which use advanced analytical, immunological, microbiological, hematological, and molecular techniques.
- Evaluate laboratory procedure theory, methodology and results.
- Utilize critical thinking skills in Clinical Laboratory situations.
- Conduct research using primary literature sources.
- Produce written work of the standards required by employers in the industry or post graduate programs.

### **Degree Requirements:**

To receive the Bachelor of Science degree with a Major in Clinical Laboratory Science, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University. Upper-Division Level must consist of 76.5 quarter units and General Education must be a minimum of 69 quarter units. Refer to the section on Undergraduate Admission procedures for specific information regarding admission and evaluation. All students receiving an Undergraduate Degree in the State of Nevada are required by State Law to complete a course in the Nevada Constitution.

A maximum of up to (6 courses; 27 quarter units) of Upper-Division Electives may be awarded toward the Bachelor of Science in Clinical Laboratory Sciences degree (MLT to BSCLS), for students who have;

1. Graduated with an Associate Degree in Medical Lab Technician (MLT) from a CA\* Laboratory Field Service (LFS) approved MLT training program

**AND**

2. Passed and submit associated transcripts and certificates for either of the following with an unexpired license

- a. MLT American Society for Clinical Pathology (ASCP) examination after 6/01/2003

**OR**

- b. MLT American Association of Bioanalysts (AAB) examination after 1/01/2003.

***\*Individuals who have received an Associate's Degree outside the state of CA in Medical Lab Technician and passed the ASCP or AAB can submit transcripts and certificates to determine eligibility.***

The BSCLS program will accept BIO 191A and BIO 193A in lieu of BIO201A and BIO 203A.

### **Preparation for the Major (11 courses; 40.5 quarter units)**

BIO 161	General Biology 1*	4.50
BIO 201	Human Anatomy and Physiol I* <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
<i>Student will need to choose between BIO 191A or BIO 201A.</i>		
BIO 191A	Online Hum Anat and Phys I Lab <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR		
BIO 201A	Human Anatomy and Physiol LabI* <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 203	Introductory Microbiology* <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
<i>Student will need to choose between taking BIO 193A or BIO 203A.</i>		
BIO 193A	Online Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR		
BIO 203A	Introductory Microbiology Lab* <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
CHE 150	Introductory Organic Chemistry <b>Prerequisite:</b> CHE 101 and CHE 101A, or CHE 141 and CHE 142 and CHE 143 and CHE 149A	4.50
CHE 150A	Introductory Organic Chem Lab <b>Corequisite:</b> CHE 150	1.50
CHE 141	General Chemistry 1 <b>Prerequisite:</b> MTH 215 or equivalent	4.50
CHE 142	General Chemistry 2* <b>Prerequisite:</b> CHE 141	4.50
CHE 350	Organic Chemistry I <b>Prerequisite:</b> CHE 142	4.50
PHS 104	Introductory Physics* <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50

\* May be used to meet General Education requirements.

#### Core Requirements (10 courses; 45 quarter units)

BST 322	Intro to Biomedical Statistics	4.50
CLS 320	Clinical Lab Management	4.50
CLS 301	Clinical Biochemistry	4.50



	<b>Recommended: Prior completion of:</b> CHE 142	
CLS 401	Quantitative Analysis <b>Recommended: Prior completion of:</b> CHE 142	4.50
CLS 305	Clinical Immunology <b>Recommended: Prior completion of:</b> CHE 101; BIO 161; BIO 203 or equivalent	4.50
CLS 315	Molecular Diagnostics <b>Recommended: Prior completion of:</b> BIO 162 and CHE 142	4.50
CLS 310	Clinical Virology <b>Recommended: Prior completion of:</b> CHE 101; BIO 161; BIO 203 or equivalent	4.50
CLS 405	Clinical Microbiology <b>Recommended Preparation:</b> CLS 301 with a minimum grade of B.; CLS 305 with a minimum grade of B.; CLS 315 with a minimum grade of B.	4.50
CLS 410	Clinical Hematology <b>Recommended Preparation:</b> CLS 301 with a minimum grade of B.; CLS 315 with a minimum grade of B.; CLS 305 with a minimum grade of B.	4.50
CLS 490	Individual Seminar/Research <b>Prerequisite:</b> Requires prior approval from the Academic Program Director and Department Chair. ; <b>Recommended Preparation:</b> Must have completed all required Core classes and have a 2.5 overall GPA.	4.50
OR		
CLS 495	Clinical Lab Science Capstone <b>Prerequisite:</b> Must have completed all required core classes.	4.50

### Upper-Division Electives (6 courses; 27 quarter units)

Students must complete a minimum of 27 quarter units of upper division electives to fulfill the upper-division unit requirements for the B.S. with a Major in Clinical Laboratory Science. The following courses are strongly recommended:

COM 354	Professional Presentations <b>Prerequisite:</b> ENG 102	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 400	Mgmt for Health Professionals	4.50
HSC 410	Informatics for Health Profs	4.50
HSC 420	Healthcare Research	4.50

## Bachelor of Science in Computer Science

**Academic Program Director:** Alireza Farahani; 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 Studies 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 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 may choose up to two (2) courses from the following course list: CSC 603 and CSC 605. The number of courses required to earn an MSCS degree for transition program students will be reduced from 13 to as few as 11, depending on the number of graduate classes completed within the BSCS with a grade of B or better.

### **Program Learning Outcomes:**

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

- Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
- Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- Apply computer science theory and software development fundamentals to produce computing-based solutions.

### **Degree Requirements:**

To receive a Bachelor of Science in Computer Science, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CSC 480A, CSC 480B & CSC 480C), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the Degree. Students should refer to the section on Undergraduate Admission procedures for specific information on admission and evaluation. All students receiving an Undergraduate Degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### **Prerequisites for the Major (10 courses; 42 quarter units)**

Students must select one (1) Science related Lecture and one (1) Lab Course from Area F of the General Education for a total of 6 quarter units. The Course/Lab combination must be intended for Science and Engineering majors and develop an understanding of the Scientific Method (PHY104 and PHY104A or PHY130A are recommended).

MTH 215	College Algebra & Trigonometry* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
CSC 208	Calculus for Comp. Science I* <b>Prerequisite:</b> MTH 215	4.50
CSC 242	Intro to Programming Concepts* <b>Prerequisite:</b> MTH 215	4.50
CSC 209	Calculus for Comp. Science II <b>Prerequisite:</b> CSC 208	4.50
CSC 252	Programming in C++* <b>Prerequisite:</b> CSC 242	4.50
CSC 262	Programming in JAVA* <b>Prerequisite:</b> MTH 215	4.50
CSC 220	Applied Probability & Stats. <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50
CSC 272	Advanced Programming in Java <b>Prerequisite:</b> CSC 262	4.50

\* May be used to meet a General Education requirement.

### Requirements for the Major (17 courses; 73.5 quarter units)

Students may take courses in any order if course prerequisites are satisfied.

CSC 310	Linear Algebra and Matrix Comp <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CSC 331	Discrete Structures and Logic <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
EGR 320	Scientific Problem Solving <b>Prerequisite:</b> CSC 208, or EGR 220	4.50
CSC 300	Object Oriented Design <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CSC 335	Data Structures and Algorithms <b>Prerequisite:</b> CSC 300; CSC 331	4.50
CSC 350	Computer Ethics	4.50
CSC 340	Digital Logic Design <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340L	4.50
CSC 340L	Digital Logic Design Lab <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340	1.50
CSC 338	Algorithm Design <b>Prerequisite:</b> CSC 335	4.50
CSC 342	Computer Architecture <b>Prerequisite:</b> CSC 340 and CSC 340L	4.50
CSC 400	OS Theory and Design <b>Prerequisite:</b> CSC 335	4.50
CSC 422	Database Design <b>Prerequisite:</b> CSC 300	4.50
CSC 436	Comp. Communication Networks <b>Prerequisite:</b> CSC 331	4.50
CSC 430	Programming Languages <b>Prerequisite:</b> CSC 300	4.50
CSC 480A	Computer Science Project I	4.50

**Prerequisite:** Completion of requirements for the major and electives or permission of the program director.

CSC 480B	Computer Science Project II <b>Prerequisite:</b> CSC 480A	4.50
CSC 480C	Computer Science Project III <b>Prerequisite:</b> CSC 480B	4.50

### Approved Electives (4 courses; 18 quarter units)

The program requires 4 Upper Division Technical Electives. Students may customize and select four courses from the approved list below.

CSC 441	Web App Development <b>Prerequisite:</b> CSC 300 and CSC 422	4.50
CSC 443	Mobile App Development <b>Prerequisite:</b> CSC 300 and CSC 422	4.50
CSC 447	Software Testing & Automation <b>Prerequisite:</b> CSC 300	4.50
CSC 449	Software Engineering <b>Prerequisite:</b> CSC 300 and CSC 422	4.50
CSC 450	Artificial Intelligence <b>Prerequisite:</b> CSC 335	4.50
CIS 301	Mgmt Information Systems	4.50
CIS 310	Technology Project Management	4.50
CIS 320	Systems Analysis & Integration	4.50
CIS 475	Big Data and Cloud Computing <b>Prerequisite:</b> CSC 422	4.50
CIS 430	Web/EB Design & Development	4.50
CYB 331	Secure Linux System Admin <b>Prerequisite:</b> CYB 216	4.50
CYB 332	Secure Windows Administration	4.50
CYB 333	Security Automation <b>Prerequisite:</b> CYB 331; CYB 332	4.50

Students may select other courses as electives outside this list with approval from the CS Program Director.

## Bachelor of Science in Construction Management

**Academic Program Director:** Dirk Epperson; depperson@nu.edu

The purpose of the Bachelor of Science in Construction Management program is to provide students with a well-rounded education in technical construction fundamentals, written and verbal communication, mathematics, business, law, humanities, and natural sciences. This degree program will prepare the student for careers in management, administrative, and ownership positions in the construction industry such as construction executive, project manager, project engineer/coordinator, field engineer, planning/scheduling engineer, cost estimator, quality and safety controller, construction superintendent, and facilities engineer.

### Program Learning Outcomes:

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

- Demonstrate knowledge of mathematics, science and engineering and its application in identifying, formulating, and solving construction problems.
- Design a construction system, process, or procedure to meet desired needs.
- Indicate a fundamental understanding of mechanical, electrical and structural systems, and sustainability.
- Integrate and apply field inspection and survey techniques, safety standards, and regulatory compliance.

- Apply the principles of project management, accounting, cost estimating and scheduling techniques in construction processes.
- Develop and test hypotheses, analyze and interpret data, and use scientific judgment to draw conclusions.
- Communicate effectively through written, verbal, and graphical media with a range of audiences.
- Understand legal aspects, ethical issues, and professional responsibilities in global, economic, environmental, and societal contexts.
- Function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.

### Degree Requirements:

To receive a Bachelor of Science in Construction Management, students must complete at least 180 quarter units to include a minimum of 69 units of the University General Education requirements; 76.5 units must be completed at the upper-division level and 45 units must be taken in residence, including the capstone project classes. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### Preparation for the Major (10 courses; 42 quarter units) Units: 42.00

COM 103	Public Speaking	4.50
MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
PHS 104	Introductory Physics <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
		1.50
PHS 104A	Introductory Physics Lab <b>Prerequisite:</b> PHS 104, or PHS 171 for science majors	1.50
OR		
PHS 130A	Physics Lab for Engineering <sup>^</sup>	1.50
ILR 260	Academic Information Literacy <b>Prerequisite:</b> ENG 102	4.50
EGR 219	Intro to Graphics and Auto CAD <b>Prerequisite:</b> MTH 215	4.50
EGR 220	Engineering Mathematics <b>Prerequisite:</b> MTH 215	4.50
EGR 225	Statics & Strength of Material <b>Prerequisite:</b> EGR 220	4.50
ACC 201	Financial Accounting Funds.	4.50
CSC 220	Applied Probability & Stats. <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50

<sup>^</sup>For online students only

### Requirements for the Major (19 courses; 82.5 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
EGR 310	Engineering Economics <b>Prerequisite:</b> MTH 215	4.50
EGR 320	Scientific Problem Solving	4.50

	<b>Prerequisite:</b> CSC 208, or EGR 220	
EGR 320L	Scientific Problem Solving-LAB <b>Prerequisite:</b> EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).	1.50
EGR 316	Legal Aspects of Engineering	4.50
DEN 308	Computer Aided Engineering I <b>Prerequisite:</b> EGR 219	4.50
CEN 320	Surveying, Metrics and GIS <b>Prerequisite:</b> EGR 219	4.50
CEN 323	Structural Analysis <b>Prerequisite:</b> EGR 220 and EGR 225	4.50
CEN 325	Soil Mechanics and Foundation <b>Prerequisite:</b> CEN 323	4.50
CEN 410	Constr Materials and Methods <b>Prerequisite:</b> MTH 215	4.50
CEN 413	Plans and Specifications <b>Prerequisite:</b> EGR 219	4.50
CEN 416	Mech and Electrical Systems <b>Prerequisite:</b> MTH 215	4.50
CEN 419	Est., Scheduling and Control <b>Prerequisite:</b> CEN 410	4.50
EGR 440	Project Management Fundamental	4.50
CEN 420	Est., Scheduling & Control II <b>Prerequisite:</b> CEN 419	4.50
CEN 422	Field Inspection and Safety <b>Prerequisite:</b> CEN 410	4.50
CEN 421	Constr, Acct, Finance and Law <b>Prerequisite:</b> ACC 201	4.50
CEN 425	Design & Const Process Integra	4.50
CEN 480	Sustainable Construction	4.50

### **Construction Senior Project (3 courses; 13.5 quarter units)**

CEN 486A	Construction Senior Project I <b>Prerequisite:</b> Completion of 10 core courses in construction program.	4.50
CEN 486B	Construction Senior Project II <b>Prerequisite:</b> CEN 486A	4.50
CEN 486C	Construction Senior Project III <b>Prerequisite:</b> CEN 486B	4.50

## **Bachelor of Science in Criminal Justice Administration**

**Academic Program Director:** Damon Martin; 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**

The CJA BS/MA transition programs allow students who are enrolled in the BS in CJA and have a cumulative GPA of at least 3.0 and who are within completing their last 6 courses to register for 2 courses in the MSCJA, MFS, or MPA program as electives for the bachelor's degree. 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 Leadership (MCJL) Program**

For students in the BS in Criminal Justice Administration/MCJL transition program, the University will waive 2 graduate criminal justice (CJA) 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.

### **BS in Criminal Justice Administration/Master of Forensic Science (MFS) Program**

Students pursuing the BSCJA/MCJ/MFS can choose any two classes, which do not require a prerequisite.

### **BS in Criminal Justice Administration/Master of Public Administration (MPA) Program**

Students pursuing the BSCJA/MPA Program can take any two courses, with the exception of PAD 631 and PAD 644.

The number of courses required to earn a MCJ, MFS, or MPA degree for transition program students is reduced from 12 to as few as 10 courses. Graduate-level course work taken as part of the criminal justice administration program cannot be applied to the Master of Criminal Justice Program, Master of Forensic Science Program, or Master of Public Administration Program.

### **Program Learning Outcomes:**

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

- Apply biological, psychological, sociological, and economic explanations for criminal behavior from a variety of disciplines.
- Identify the causes and patterns of juvenile delinquency.
- Distinguish the leadership and management styles commonly employed in the Criminal Justice System.
- Demonstrate the criminal investigation process to include preliminary investigation, evidence collection and preservation, submission, and testimony in a courtroom.
- Explain the role of criminal sanctions in relationship to victims and offenders.
- Examine the importance of ethics when applied to all three branches of the criminal justice system.
- Analyze problems within the Criminal Justice System.

### **Degree Requirements:**

To receive a Bachelor of Science in Criminal Justice Administration, students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper-division level, and a minimum 69 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**	4.50
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\*\*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	4.50
CJA 337	The Juvenile Offender	4.50
CJA 446	CJ Management and Leadership	4.50
CJA 460	Principles of Investigation	4.50
CJA 351	Courts & the Judicial Process	4.50
CJA 352	Criminal Law and Procedure	4.50
CJA 340	Corrections	4.50
CJA 453	Ethics and the C J System	4.50
CJA 470	Criminal Justice Capstone**	4.50

**Recommended: Prior completion of:** all of the prior core courses. CJA 470 Capstone should be the final course in the BSCJA major.

Students who do not complete the Senior Project within the two month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time six month extension. Students who do not complete the project at the end of the extension period will need to retake CJA 470. No grade of "I" (Incomplete) can be given for this course.

\*\*A two-month course that meets once per week for 4.5 quarter units. (Grading is by H, S, and U only.) Accelerated study is not permitted with CJA 470.

### Upper-Division Electives (7 courses; 31.5 quarter units)

Students must complete a minimum of 7 courses (31.5 quarter units) of electives from the list below.

CJA 356	Criminal Evidence	4.50
CJA 400	Gangs in America	4.50
CJA 401	Criminal Intelligence	4.50
CJA 434	Survey of Forensic Sciences	4.50
CJA 441	Organized & White Collar Crime	4.50
CJA 443	Curr Issues in Law Enforcement	4.50
CJA 448	Violence and Society	4.50
CJA 457	Minorities/Crime/Soc. Justice	4.50
CJA 458	Financial Investigations	4.50
CJA 459	Crime and the Media	4.50
CJA 464	Constitutional Law for CJ	4.50
CJA 465	Practicum in Criminal Justice	1.50
CJA 467	Intl. & Domestic Terrorism	4.50
CJA 540	International CJA Experience	4.50

## Bachelor of Science in Cybersecurity

**Academic Program Director:** William Reid; wreid2@nu.edu



The Bachelor of Science in Cybersecurity (BSCYB) program is designed to meet the increasing demand for cybersecurity professionals. This program is designed to provide students with an understanding of basic information technology management concepts and fundamental security skills. Students will also learn the legal and ethical issues associated with cybersecurity. Graduates are prepared for positions in the areas of security analysts, computer network defenders, and computer incident responders. Once students have completed the core cybersecurity classes, they will choose a four class concentration in Computer Network Defense, Digital Forensics or Information Technology Management.

### Program Learning Outcomes:

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

- Analyze a problem and design the cybersecurity measures appropriate to its solution.
- Apply concepts of best practices in cybersecurity management to enterprise processes.
- Describe the ethical challenges that confront a cybersecurity professional.
- Apply security control principles in the construction of cybersecurity solutions.
- Demonstrate written and oral communication skills expected of a cybersecurity professional.
- Demonstrate the ability to securely administer a Windows and Linux system using security automation tools and techniques.
- Demonstrate knowledge of the fundamental concepts of operating systems, networks, and cloud computing.

### Degree Requirements:

To receive a Bachelor of Science in Cybersecurity, students must complete at least 180 quarter units, 45 of which must be completed in residence at National University, 81 of which must be completed at the upper-division level, and a minimum 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

#### Foundation Technologies (6 course; 27 quarter units)

CYB 202	Introduction to Networking	4.50
CYB 204	Operating System Fundamentals	4.50
CYB 206	Introduction to Cybersecurity	4.50
CYB 213	Data Fundamentals for Cybersec <i>Prerequisite: CYB 206</i>	4.50
CYB 215	Fund of Virt and Cloud Comp <i>Prerequisite: CYB 202; CYB 204</i>	4.50
CYB 216	Programming for Cybersecurity <i>Prerequisite: CYB 215</i>	4.50

#### First Core Sequence (5 courses; 22.5 quarter units)

CYB 320	Tech Writing/Proj Mgmt for CYB	4.50
CYB 331	Secure Linux System Admin <i>Prerequisite: CYB 216</i>	4.50
CYB 332	Secure Windows Administration	4.50
CYB 333	Security Automation <i>Prerequisite: CYB 331; CYB 332</i>	4.50
CYB 340	Sys Sec Arch for Cybersec <i>Prerequisite: CYB 333</i>	4.50

#### Second core sequence (6 courses; 27 quarter units)

CYB 420	Sec Audit and Assessments <b>Recommended: Prior completion of:</b> CYB 340 <i>At least 13.5 units of the first core sequence must be completed before this course.</i>	4.50
CYB 450	Cyber Threat Intelligence <b>Prerequisite:</b> CYB 340	4.50
CYB 451	Incident Handling/Response <b>Prerequisite:</b> CYB 340	4.50
CYB 452	Intro to Ethical Hacking <b>Prerequisite:</b> CYB 340	4.50
CYB 453	Network Defense	4.50
CYB 454	Cybersec Planning and Policy <b>Prerequisite:</b> CYB 340	4.50

### Project (3 courses; 13.5 quarter units)

Students must complete all core and concentration requirements prior to beginning the project course sequence.

CYB 499A	Cybersecurity Project I <b>Prerequisite:</b> CYB 460; CYB 461; CYB 462; CYB 463, or CYB 470; CYB 471; CYB 472; CYB 473, or CYB 480; CYB 481; CYB 482; CYB 483	4.50
CYB 499B	Cybersecurity Project II <b>Prerequisite:</b> CYB 499A	4.50
CYB 499C	Cybersecurity Project III <b>Prerequisite:</b> CYB 499B	4.50

## 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 <b>Prerequisite:</b> CYB 420 and completion of all core CYB classes before starting the concentration; CYB 450; CYB 451; CYB 452; CYB 453; CYB 454	4.50
CYB 461	Wireless and Mobile Security <b>Prerequisite:</b> CYB 460	4.50
CYB 462	Cloud and Virtualization Sec <b>Prerequisite:</b> CYB 460	4.50
CYB 463	Advanced Network Defense <b>Prerequisite:</b> CYB 460	4.50

## 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 <b>Prerequisite:</b> CYB 420 and completion of all core CYB classes before starting the concentration; CYB 450; CYB 451; CYB 452; CYB 453; CYB 454	4.50
CYB 471	Operating Systems Forensics <b>Prerequisite:</b> CYB 470	4.50
CYB 472	Network Forensics <b>Prerequisite:</b> CYB 470	4.50
CYB 473	Mobile Device Forensics <b>Prerequisite:</b> CYB 470	4.50

## Concentration in Information Technology Management

This 4 course concentration in Information Technology Management (ITM) provides for greater focus on the management of information and technology in regards to a secured networked system.

### Program Learning Outcomes:

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

- Demonstrate the ability to manage and secure IT hardware, data, and databases.
- Integrate best practices for administering, managing, securing, and delivering cloud technologies.

### Requirements for the Concentration (4 courses; 18 quarter units)

CYB 480	IT Hardware <b>Prerequisite:</b> CYB 420; CYB 450; CYB 451; CYB 452; CYB 453; CYB 454	4.50
CYB 481	Data/Database Security <b>Prerequisite:</b> CYB 480	4.50
CYB 482	Network Administration <b>Prerequisite:</b> CYB 481	4.50
CYB 483	Cloud Management <b>Prerequisite:</b> CYB 482	4.50

## Bachelor of Science in Electrical and Computer Engineering

**Academic Program Director:** Peilin Fu; pfu@nu.edu

The Electrical and Computer Engineering program involves the study of hardware, software, communications, and the interactions between them. Its curriculum focuses on the theories, principles, and practices of traditional electrical engineering and mathematics and applies them to the design of computers and computer-based devices. Electrical and Computer Engineering students study the design of digital hardware systems including communications systems, computers, and devices that contain computers. They study software development, focusing on software for digital devices and their interfaces with users and other devices. The program emphasizes a balanced approach between hardware and software, both built on an engineering and mathematics

foundation. Currently, a dominant area within Electrical and Computer Engineering is embedded systems, the development of devices that have software and hardware embedded within. For example, devices such as cell phones, digital audio players, digital video recorders, alarm systems, x-ray machines, and laser surgical tools all require integration of hardware and embedded software and all are the result of computer engineering. The undergraduate program is structured to establish analytical thinking and design skills in areas such as computer architecture, digital logic design, circuits analysis, computer communication networks, digital computer control, integrated circuit engineering, project management, VLSI design, digital signal processing and embedded systems.

In support of the mission of National University, the educational objective of the Electrical and Computer Engineering is to prepare graduate to achieve success in one or more of the following with a few years after graduation.

1. Succeed in pursuing chosen career path and demonstrate technical competence in utilizing electrical and computer engineering principles and skills in industry, academia or the public sector.
2. Engage in sustained learning through graduate education, professional development and self-study in engineering and other professionally related fields.
3. Function well on a diverse and multidisciplinary team with effective communication skills.
4. Exhibit leadership, high standards of ethical conduct and societal responsibility in the practice of engineering.

### **Program Learning Outcomes:**

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

- Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.
- Apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
- Communicate effectively with a range of audiences.
- Recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.
- Function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
- Develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.
- Acquire and apply new knowledge as needed, using appropriate learning strategies.

### **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 69 units of the University General Education requirements; 76.5 quarter units must be completed at the upper-division level, and 45, including the senior project courses (CEE498, CEE499A and CEE499B), must be taken in residence at National University. In the absence of transfer credit, students may need to take additional general electives to satisfy the total units for the degree. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

### **Prerequisites for the Major (8 courses; 33 quarter units)**

MTH 215

College Algebra & Trigonometry

4.50

**Prerequisite:** MTH 12A and MTH 12B, or Accuplacer test placement evaluation

PHS 104	Introductory Physics <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
PHS 130A	Physics Lab for Engineering	1.50
CSC 208	Calculus for Comp. Science I <b>Prerequisite:</b> MTH 215	4.50
CSC 242	Intro to Programming Concepts <b>Prerequisite:</b> MTH 215	4.50
CSC 209	Calculus for Comp. Science II <b>Prerequisite:</b> CSC 208	4.50
CSC 252	Programming in C++ <b>Prerequisite:</b> CSC 242	4.50
CSC 220	Applied Probability & Stats. <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50

### Requirements for the Major (24 Courses; 93 quarter units)

PHS 231	Calculus-based Physics 1 <b>Prerequisite:</b> PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209	4.50
PHS 232	Calculus-based Physics 2 <b>Prerequisite:</b> PHS 104 PHS 231, MTH 220 or CSC 208, and MTH 221 or CSC 209	4.50
CSC 310	Linear Algebra and Matrix Comp <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CSC 331	Discrete Structures and Logic <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CEE 300	Advanced Engineering Math <b>Prerequisite:</b> CSC 209 and CSC 310;	4.50
CSC 300	Object Oriented Design <b>Prerequisite:</b> CSC 252, or CSC 272	4.50
CEE 310	Circuit Analysis <b>Prerequisite:</b> CEE 300; <b>Corequisite:</b> CEE 310L	4.50
CEE 310L	Circuit Analysis Lab <b>Corequisite:</b> CEE 310	1.50
CSC 340	Digital Logic Design <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340L	4.50
CSC 340L	Digital Logic Design Lab <b>Prerequisite:</b> CSC 331; <b>Corequisite:</b> CSC 340	1.50
CSC 350	Computer Ethics	4.50
CSC 342	Computer Architecture <b>Prerequisite:</b> CSC 340 and CSC 340L	4.50
CEE 420	Microelectronics <b>Prerequisite:</b> CEE 310; <b>Corequisite:</b> CEE 420L	4.50
CEE 420L	Microelectronics Lab <b>Corequisite:</b> CEE 420	1.50
CSC 436	Comp. Communication Networks <b>Prerequisite:</b> CSC 331	4.50
CEE 324	Linear Systems and Signals <b>Prerequisite:</b> CEE 310; <b>Corequisite:</b> CEE 324L	4.50
CEE 324L	Linear Systems and Signals Lab <b>Corequisite:</b> CEE 324	1.50
CEE 340	Embedded Systems	4.50

	<b>Prerequisite:</b> CSC 208 and CSC 252, or CSC 262; <b>Corequisite:</b> CEE 340L	
CEE 340L	Embedded Systems Lab <b>Corequisite:</b> CEE 340	1.50
CEE 430	Digital Signal Processing <b>Prerequisite:</b> CEE 324	4.50
CEE 440	VLSI Design <b>Prerequisite:</b> CEE 420	4.50
CEE 498	Capstone Design Project I <b>Prerequisite:</b> Complete all core courses except CEE499 capstone courses OR permission by the program lead.	4.50
CEE 499A	Capstone Design Project II <b>Prerequisite:</b> CEE 498	4.50
CEE 499B	Capstone Design Project III <b>Prerequisite:</b> CEE 499A	4.50

## Bachelor of Science in Financial Management

**Academic Program Director:** Gurdeep Chawla; gchawla@nu.edu

The Bachelor of Science 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 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 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section of undergraduate admission procedures for specific information regarding admission and evaluation.

### Preparation for the Major (6 courses; 27 quarter units)

MNS 205 must be taken if student does not have transfer credits for MNS 205 or MTH 210 or MTH 215 or MTH 220.

ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50

ACC 201	Financial Accounting Funds.	4.50
ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
LAW 204	Legal Aspects of Business I	4.50
MNS 205	Intro to Quantitative Methods*	4.50

\*May be used to satisfy general education requirements.

**Requirements for the Major (16 courses; 72 quarter units)**  
**Business Requirements (5 courses; 22.5 quarter units)**

MGT 309	Prin. of Mgmt & Organizations	4.50
FIN 310	Business Finance <b>Prerequisite:</b> ACC 201	4.50
MKT 302A	Marketing Fundamentals	4.50
ACC 410A	Intermediate Accounting I <b>Prerequisite:</b> ACC 201	4.50
ACC 410B	Intermediate Accounting II <b>Prerequisite:</b> ACC 410A	4.50

**Finance Requirements (11 courses; 49.5 quarter units)**

FIN 440	Financial Institutions <b>Prerequisite:</b> FIN 310	4.50
FIN 442	Investments <b>Prerequisite:</b> FIN 310 and FIN 440	4.50
FIN 443	Working Capital Management <b>Prerequisite:</b> FIN 310	4.50
FIN 444	Risk Management & Insurance <b>Prerequisite:</b> FIN 310	4.50
FIN 446	International Financial Mgmt <b>Prerequisite:</b> FIN 310	4.50
FIN 447	Financial Planning <b>Prerequisite:</b> FIN 310 and FIN 442	4.50
FIN 449	Analysis of Financial Statemen <b>Prerequisite:</b> FIN 310	4.50
FIN 453	Finance and Banking <b>Prerequisite:</b> FIN 310	4.50
FIN 454	Capital Structure & Financing <b>Prerequisite:</b> FIN 310	4.50
FIN 455	Valuation of a Corporation <b>Prerequisite:</b> FIN 310	4.50
FIN 456	Financial Project (Capstone) <b>Prerequisite:</b> FIN 310; FIN 440; FIN 442; FIN 443; FIN 444; FIN 446; FIN 447; FIN 449; FIN 453; FIN 454; FIN 455	4.50

## Bachelor of Science in Healthcare Administration

**Academic Program Director:** Peggy Ranke; pranke@nu.edu

The Bachelor of Science, Major in Healthcare Administration (BSHCA) is an undergraduate professional degree designed to prepare students for entry level administrative/management positions in healthcare organizations. Ideal candidates for the BSHCA program are those students looking for career entry in administration and

supervisory roles in the healthcare system. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships or a capstone experience.

Healthcare administration involves the organization, financing and delivery of services to prevent and treat illness and disease, including programs that serve the public and private sectors at all levels—local, state and federal. The BSHCA program emphasizes the conceptual and analytical skills required to manage in contemporary healthcare organizations. The program features opportunities in project management, teamwork and leadership. The BSHCA program is an associate member institution of the Association of University Programs in Health Administration (AUPHA).

### **Background Checks**

Agencies used by the 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 69 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	4.50
COH 150	Healthcare Terminology	4.50
ACC 201	Financial Accounting Funds.	4.50



ACC 202	Managerial Accounting Funds. <b>Prerequisite:</b> ACC 201	4.50
PSYC 100 OR SOC 100	Introduction to Psychology Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 310	Culture and Health <b>Prerequisite:</b> ILR 260	4.50
COH 315	Introduction to Epidemiology <b>Prerequisite:</b> BST 322; ILR 260	4.50
COH 320	Chronic & Communicable Disease <b>Prerequisite:</b> ILR 260	4.50
COH 321	Health Behavior <b>Prerequisite:</b> ILR 260	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50

#### Requirements for the Major (15 courses; 67.5 quarter units)

HCA 400	Foundations of HC Leadership <b>Recommended Preparation:</b> Completion of all Coursework in Preparation for the Major	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HTM 310	Health Informatics	4.50
HCA 401	Intro to HA HR Management <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major	4.50
HCA 402	Intro to HA QA Management	4.50
HCA 403	Intro to Health Economics <b>Recommended: Prior completion of:</b> All Coursework in Preparation for the Major.	4.50
HCA 405	Basic HA Budgeting & Finance <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major.	4.50
HSC 430	Case and Outcomes Management	4.50
HCA 407	Intro to HC Planning and Eval <b>Recommended Preparation:</b> Completion of all courses in Preparation for the Major	4.50
HCA 409	Intro to HC Marketing <b>Recommended Preparation:</b> Completion of all courses in Preparation for the Major	4.50
ODV 420	Organizational Behavior	4.50
HCA 425	Healthcare Politics & Policy <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major.	4.50
HCA 450	Global Health Systems <b>Recommended: Prior completion of:</b> all Coursework in Preparation for the Major.	4.50

**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; ODV 420

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## Bachelor of Science in Homeland Security and Emergency Management

**Academic Program Director:** Kenneth Christopher; kchristopher@nu.edu

The Bachelor of Science in Homeland Security and Emergency Management (BS-HSEM) program provides graduates with a foundation in the security issues; practices, politics and cultures of terrorism; best practices to cope with a pending emergency; and operations during and recovery from an emergency. The program also focuses on the management aspects of disasters and emergencies. More importantly, the program focuses on developing well rounded decision makers with a background in leadership and ethics. Students will conduct research on various government and private sector entities and report on suggested improvements in preparing for an emergency. The program prepares graduates to work in a variety of homeland security and emergency preparedness capacities such as land borders, seaports and airports, threat assessment, disaster management, and crisis response planning and management. The goal of the program is to develop both the critical acumen and theoretical outcomes before, during, and after emergencies. Graduates will develop the ability to write emergency plans, implement and manage emergency plans, and assist decision makers on recovery issues.

The BS-HSEM program is designed for students who aspire to work in the security, business continuity and disaster management fields in the public sector (city, state or federal governments), non-profit organizations and private industry. It is also appropriate for military personnel of all ranks, mid-level managers, and managers seeking promotion within the various levels of government and private industry.

The BS-HSEM program is composed of eleven core courses and five electives offered in accelerated one-month 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 Leadership (BS-HSEM/MCJL) 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/MCJL transition program by asking their admission advisor to submit a plan change into the transition program and by taking any two MCJL classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MCJL program within six months of completing their BS-HSEM program. Students may choose up to two of the Graduate-level Criminal Justice courses, with the exception of [CJA 655](#) and [CJA 690](#).

For students in the BS-HSEM/MCJL 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 MCJL.

### **Bachelor of Science Homeland Security and Emergency Management /Master of Public Administration (BS-HSEM/MPA) Transition Program**

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MPA transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MPA classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MPA program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level public administration courses with the exception of [PAD 631](#) and [PAD 644](#).

For students in the BS-HSEM/MPA transition program, the University will waive two graduate-level public administration courses taken as part of the bachelor's degree, but these students must still meet the residency requirements for the MPA.

### **Bachelor of Science Homeland Security and Emergency Management /Master of Science Homeland Security and Emergency Management (BS-HSEM/MS-HSEM) Transition Program**

Students who are currently enrolled in the Bachelor of Science in Homeland Security and Emergency Management program and have at least a GPA of 3.0 and are within six courses of graduation, may register for the BS-HSEM/MS-HSEM transition program by asking their admission advisor to submit a plan change into the transition program and by taking two MS-HSEM classes as electives during the BS-HSEM program. To be eligible, students must apply for and begin the MS-HSEM program within six months of completing their BS-HSEM program. Students may choose up to two of the graduate-level HSEM courses with the exception of HSE 690A and 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.

#### **HSE 490 Supervised Senior Project Information:**

The Supervised Senior Project is designed to be a comprehensive research project. Therefore, students should schedule HSE 490 toward the end of their degree program. Students must have fulfilled all General Education, Core and Elective course requirements prior to beginning this course.

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 69 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	4.50
PAD 400	Intro to Public Administration	4.50
LED 410	Leading Diverse Groups & Teams	4.50
CJA 467	Intl. & Domestic Terrorism	4.50
HSE 475	Interviewing and Interrogation	4.50
HSE 420	Information Security	4.50
HSE 430	Border-Transportation Security	4.50
HSE 440	Crisis Management	4.50
HSE 470	Legal Issues of Security	4.50
HSE 444	Disaster Management	4.50
HSE 490	Supervised Senior Project	4.50

**Prerequisite:** Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.

### Upper-Division Electives (5 courses; 22.5 quarter units)

Students may choose any 5 upper division courses to satisfy the elective requirements. The following list of courses are recommended, but not required to satisfy this requirement:

BKM 400	Business Knowledge Mgmt Strat <i>Discontinued</i>	4.50
CYB 453	Network Defense	4.50
HED 311	Health Literacy	4.50
LAW 445	Administrative Law for Busines	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50
MGT 351	Process Improvement Management	4.50
MKT 302A	Marketing Fundamentals	4.50

## Bachelor of Science in Information Systems

**Academic Program Director:** Lu Zhang; lzhang@nu.edu

The Bachelor of Science in Information Systems (BSIS) program targets students who are interested in applying computing technologies to address business challenges. It links business and technology and focuses on the organizational and business applications of computers and related technologies. Students majoring in BS Information Systems develop the ability to use technology to address the operational, tactical, and strategic challenges facing organizations and businesses. There is great demand in the corporate world for people who can bridge the gap between businesses and technologies and integrate all elements of the enterprise into a comprehensive network of information systems. Common long-term career positions for the BSIS graduates include Business and Systems Analyst, Information Technology Manager / Director, IT Project Manager, and IT Consultant.

In addition to subjects in project management and systems analysis, the program offers courses related to business management processes integration and computing technologies. Students must meet certain requirements as detailed below.

### 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 69 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	4.50
CIS 310	Technology Project Management	4.50
CIS 320	Systems Analysis & Integration	4.50
CIS 350	Database Management Systems	4.50
CIS 421	Enterprise Architecture <i>Prerequisite: CIS 301</i>	4.50
CIS 422	IT Infrastructure <i>Prerequisite: CIS 421</i>	4.50
CIS 423	IS Strategy, Mgt & Acquisition <i>Prerequisite: CIS 422</i>	4.50
CSC 350	Computer Ethics	4.50
CIS 420A	Information Systems Project I <i>Prerequisite: CIS 310 and 80 percent of courses in the major, except CIS 420B</i>	4.50
CIS 420B	Information Systems Project II <i>Prerequisite: CIS 420A</i>	4.50

**Upper-Division Electives (3 courses; 13.5 quarter units)**

Select 3 upper-division courses from the following list

CIS 430	Web/EB Design & Development	4.50
CIS 460	Human Factor /Ergonomic Design	4.50
CIS 434	Wireless LAN Administration <i>Prerequisite: CIS 350; CIS 423</i>	4.50
CIS 454	Local Area Network <i>Prerequisite: CIS 350; CIS 423</i>	4.50
CIS 455	Wide Area Network <i>Prerequisite: CIS 454</i>	4.50
CIS 474	Information Systems Security <i>Prerequisite: CIS 350, or CIS 423 and CSC 422</i>	4.50
CIS 475	IS Security Technology <i>Prerequisite: CIS 474</i>	4.50

**Students must complete core courses (Except CIS420A and CIS420B) 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 (Business courses 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 CIS420A and CIS420B) and upper division electives before taking four courses in this concentration.

### Requirements for the Concentration (4 courses; 18 quarter units)

MGT 309	Prin. of Mgmt & Organizations	4.50
BIM 400	Info Mgmt in Organizations	4.50
MGT 483	E-Business	4.50
AND		
Select 1 upper-division undergraduate business course		

## Concentration in Information Management

**Academic Program Director:** Lu Zhang; lzhang@nu.edu

Following is the list of recommended courses for student to choose from. However, students will need approval of the BSIS Program Lead before registering in these courses.

### Degree Requirements:

Students must complete core courses (Except CIS420A and CIS420B) and upper division electives before taking four courses in this concentration.

### Requirements for the Concentration (4 courses; 18 quarter units)

Students will choose four upper-division undergraduate courses from the Department of Engineering and Computing programs to create their own specialized concentration. This concentration requires prior approval from the Academic Program Director.

## Bachelor of Science in Manufacturing Design Engineering

**Academic Program Director:** Ronald Uhlig; 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 69 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* <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
PHS 104	Introductory Physics* <b>Prerequisite:</b> 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
PHS 104A	Introductory Physics Lab* <b>Prerequisite:</b> PHS 104, or PHS 171 for science majors	1.50
OR PHS 130A	Physics Lab for Engineering	1.50

CHE 101	Introductory Chemistry* <b>Recommended Preparation:</b> MTH 204, or MTH 215, or MTH 216A and MTH 216B	4.50
CHE 101A	Introductory Chemistry Lab* <b>Prerequisite:</b> CHE 101, or CHE 141 for science majors	1.50
OR CHE 120A	Intro to Chemistry Lab for Eng <b>Prerequisite:</b> CHE 101	1.50
EGR 219	Intro to Graphics and Auto CAD <b>Prerequisite:</b> MTH 215	4.50
EGR 220	Engineering Mathematics <b>Prerequisite:</b> MTH 215	4.50
EGR 225	Statics & Strength of Material <b>Prerequisite:</b> EGR 220	4.50
EGR 230	Electrical Circuits & Systems <b>Prerequisite:</b> MTH 215	4.50
CSC 208	Calculus for Comp. Science I* <b>Prerequisite:</b> MTH 215	4.50
CSC 220	Applied Probability & Stats. <b>Prerequisite:</b> CSC 208, or MTH 220; EGR 220	4.50

\*May be used to satisfy a general education requirement.

#### Requirements for the Major (15 courses; 67.5 quarter units)

EGR 316	Legal Aspects of Engineering	4.50
EGR 320	Scientific Problem Solving <b>Prerequisite:</b> CSC 208, or EGR 220	4.50
EGR 320L	Scientific Problem Solving-LAB <b>Prerequisite:</b> EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).	1.50
DEN 308	Computer Aided Engineering I <b>Prerequisite:</b> EGR 219	4.50
EGR 310	Engineering Economics <b>Prerequisite:</b> MTH 215	4.50
DEN 411	Computer Aided Engineering II <b>Prerequisite:</b> EGR 219	4.50
DEN 417	Computer Aided Engineering IV <b>Prerequisite:</b> EGR 219	4.50
DEN 420	Computer Aided Engineering V <b>Prerequisite:</b> EGR 219; DEN 411 with a minimum grade of C. Student must have a working knowledge of the basics of SolidWorks to be successful in DEN 420; DEN 417 with a minimum grade of C. Student must have a working knowledge of the basics of MatLab to be successful in DEN 420	4.50
DEN 422	Materials and Manufacturing <b>Prerequisite:</b> EGR 225	4.50
DEN 423	Human Factors in Engineering <b>Prerequisite:</b> MTH 215	4.50
DEN 426	Reliability Engineering <b>Prerequisite:</b> MTH 215	4.50



DEN 429	Product Design Optimization <b>Prerequisite:</b> MTH 215	4.50
DEN 432	Concurrent Design Engineering <b>Prerequisite:</b> MTH 210, or CSC 220	4.50
DEN 435	Design & Analysis of Experiment	4.50
EGR 440	Project Management Fundamental	4.50
<b>Engineering Senior Project (2 courses; 9 quarter units)</b>		
DEN 496A	Senior Capstone Project I <b>Prerequisite:</b> EGR 440 and satisfactory completion of courses as specified by Lead faculty	4.50
DEN 496B	Senior Capstone Project II <b>Prerequisite:</b> DEN 496A	4.50

## Bachelor of Science in Nursing (BSN)(California)

**Academic Program Director:** Susan Drummond; sdrummond@nu.edu

### NURSING PROGRAMS

#### INFORMATION APPLICABLE TO ALL PRELICENSURE NURSING PROGRAMS

1. Generic Entry
2. Second Bachelor

Individuals expressing interest in studying nursing at National University will be provided with objective counseling regarding all of the options available to them through the Department of Nursing. Enrollment in the University does not automatically include admission to the nursing program. The baccalaureate degree programs in nursing at National University are accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

#### Department of Nursing Mission

The mission of the Department of Nursing is to prepare nurses as professional leaders through interprofessional collaborative practice, promote person-centered care, utilize evidence-based practice, and use emerging technologies resulting in positive health outcomes in dynamic healthcare settings.

#### Department of Nursing Vision

The vision of the Department of Nursing is to become a center of nursing academic excellence.

#### Admission Requirements

Students including LVNs seeking to study nursing at National University must:

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog,
2. Have obtained a 2.75 cumulative GPA in the General Education and prerequisite courses, (Courses must have been taken at a regionally accredited institution.)
3. Have earned a grade of "C" or higher in all prerequisite courses,
4. Have a clear criminal background check and drug screen,
5. Submit a separate application for admission into a specific nursing program (see below), \*Note: Meeting the minimum requirements, as listed above, does not guarantee admission into a nursing program.

#### Admission Process

Admission into the prelicensure nursing programs at National University is a two-step process: 1) Application to the University; and 2) Application to the respective nursing program.

Prospective students should follow the University application requirements listed in the “General Admission Procedures” section of the catalog.

In addition, prospective nursing students will complete a separate application for admission to a specific nursing program. These applications, with supporting documents, should be 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, and online. Students taking their preparation courses at National University are held to the same standard as those who transfer preparation courses in from other schools.

Students must attend a Pre-Nursing Program Information Forum which will describe the process for applying to and acceptance into the Nursing Program. Note: Prospective Students must attend a Pre-Nursing Forum before submitting the application packet. For more information about the Pre-Nursing Program Information Forum, contact [nursing@nu.edu](mailto:nursing@nu.edu).

A prospective student should first meet with an Enrollment Advisor. The Advisors are located at each of the University campus offices. The prospective student will arrange to have transcripts from all other Colleges and Universities sent to National University. These courses will be evaluated for 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)
- Admission Interview

*Please note: Students are responsible for scheduling and completing TEAS test on their own.*

All prospective students must take the Test of Essential Academic Skills (TEAS) to be considered for admission to the Nursing Program, following completion of all Math and Science prerequisite courses. The procedure for taking the TEAS will be explained at the Pre-Nursing Forum. The TEAS may be taken a total of 3 times (see Re-Application Process below), with no less than 60 days between tests.

A completed application must be on file prior to the deadline. Qualifying students will be contacted by the Department of Nursing to schedule an interview. Student must attend the interview to be considered for admission to the program. There is no make-up for the Admission Interview.

Following the receipt of all application items, the prospective student’s packet will be reviewed by the Admission Committee for the Department of Nursing, and a decision made regarding acceptance. Tentative acceptance will be offered to students achieving the highest rank scores, until all class positions are filled for any one cohort.

Once accepted, student must attend the mandatory new nursing student orientation to complete the admission process. 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 after attending the orientation.

Students who are not accepted may re-apply for admission to the Nursing Program, up to a maximum of three applications. The prospective student may choose to re-take TEAS. Admission interview is not waived and will be required.

Students are not eligible for financial aid until the Nursing application, Evaluation Packet, and the formal degree evaluation is done by the Office of the Registrar.

Students requesting to take one or more NSG courses in a non-degree status are required to submit a letter of intent to the Chair of Nursing along with any BRN-issued documents related to course requirements. Students will complete a two-part interview process and may be required to demonstrate clinical competency in a nursing laboratory. Successful candidates will be enrolled in classes on a space available basis.

## **Program Advisement**

All accepted students will be assigned a Nursing Faculty Advisor prior to the mandatory new student orientation. Students are encouraged to periodically communicate with both the Nursing Faculty Advisor and their Academic Advisor throughout the program.

### **Policy on Advanced Placement Awarding Prior Education Credit For Military Students**

National University Department of Nursing administration will evaluate courses completed through the United States Military Services. Students will receive nursing course credits when their Joint Services Transcript (JST) equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. U.S. military active service members or honorably discharged veterans accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, student must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Student who successfully challenges a course will receive a revised plan of study. Student must meet NU residency requirements.

### **Policy on Advanced Placement Awarding Prior Education Credit For License Vocational Nurses (LVNs)**

National University Department of Nursing administration will evaluate courses completed at LVN programs. Students will receive nursing course credits when their LVN transcripts equivalency criteria (time limit, credit and content) are met. Time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Students must provide proof of coursework and clinical experience for approval to challenge nursing courses by course examination and skill validation and/or medication dosage examination. The student is required to take the NSG 328 BSN Transition if challenging NSG 245/NSG 245A or higher-level courses. According to the California Board of Registered Nursing (BRN), credit by examination shall be designed for the purpose of evaluating knowledge and/or clinical skills necessary to meet course objectives. LVNs accepted for admission to the NU nursing program may be eligible to challenge nursing course by examination(s) or be considered for equivalency. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, student must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. Student who successfully challenges a course will receive a revised plan of study. Student must meet NU residency requirements.

### **Transfer Students**

Student completed nursing courses at another institution and wishes to transfer courses must apply as a transfer student. In order for credit to be given for courses taken at another institution, the following requirements must be met:

- The Chair of the department or designee must approve the petition of course credit/s being transferred at National University.
- Official transcript from prior education must show equivalent coursework completed and must meet time limit, credits and content.
- Nursing courses must have been taken within the last 7 years.
- Prior course syllabus or course outline must clearly delineate course learning outcomes/objectives equivalency to NU courses.
- The course being transferred must be taken from a regionally accredited institution.
- The course being transferred must equal or exceed the number of contact hours for the equivalent course offered in National University, Department of Nursing.

Student who has not successfully progressed in another nursing program can be considered for transfer based on space availability or has the option to apply into entry-level BSN program. Transfer credit is not assured for prior

nursing courses taken at another institution. All students with healthcare coursework from a foreign institution must have a foreign transcript evaluation done by an approved agency. Healthcare coursework includes, but is not limited to, courses taken in pursuit of a nursing, physician, dental, or other medical profession licensure. Please contact [foreignevaluations@nu.edu](mailto:foreignevaluations@nu.edu) for additional information.

### **Progression Requirements**

Students who are unsuccessful in their first attempt at any of the nursing courses or who take a break from the course sequencing for any reason will be placed in subsequent cohorts on a space available basis.

Students who are absent for a period of 12 months or more are disenrolled from the nursing program and must re-apply to the nursing program. If admitted, students will be held to all program requirements of the catalog at the time.

For students who take a break from the Program not to exceed 12 months, a schedule change form must be submitted, which will then be evaluated by the Nursing Department. Students should contact the Nursing Department for assistance with this process.

### **Changes within the Nursing Program**

Students must be aware that grades, schedules, clinical and other department of nursing changes can occur at any time during the program. Students will receive notice, if possible, at least 30 days in advance of changes. However, if hospitals and other clinical facilities change clinical policies, new policies may have to be implemented without notice to satisfy the requirements for clinical placements. Due to requirements of clinical agencies in which we place students for clinical courses, class and clinical schedules may be changed at any time prior to the start of a course.

Unfortunately, the Department of Nursing does not control access to clinical agencies, and if the agency requires a last minute change, students must be prepared to make that change in order to continue in the program. For this reason, and due to the intensity of study requirements in nursing program, students are strongly encouraged to minimize extra-curricular activities while enrolling in the nursing program.

### **Clinical Requirements**

Before participating in clinical practice, students must submit proof of a health clearance that complies with the health facility's requirements for immunizations and health screening tests. In addition, before engaging in clinical practice at health facilities, students will be required to obtain professional liability insurance in the amount of \$1,000,000 per occurrence/ \$3,000,000 aggregate. Continued liability coverage as well as current health clearance, clear background check and drug screen annually, and immunity coverage is required throughout the program.

\*Note: failure to maintain health clearance and a clear background check during the nursing program may result in dismissal from the nursing program, and possibly refusal of the BRN to allow the student to take the RN licensure exam.

The Department of Nursing requires that students who participate in fieldwork in healthcare facilities maintain current health insurance coverage and Cardio-Pulmonary Resuscitation (CPR) certificate from the American Heart Association (BLS-Basic Life Support for healthcare Providers plus AED certification). If a student is out of the program for 5 months or more, she/he must re-do the drug screen and background check. If a student's background check changes such that he/she has a flag on the report at any time during the program, the student will be dismissed from the nursing program if a clinical placement for his/her clinical course(s) cannot be obtained. Students are responsible to meet all additional requirements established by clinical facilities.

The student is responsible for incidents occurred during the program including but not limited to emergency room visits in the event of a needle stick or other high-risk exposure, as well as prescribed medications and procedures.

Students must provide their own transportation to class and all clinical experiences. \*Note: Proof of auto insurance, a current car registration, and a valid driver's license may be required for access to clinical facilities located on military installations.

### **Mental and Physical Qualifications for Professional Nursing**

Be advised that there are minimum mental and physical qualifications to professional nursing practice. Typically, each nursing employer sets minimal physical and mental standards for employment as a Registered Nurse. These employers are also in control of providing National University nursing students with the clinical placements

necessary to complete a nursing program. Their restrictions may affect some students' decision about whether to pursue a nursing career. At the present time, all clinical placements forbid visible tattoos and piercings (other than a single small earring in one or both ears). Any tattoos or piercings must be able to be concealed with clothing for a student to be able to pursue a nursing degree at National University. Synthetic fingernails and nail polish are prohibited.

The following are MINIMUM mental and physical qualifications for admission of applicants to a professional nursing program. All students must demonstrate and maintain their ability to perform the following functions with or without reasonable accommodations throughout their coursework and clinical placements:

- Frequently work in a standing position and do frequent walking.
- Lift and transfer patients up to 6 inches from a stooped position, then push or pull the weight up to 3 feet.
- Lift and transfer patients from a stooped to an upright position to accomplish bed-to-chair and chair-to-bed transfers.
- Physically apply up to 10 pounds of pressure to bleeding sites or during CPR.
- Respond and react immediately to auditory instructions/requests, monitor equipment/alarms, and perform auditory auscultation without auditory impediments.
- Physically perform a twelve-hour clinical laboratory experience.
- Perform close and distance visual activities (may use glasses) involving objects, persons, and paperwork, as well as discriminate depth and color perception.
- Discriminate between sharp/dull and hot/cold when using hands.
- Perform mathematical calculations for medication preparation and administration.
- Communicate effectively, both orally and in writing, using appropriate English grammar, vocabulary, and wording.
- Make appropriate and timely decisions under stressful situations.

All students of the Department of Nursing are required to meet these qualifications and to abide by the rules and policies of clinical placement facilities. Additionally, students must successfully complete other course requirements in the Nursing program. Individuals applying for admission to the Department of Nursing should consider their eligibility in light of these qualifications and restrictions and assess their ability to meet the physical and mental qualifications required in nursing.

In carrying out the nondiscrimination policy of the Department of Nursing with regard to students and applicants with disabilities, the Department of Nursing will endeavor to make reasonable modifications and otherwise reasonably accommodate students and applicants with disabilities. Students with disabilities should consider their ability to meet the above qualifications with reasonable accommodation. Any requests for accommodation will be considered through the University's Student Accessibility Service office ([sas@nu.edu](mailto:sas@nu.edu) or 858-521-3967) as described in the University Catalog. Students with medical conditions, physical and/or mental, maybe asked to provide a physician note to enter or return to the Program.

### **The Student Agreement**

To ensure that graduates of National University's nursing programs are able to meet the legal requirements of the California Board of Registered Nursing (the Board), all newly admitted nursing students must enter into a student agreement. A copy of the student agreement is distributed at the mandatory student orientation.

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

- Committed acts or engaged in conduct that could constitute grounds for denial of an RN license;
- Failed to demonstrate the requisite skills, and qualifications to satisfy the requirements for an RN license;
- Excessive absence in the theoretical and/or clinical component of a particular nursing course as per the Department of Nursing BSN Absence Policy;
- Become impossible to place in a clinical agency due to a flag on the background check, or conduct that results in the agency refusing to admit the student for a clinical course lab;
- Demonstrated other qualities or behaviors enumerated in the student agreement inconsistent with National University's recommendation of the student for an RN license. The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

The student agreement also authorizes National University to release to the Board of Registered Nursing all pertinent information pertaining to the qualification or fitness for an RN license.

### **Time Management**

The professional nursing program, with its intense clinical practice component, is very demanding in terms of time and energy allocation. Students are advised not to undertake a work schedule that could jeopardize successful completion of the program. Specifically, students who work more than 8 hours per week while in the nursing program are at jeopardy of failing.

### **Student Assistance, Notice of Need to Improve, and Dismissal from School of Nursing Programs**

National University is committed to maintaining quality standards throughout its nursing programs and to graduating competent professional nurses. As required by the Board, National University identifies and assists students who need special assistance, and retains in its programs only those students who are suited for entry into or advancement in the nursing profession. The Board is charged by the state with evaluating the moral character and fitness of all persons who wish to work as a registered nurse in California healthcare facilities. Every person who is an applicant for, or who now holds any nursing license is answerable to the Board for his or her fitness-related conduct.

### **Learning Support Plan (LSP)**

LSP will be used to document students who have not achieved academic, clinical and/or professional standards through assessment/evaluation in either the classroom or clinical lab. If the student fails to meet the standard set forth in the LSP, the following may result: 1) Immediate removal from a clinical laboratory or facility site, 2) Immediate removal from a theory course, and/or 3) Recommendation of dismissal from the program of study if the situation warrants. Students will receive a copy of the LSP and an additional copy will be maintained in the student's file in the Department of Nursing.

### **Procedures Governing Problems with Progress in the Program**

When a student is having an academic performance problem with the nursing program or a student is notified that she/he is not meeting the standards in either the classroom, nursing skills laboratory, or clinical facility, the student should meet first with the course lead or with the course lead and the clinical nursing faculty (if the deficit is in clinical practice). The student should seek clarification of the deficit and work with the faculty to construct a plan for improvement which may or may not include the creation of a Learning Support Plan.

Students who receive two (2) occurrences of unsatisfactory grade of C- or below (graded courses) or a U (a non-graded course) for any Nursing course will be dismissed from the nursing program. Co-requisite course failure in one course resulting in failure in the other course and is considered as one (1) occurrence. Students who fail co-requisite courses will need to repeat both courses.

### **Grade Appeal**

Students must meet the grounds for a grade appeal and must follow grade appeal process as noted in the Policies and Procedures section of this catalog.

### **Application for Licensure**

Students seeking an RN license must apply to the Board of Registered Nursing for such a license. It is the student's responsibility to keep current on the laws pertaining to the practice of registered nursing, as these laws are subject to change. Students should submit the Application for Licensure by Examination at least two to four weeks before their graduation date. All first-time applicants are required to submit fingerprints with the application process. NU Registrar will upload official transcript to BRN Breeze Cloud link directly. Students wish to take NCLEX and/or apply for RN license out of state must notify Chair of Nursing.

The BRN requires applicants to take an examination administered by computer. The number of questions may vary from a minimum of 75 to a maximum of 265. The standard testing time for such examinations is a maximum of six hours.

## **Bachelor of Science in Nursing - Generic Entry (B.S.N) (California)**

**Academic Program Director:** Susan Drummond; sdrummond@nu.edu

The Bachelor of Science in Nursing (BSN) program prepares degree candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-base practice to manage the nursing care of culturally diverse clients in a variety of settings. The Bachelor of Science Nursing (BSN) Generic Entry program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

### **Program Learning Outcomes:**

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

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use clinical judgment and leadership skills to manage, prioritize, and delegate collaborate patient care in a variety of health care settings.
- Effectively communicate and collaborate with individuals, families, communities, populations, and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

### **Degree Requirements:**

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements.

### **Required General Education Preparation (21 courses; 84 quarter units)**

The following areas of General Education must be completed prior to beginning any Nursing Major core coursework: Area A1, A2, Area B, Area C, Area E, and Area F.

#### **AREA A: ENGLISH COMMUNICATION (9.0 quarter units)**

CATEGORY – 1 Writing (1 course; 4.5 quarter units)		
ENG 102	Effective College English	4.50
CATEGORY 2 - Speech and Communication(1 course; 4.5 quarter units)		
COM 103	Public Speaking	4.50

**AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING (1 course; 4.5 quarter units)**

BST 322	Intro to Biomedical Statistics	4.50
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**AREA C: INFORMATION LITERACY AND TECHNOLOGY (1 course; 4.5 quarter units)**

ILR 260	Academic Information Literacy <i>Prerequisite: ENG 102</i>	4.50
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**AREA D: ARTS, HUMANITIES, AND LANGUAGES (4 courses; 18 quarter units)**

See the General Education section of the catalog for applicable courses

SPN 340A	Spanish for the Work Place	4.50
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SPN 341	Cross-Cultural Communication	4.50
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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)**

PSYC 100	Introduction to Psychology	4.50
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SOC 100	Principles of Sociology <i>Prerequisite: ENG 102</i>	4.50
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**AREA F: PHYSICAL AND BIOLOGICAL SCIENCES (6 courses; 18 quarter units)**

BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
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BIO 201A	Human Anatomy and Physiol LabI <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
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BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
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BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
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BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
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BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
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**AREA A-G: GENERAL EDUCATION (1 course; 4.5 quarter units)**

SOC 400	Race & Ethnicity in the U.S. <i>Prerequisite: ENG 102</i>	4.50
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OR



HUB 500	Cross-Cultural Dynamics <b>Prerequisite:</b> ENG 102; PSYC 100	4.50
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For the remaining 16.5 quarter units, use General Education section of the catalog for applicable courses or nursing elective courses.

### Nursing Core Courses (25 courses; 94.5 quarter units)

NSG 403	Nursing Theories and Models <b>Prerequisite:</b> Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.	4.50
NSG 214	Health Assessment <b>Corequisite:</b> NSG 214A; <b>Recommended Preparation:</b> Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75	4.50
NSG 214A	Health Assessment Clinical Lab <b>Corequisite:</b> NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.	1.50
NSG 422	Nursing Research <b>Prerequisite:</b> BST 322	4.50
NSG 304	Pharmacology in Nursing I <b>Prerequisite:</b> NSG 214; NSG 214A	4.50
NSG 240	Foundations of Nursing** <b>Prerequisite:</b> NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; <b>Corequisite:</b> NSG 240A	4.50
NSG 240A	Foundations Clinical Lab** <b>Prerequisite:</b> NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; <b>Corequisite:</b> NSG 240	3.50
NSG 245	Medical-Surgical Nursing I** <b>Prerequisite:</b> NSG 240 and NSG 240A; <b>Corequisite:</b> NSG 245A	4.50
NSG 245A	Medical-Surgical I Clinical** <b>Prerequisite:</b> NSG 240 and NSG 240A; <b>Corequisite:</b> NSG 245	3.50
NSG 330	Medical-Surgical Nursing II** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330A	4.50
NSG 330A	Medical-Surgical II Clinical** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330	3.50
NSG 333	Child-bearing Family Nursing** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 333A	4.50
NSG 333A	Child-bearing Family Clinical** <b>Prerequisite:</b> NSG 245; NSG 245A; <b>Corequisite:</b> NSG 333	3.50
NSG 334	Pediatric Nursing** <b>Prerequisite:</b> NSG 333 and NSG 333A; <b>Corequisite:</b> NSG 334A	4.50
NSG 334A	Pediatric Nursing Clinical** <b>Prerequisite:</b> NSG 333 and NSG 333A; <b>Corequisite:</b> NSG 334	3.50
NSG 335	Psychiatric-Mental Health Nur** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335A	4.50
NSG 335A	Psych-Mental Health Clinical** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335	3.50
NSG 305	Pathopharmacology in Nursing <b>Prerequisite:</b> NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A	4.50

NSG 460	Community Healthcare I <b>Corequisite:</b> NSG 460A Program requirement.	4.50
NSG 460A	Community Healthcare I Lab <b>Corequisite:</b> NSG 460	1.50
NSG 462	Community Healthcare II <b>Prerequisite:</b> NSG 460 and NSG 460A; <b>Corequisite:</b> NSG 462A	4.50
NSG 462A	Community Healthcare II Lab <b>Prerequisite:</b> NSG 460 and NSG 460A; <b>Corequisite:</b> NSG 462	1.50
NSG 340	Nursing Leadership/Management** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340A	4.50
NSG 340A	Leadership/Management Clinical** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340	1.50
NSG 440	Professional Issues in Nursing	4.50

\*\*Content required for licensure by CA Board of Registered Nursing

### Optional Elective Course

Students may fulfil open units by completing the following courses.

NSG 470A	Work Exp in Clinical Setting <b>Prerequisite:</b> NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.	1.00-6.00
NSG 490	Guided Study <b>Prerequisite:</b> Admission to nursing program and approve by Chair of Nursing	0.50-6.00

### Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher (1 course; 4.5 quarter units)

NSG 328	BSN Transition <b>Prerequisite:</b> Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training	4.50
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## Bachelor of Science in Nursing (B.S.N) Second Bachelor (California)

**Academic Program Director:** Susan Drummond; sdrummond@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 earning a Bachelor of Science in Nursing degree. Prepares candidates to develop critical thinking, clinical reasoning, leadership skills, inter-professional collaboration, therapeutic communication and proficiency in nursing skills within the framework of trans-cultural nursing. Graduates are able to apply evidenced-base practice to manage the nursing care of culturally diverse clients in a variety of settings. The Bachelor of Science in Nursing (BSN) Second-Bachelor degree program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination

options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

### Program Learning Outcomes:

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

- Develop caring, therapeutic nursing relationships with individuals, families, communities and populations.
- Provide safe, quality, effective, culturally competent, person-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use clinical judgment and leadership skills to manage, prioritize, and delegate collaborate patient care in a variety of health care settings.
- Effectively communicate and collaborate with individuals, families, communities, populations, and interdisciplinary teams.
- Demonstrate professional identity by incorporating established standards of practice within the legal and ethical framework of nursing.
- Apply current best evidence-based nursing concepts to achieve desired outcomes.

### Degree Requirements:

To receive a Bachelor of Science in Nursing (BSN), students must complete at least 180 quarter units as articulated below, 45 of which must be completed in residence at National University, 76.5 of which must be completed at the upper division level, and the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Students should refer to the section on undergraduate admission procedures for specific information on admission and evaluation.

#### Required for the Major (10 courses; 36 quarter units)

COM 103	Public Speaking	4.50
BST 322	Intro to Biomedical Statistics	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 201A	Human Anatomy and Physiol Lab I <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 202A	Human Anatomy and Physiol Lab II <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology	4.50

**Corequisite:** BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;

**Recommended: Prior completion of:** BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A

BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
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**Nursing Core Courses (25 courses; 94.5 quarter units)**

NSG 403	Nursing Theories and Models <b>Prerequisite:</b> Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.	4.50
NSG 214	Health Assessment <b>Corequisite:</b> NSG 214A; <b>Recommended Preparation:</b> Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75	4.50
NSG 214A	Health Assessment Clinical Lab <b>Corequisite:</b> NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.	1.50
NSG 422	Nursing Research <b>Prerequisite:</b> BST 322	4.50
NSG 304	Pharmacology in Nursing I <b>Prerequisite:</b> NSG 214; NSG 214A	4.50
NSG 240	Foundations of Nursing** <b>Prerequisite:</b> NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; <b>Corequisite:</b> NSG 240A	4.50
NSG 240A	Foundations Clinical Lab** <b>Prerequisite:</b> NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; <b>Corequisite:</b> NSG 240	3.50
NSG 245	Medical-Surgical Nursing I** <b>Prerequisite:</b> NSG 240 and NSG 240A; <b>Corequisite:</b> NSG 245A	4.50
NSG 245A	Medical-Surgical I Clinical** <b>Prerequisite:</b> NSG 240 and NSG 240A; <b>Corequisite:</b> NSG 245	3.50
NSG 330	Medical-Surgical Nursing II** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330A	4.50
NSG 330A	Medical-Surgical II Clinical** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330	3.50
NSG 333	Child-bearing Family Nursing** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 333A	4.50
NSG 333A	Child-bearing Family Clinical** <b>Prerequisite:</b> NSG 245; NSG 245A; <b>Corequisite:</b> NSG 333	3.50
NSG 334	Pediatric Nursing** <b>Prerequisite:</b> NSG 333 and NSG 333A; <b>Corequisite:</b> NSG 334A	4.50
NSG 334A	Pediatric Nursing Clinical** <b>Prerequisite:</b> NSG 333 and NSG 333A; <b>Corequisite:</b> NSG 334	3.50
NSG 335	Psychiatric-Mental Health Nur** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335A	4.50
NSG 335A	Psych-Mental Health Clinical** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335	3.50

NSG 305	Pathopharmacology in Nursing <b>Prerequisite:</b> NSG 304; NSG 335; NSG 335A Successful Completion of NSG 335 and 335A	4.50
NSG 460	Community Healthcare I <b>Corequisite:</b> NSG 460A Program requirement.	4.50
NSG 460A	Community Healthcare I Lab <b>Corequisite:</b> NSG 460	1.50
NSG 462	Community Healthcare II <b>Prerequisite:</b> NSG 460 and NSG 460A; <b>Corequisite:</b> NSG 462A	4.50
NSG 462A	Community Healthcare II Lab <b>Prerequisite:</b> NSG 460 and NSG 460A; <b>Corequisite:</b> NSG 462	1.50
NSG 340	Nursing Leadership/Management** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340A	4.50
NSG 340A	Leadership/Management Clinical** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340	1.50
NSG 440	Professional Issues in Nursing	4.50

\*\* Content required for licensure by CA Board of Registered Nursing

### Elective Course

NSG 470A	Work Exp in Clinical Setting <b>Prerequisite:</b> NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.	1.00-6.00
NSG 490	Guided Study <b>Prerequisite:</b> Admission to nursing program and approve by Chair of Nursing	0.50-6.00

### Requirements for LVNs and military students with approved Advanced Placement challenging NSG 245/A and higher (1 course; 4.5 quarter units)

NSG 328	BSN Transition <b>Prerequisite:</b> Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training	4.50
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## Bachelor of Science in Nursing (B.S.N.) RN Completion

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Donalee Waschak; dwaschak@nu.edu, Sylvia Jones; sjones2@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 RN to BSN program at National University is accredited by the American Association of Colleges of Nursing (AACN), and the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

Upon acceptance to the program, applicants will be required to provide proof of a current, active, and unencumbered RN license in the State of residence.

\*Additionally, in the practicum courses, practicum sites may require students to provide evidence of current, active professional liability, malpractice insurance coverage for practicum course, and provide evidence of current AHA Healthcare Provider BLS CPR Card."

### **Admission Requirements**

1. Meet all requirements for admission to an undergraduate degree program at the University as outlined in the University Catalog.
2. Have obtained a 2.0 cumulative GPA from a regionally or nationally accredited institution.
3. Submit a separate application for admission into the RN to BSN Program.
4. Provide one official transcript from each college or university attended.

### **Additional Prerequisite Requirement**

Students should be proficient in operating a personal computer, including:

Demonstrated competency in standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents. Demonstrated knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook.

### **Admission Process**

Admission into the RN to BSN Program at National University is a two-step process:

- 1) Application to the University, and
- 2) Application to the RN to BSN Program.

For information about the program and how to obtain the RN to BSN Program application, students should email the Admissions Coordinator at RNCompletion@nu.edu.

Prospective students should follow the University application requirements listed in the "Academic Information for Undergraduate Degree Admission Procedures" section of this catalog. A prospective student should first meet with an advisor. Advisors are located at each of the University campus offices and are available online. The prospective student should arrange to have transcripts from all other colleges and universities sent to National University.

Following the receipt of all application items, the prospective student's packet will be reviewed. Admission will be offered to students achieving complete applicant files, until all class positions are filled. The prospective student will receive a letter via email regarding this decision.

Students are not eligible for financial aid until the RN to BSN Program application, evaluation packet, and the formal degree evaluation are completed by the Office of the Registrar.

The Department of Nursing requires that students who participate in practicums at healthcare related facilities maintain current health insurance coverage and a current AHA Healthcare Provider BLS CPR Card. NOTE: students may be required to provide proof of current immunizations and a clear background check depending on practicum location selection.

### **Program Advisement**

All accepted students will be assigned a Nursing Faculty Counselor. Students are encouraged to periodically communicate with both the Nursing Faculty Counselor and their assigned advisor throughout the program.

### **Program Learning Outcomes:**

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

- Develop caring, therapeutic nursing relationships with individuals, families, groups and populations.
- Provide safe, high quality, culturally competent, patient-centered nursing care for individuals across the life span in a variety of settings.
- Participate in the continuous improvement of nursing care quality and safety.
- Use nursing judgment to manage, prioritize, and delegate patient care in a variety of 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 69 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.

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 <i>Prerequisite: ENG 102</i>	4.50
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\* May be used to meet the Upper division General Education requirement.

**Nursing Core Courses (10 courses; 43.5 quarter units)**

HTM 310	Health Informatics	4.50
NSG 303	Professional Issues for RNs	4.50
BST 322	Intro to Biomedical Statistics	4.50
NSG 443	Evidence Based Practice	4.50
NSG 442	NSG Leadership and Management <i>Corequisite: NSG 442A</i>	4.50
NSG 442A	NSG LDRSHP & MGMT Practicum <i>Corequisite: NSG 442</i>	3.00
NSG 444	Community Population NSG <i>Corequisite: NSG 444A</i>	6.00
NSG 444A	Comm Pop NSG Practicum <i>Corequisite: NSG 444</i>	3.00
NSG 447	Qual Improvement <i>Corequisite: NSG 447A</i>	4.50
NSG 447A	Qual Improvement Practicum <i>Corequisite: NSG 447</i>	4.50

**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	4.50
HSC 310	Issues & Trends in Healthcare	4.50
HSC 300	Legal/Ethical Issues & Health	4.50
SPN 340A	Spanish for the Work Place	4.50
SPN 341	Cross-Cultural Communication	4.50
PHL 337	Ethics <i>Prerequisite: ENG 102</i>	4.50
GER 310	Healthy Aging	4.50

## Bachelor of Science in Organizational Leadership

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Michelle Browning; 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 69 units of the University General Education requirements. In the absence of transfer credit, additional general electives may be necessary to satisfy total units for the degree. The following courses are specific degree requirements. Refer to the section on undergraduate admission procedures for specific information regarding application and evaluation. All students receiving an undergraduate degree in Nevada are required by State Law to complete a course in Nevada Constitution.

**Requirements for the Major (14 courses; 63 quarter units)**

**Non-Leadership Requirements (4 courses; 18 quarter units)**



LAW 204	Legal Aspects of Business I	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
OR		
ODV 400	Organizational Strat & Design	4.50
COM 334	Persuasion <b>Prerequisite:</b> ENG 102	4.50
OR		
COM 354	Professional Presentations <b>Prerequisite:</b> ENG 102	4.50
OR		
MKT 442A	Intro to Public Relations <i>Discontinued</i>	4.50

### Leadership Requirements (10 courses; 45 quarter units)

LED 400	Introduction to Leadership	4.50
LED 410	Leading Diverse Groups & Teams	4.50
LED 420	Adaptive Leadership in Change	4.50
LED 430	Conflict/Negotiation for Ldrs	4.50
LED 440	Ldrship Overview of Org. Func.	4.50
LED 450	Advanced Group Dynamic Theory <b>Prerequisite:</b> LED 400 and LED 410	4.50
LED 460	Ethics and Decision Making	4.50
LED 470	Classic Studies of Leadership	4.50
LED 480	Research for Leaders <b>Prerequisite:</b> LED 410 and LED 420	4.50
LED 490	Leadership Capstone Project <b>Prerequisite:</b> Completion of six of the preceding courses	4.50

### 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.

## Bachelor of Science in Paralegal Studies

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Bryan Hance; bhance@nu.edu

The Bachelor of Science degree in Paralegal Studies is approved by the American Bar Association. The degree program is offered online, as well as onsite and in hybrid format at the Los Angeles, College of the Canyons, and Cerritos College campuses. It 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 Disclosure Information

**This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law.** Paralegals may

not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

**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 69 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 <i>Historical-Review all addendums</i>	4.50
PLA 201	English for Professionals <i>Historical-Review all addendums</i>	4.50
PLX 2100X	Torts <i>Discontinued</i>	4.50
PLX 2101X	Leg Res Wrtg-Briefing/Analysis <i>Discontinued</i>	4.50
PLX 2102X	Contracts <i>Discontinued</i>	4.50
PLX 2103X	Leg Res Wrtg-Legal Memo <i>Discontinued</i>	4.50
PLX 2105X	Computers & the Law <i>Discontinued</i>	4.50
PLA 202	Property <i>Historical-Review all addendums</i>	4.50
PLA 203	Leg Res Wrtg-Persuasive Wrtg. <i>Historical-Review all addendums</i>	4.50

**Requirements for the Major (10 courses; 45 quarter units)**

PLA 303	Law Office Administration	4.50
PLA 318	Remedies & Dispute Resolution <i>Historical-Review all addendums</i> <i>Prerequisite: PLA 202; PLX 2100X and PLX 2102X</i>	4.50
PLA 325	Litigation I	4.50

PLA 329	Corporations I	4.50
PLA 333	Criminal Law I	4.50
PLA 426	Litigation II <i>Prerequisite: PLA 325</i>	4.50
PLA 430	Corporations II <i>Prerequisite: PLA 329</i>	4.50
PLA 434	Criminal Law II <i>Prerequisite: PLA 333</i>	4.50
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>	4.50
PLA 496	Persuasive Writing Capstone <i>Prerequisite: All other courses required for the major must be completed prior to enrolling in this course.</i>	4.50

### 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 Professional Studies.

LAW 402	The Art of Negotiation	4.50
LAW 430	Constitutional Law	4.50
LAW 440	Comparative International Law	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
ADR 430	Ethics and Neutrality	4.50

**Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.**

## Bachelor of Science in Public Health

**Academic Program Director:** Ritika Bhawal; 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 69 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	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 191A	Online Hum Anat and Phys I Lab <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	1.50
OR BIO 201A	Human Anatomy and Physiol Lab I <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 192A	Online Anat and Phys II Lab	1.50

**Corequisite:** BIO 202; **Prerequisite:** BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required

OR BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 193A	Online Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 191A; BIO 201; CHE 101; CHE 101A	1.50
OR BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50
HTM 310	Health Informatics	4.50
BST 322	Intro to Biomedical Statistics	4.50
COH 317	Public Health Nutrition* <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 318	Drug Use and Abuse* <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50
COH 319	Human Sexuality* <b>Prerequisite:</b> ENG 102; <b>Recommended Preparation:</b> COH 100	4.50

Satisfactory completion of all courses in "Preparation for the Major" is needed prior to enrolling in "Requirements for the Major".

#### Core Requirements (4 courses; 18 quarter units)

COH 310	Culture and Health <b>Prerequisite:</b> ILR 260	4.50
COH 315	Introduction to Epidemiology <b>Prerequisite:</b> BST 322; ILR 260	4.50
COH 320	Chronic & Communicable Disease <b>Prerequisite:</b> ILR 260	4.50
COH 321	Health Behavior <b>Prerequisite:</b> ILR 260	4.50

Satisfactory completion of all courses in "Core Requirements" is needed prior to enrolling in "Requirements for the Major".

#### Requirements for the Major (10 courses; 45 quarter units)

COH 300	The Ecology of Public Health <b>Prerequisite:</b> BIO 203A; COH 100; PSYC 100; SOC 100	4.50
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COH 380	HP Program Planning & Eval <b>Prerequisite:</b> COH 300; COH 315; HTM 310	4.50
COH 400	Environmental Health	4.50
COH 401	Health Promotion Concepts <b>Prerequisite:</b> COH 300; COH 315; COH 400 and HTM 310	4.50
COH 416	PH & Physical Activity	4.50
COH 422	Global Health Promotion <b>Prerequisite:</b> COH 401	4.50
COH 430	HP Strategies & Tactics <b>Prerequisite:</b> COH 401	4.50
COH 435	PH Communications & Advocacy <b>Prerequisite:</b> COH 430	4.50
COH 440	Preparedness & Disaster Mgmt <b>Prerequisite:</b> COH 401	4.50
COH 499	Public Health Field Practicum <b>Prerequisite:</b> COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440	4.50

## Foreign Credential Bridge Program Undergraduate

**Academic Program Director:** Rachel VanWieren; rvanwieren@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 (13.5 quarter units required)

#### CATEGORY 1: Writing (9.0 quarter units required)

ENG 102	Effective College English	4.50
ENG 240	Advanced Composition <b>Prerequisite:</b> ENG 102	4.50
OR		
ENG 334A	Technical Writing <b>Prerequisite:</b> ENG 102; (Only Business, Engineering and Nursing majors may fulfill the requirement by taking ENG 334A)	4.50

#### CATEGORY 2: Oral Communication (4.5 quarter units required)

COM 103	Public Speaking	4.50
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**AREA B: MATHEMATICAL CONCEPTS AND QUANTITATIVE REASONING  
(Minimum 4.5 quarter units)**

MTH 210	Probability and Statistics <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 215	College Algebra & Trigonometry <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	4.50
MTH 216A	College Algebra I <b>Prerequisite:</b> MTH 12A and MTH 12B, or Accuplacer test placement evaluation	3.00
MTH 216B	College Algebra II <b>Prerequisite:</b> MTH 216A	3.00

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

ART 100	Introduction to Art History <b>Prerequisite:</b> ENG 102	4.50
ART 200	Visual Arts	4.50
HIS 233	World Civilizations I <b>Prerequisite:</b> ENG 102	4.50
HIS 234	World Civilizations II <b>Prerequisite:</b> ENG 102	4.50
LIT 100	Introduction to Literature <b>Prerequisite:</b> ENG 102	4.50
LIT 345	Mythology <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
MUS 100	Fundamentals of Music	4.50
MUS 327	World Music <b>Prerequisite:</b> ENG 102	4.50
PHL 100	Introduction to Philosophy <b>Prerequisite:</b> ENG 102	4.50

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

COM 380	Democracy in the Info. Age <b>Prerequisite:</b> ENG 102	4.50
ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50
HIS 220A	United States History I <b>Prerequisite:</b> ENG 102	4.50
HIS 220B	United States History II <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics <b>Prerequisite:</b> ENG 102	4.50
PSYC 100	Introduction to Psychology	4.50
SOC 100	Principles of Sociology <b>Prerequisite:</b> ENG 102	4.50
SOC 260	Cultural Anthropology <b>Prerequisite:</b> ENG 102	4.50
SOC 350	Cultural Diversity <b>Prerequisite:</b> ENG 102	4.50

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

(Note: One science lab is required at 1.5 quarter units.)

BIO 100	Survey of Bioscience	4.50
BIO 100A	Survey of Bioscience Lab <b>Prerequisite:</b> <i>BIO 100 for non-science majors (GE), or BIO 163 for science majors</i>	1.50
CHE 101	Introductory Chemistry <b>Recommended Preparation:</b> <i>MTH 204, or MTH 215, or MTH 216A and MTH 216B</i>	4.50
CHE 101A	Introductory Chemistry Lab <b>Prerequisite:</b> <i>CHE 101, or CHE 141 for science majors</i>	1.50
EES 103	Fundamentals of Geology	4.50
EES 103A	Fundamentals of Geology Lab <b>Prerequisite:</b> <i>EES 103</i>	1.50
PHS 104	Introductory Physics <b>Prerequisite:</b> <i>2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B</i>	4.50
PHS 104A	Introductory Physics Lab <b>Prerequisite:</b> <i>PHS 104, or PHS 171 for science majors</i>	1.50
BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> <i>BIO 191A, or BIO 201A; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A</i>	4.50
BIO 201A	Human Anatomy and Physiol Lab I <b>Corequisite:</b> <i>BIO 201; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.</i>	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> <i>BIO 202A, or BIO 192A; Prerequisite:</i> <i>BIO 201 and BIO 201A</i>	4.50
BIO 202A	Human Anatomy and Physiol Lab II <b>Corequisite:</b> <i>BIO 202; Prerequisite:</i> <i>BIO 201; BIO 201A</i>	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> <i>BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;</i> <b>Recommended: Prior completion of:</b> <i>BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A</i>	4.50
BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> <i>BIO 203; Recommended: Prior completion of: BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A</i>	1.50

## Minors

### Minor in Accounting

**Academic Program Director:** Consolacion Fajardo; cfajardo@nu.edu

The Minor in Accounting 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 Accounting program.

#### Degree Requirements:

Requirement for the Minor  
(6 courses; 27 quarter units)



To receive a Minor in Accounting 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.	4.50
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>	4.50

**Requirements for the Minor (6 courses; 27 quarter units)**

ACC 410A	Intermediate Accounting I <i>Prerequisite: ACC 201</i>	4.50
ACC 410B	Intermediate Accounting II <i>Prerequisite: ACC 410A</i>	4.50
ACC 410C	Intermediate Accounting III <i>Prerequisite: ACC 410B</i>	4.50
ACC 432A	Taxation-Individual <i>Prerequisite: ACC 201</i>	4.50
ACC 433	Managerial Accounting <i>Prerequisite: ACC 202</i>	4.50
ACC 434	Government and Nonprofit Acct <i>Prerequisite: ACC 201</i>	4.50

## Minor in Alternative Dispute Resolution

**Academic Program Director:** Jack Hamlin; jhamlin@nu.edu

This Minor in Alternative Dispute Resolution is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as stand-alone certificate, the student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

**Requirements for the Minor (6 courses; 27 quarter units)**

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50
Choose any two of the following:		
ADR 420	Communication & Conflict	4.50
OR		
ADR 425	Issues in Conflict Management	4.50
OR		
ADR 430	Ethics and Neutrality	4.50

## Minor in Business Administration

**Academic Program Director:** Nelson Altamirano; naltamirano@nu.edu

Knowledge of the basic fields of business can be applied to any business and many other organizations, since they encompass important skills required in virtually any organizational setting. The minor in business administration is designed to provide students in any bachelor's degree program with an understanding of many of the basic fields in business, including accounting, finance, economics, management in organizations, marketing, international business, and human resource management.

### 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.	4.50
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
MNS 205	Intro to Quantitative Methods*	4.50

\*May be used to satisfy general education requirements.

#### Core Requirements (6 courses; 27 quarter units)

FIN 310	Business Finance <i>Prerequisite: ACC 201</i>	4.50
MGT 309	Prin. of Mgmt & Organizations	4.50
MNS 407	Management Science <i>Prerequisite: MNS 205 and MTH 210</i>	4.50
HRM 409B	Intro to Human Resource Mgmt	4.50
MKT 302A	Marketing Fundamentals	4.50
IBU 430	Survey of Global Business <i>Prerequisite: ECO 203 and ECO 204</i>	4.50

## Minor in Business Law

**Academic Program Director:** Bryan Hance; bhance@nu.edu

This minor is designed to provide students who have an interest in a career in law, business, or government, with an understanding of the complex legal issues that exist in today's business environment.

#### Preparation for the Minor (4.5 quarter units)

LAW 204	Legal Aspects of Business I	4.50
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#### Requirements for the Minor (6 courses; 27 quarter units)

LAW 400	Current Legal Issues	4.50
LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	4.50
ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50

Choose two from the following:

LAW 440	Comparative International Law	4.50
OR		
LAW 445	Administrative Law for Busines	4.50
OR		
LAW 455	Public Contracting	4.50

## Minor in Business Studies

**Academic Program Director:** Nelson Altamirano; 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.	4.50
ACC 202	Managerial Accounting Funds. <i>Prerequisite: ACC 201</i>	4.50
ECO 203	Principles of Microeconomics*	4.50
ECO 204	Principles of Macroeconomics*	4.50
MNS 205	Intro to Quantitative Methods*	4.50

**Core Requirements (6 courses; 27 quarter units)**

MGT 309	Prin. of Mgmt & Organizations	4.50
FIN 310	Business Finance <i>Prerequisite: ACC 201</i>	4.50
LAW 410	Intro to Law & Legal Analysis	4.50
IBU 430	Survey of Global Business <i>Prerequisite: ECO 203 and ECO 204</i>	4.50
MKT 302A	Marketing Fundamentals	4.50
MNS 407	Management Science <i>Prerequisite: MNS 205 and MTH 210</i>	4.50

## Minor in Communication

**Academic Program Director:** Louis Rumpf; lrumpf@nu.edu

The Minor in Communications program equips students with top employability skills that employers seek when hiring: writing, speaking, listening, interpersonal effectiveness, teamwork, computer literacy, critical thinking, planning, and organization. Students will be better prepared to relate with others in relational, interpersonal, intercultural, and workplace environments and to succeed in achieving their communication objectives.

**Program Learning Outcomes:**

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

- Display communication competence in interpersonal, intercultural, group, and organizational contexts
- Understand the use of ethics and critical thinking processes in formulating messages
- Analyze an audience/market to achieve a specific communication objective

**Prerequisites for the Minor (2 courses; 9.0 quarter units)**

ENG 102	Effective College English*	4.50
COM 103	Public Speaking*	4.50

\*May be used to meet General Education Requirements

### Requirements for the Minor (6 courses; 27 quarter units)

Courses in the minor can be used to satisfy preparation for the major and general education requirements as appropriate.

COM 300	Interpersonal Communication <i>Prerequisite: ENG 102</i>	4.50
COM 305	Intercultural Communication <i>Prerequisite: ENG 102</i>	4.50
COM 310	Communication Theory <i>Prerequisite: ENG 102</i>	4.50
COM 324	Critical Thinking and Ethics <i>Prerequisite: ENG 102</i>	4.50
COM 344	Organizational Communication <i>Prerequisite: ENG 102</i>	4.50
Choose one of the following		
COM 334	Persuasion <i>Prerequisite: ENG 102</i>	4.50
COM 354	Professional Presentations <i>Prerequisite: ENG 102</i>	4.50
COM 400	Mediated Messaging <i>Prerequisite: COM 385 and COM 394</i>	4.50

## Minor in Creative Writing

**Academic Program Director:** Colin Dickey; [cdickey@nu.edu](mailto: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.

### Degree Requirements:

#### Preparation for the Minor (2-3 courses, 9-13.5 quarter units)

LIT 100	Introduction to Literature* <i>Prerequisite: ENG 102</i>	4.50
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**Students will also need to take one or more of the following prerequisites for the upper division requirements:**

ENG 201	Fiction Writing I*	4.50
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ENG 202	<i>Prerequisite: ENG 102</i> Poetry Writing I*	4.50
ENG 203	<i>Prerequisite: ENG 102</i> Screenwriting I*	4.50

\* May be used to meet General Education requirements

**Requirements for the Minor (6 courses; 27 quarter units)**  
**Two of the following:**

ENG 301	Fiction Writing II <i>Prerequisite: ENG 201</i>	4.50
ENG 302	Poetry Writing II <i>Prerequisite: ENG 202</i>	4.50
ENG 375	Nature Writing <i>Prerequisite: ENG 102; ENG 240, or ENG 334A</i>	4.50

**One of the following:**

LIT 401	Contemporary Fiction <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
LIT 402	Contemporary Poetry <i>Prerequisite: ENG 240 and LIT 100</i>	4.50

**One of the following:**

ENG 401	Fiction Workshop <i>Prerequisite: ENG 301</i>	4.50
ENG 402	Poetry Workshop <i>Prerequisite: ENG 302</i>	4.50

**Two of the following:**

ART 315	Film as Art <i>Prerequisite: ENG 102</i>	4.50
OR		
COM 360	Representation in the Media <i>Prerequisite: ENG 102</i>	4.50
OR		
COM 385	Interactive Storytelling <i>Prerequisite: ENG 102</i>	4.50
OR		

**Upper division ENG courses**

**OR**

**Upper division LIT courses**

## **Minor in Criminal Justice Administration**

**Academic Program Director:** Damon Martin; [dmartin@nu.edu](mailto:dmartin@nu.edu), Damon Martin; [dmartin@nu.edu](mailto:dmartin@nu.edu), Damon Martin; [dmartin@nu.edu](mailto:dmartin@nu.edu)

The Minor in Criminal Justice Administration is designed to provide students with a selective overview of the criminal justice system.

**Requirements for the Minor (6 courses; 27 quarter units)**

To fulfill the requirements for the minor, students can take any six (6) courses listed as upper-division requirements for the major and beginning with CJA prefixes. (Prerequisites may be required depending on courses chosen.)

**Minor in Economics**

**Academic Program Director:** Wali Mondal; 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 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

**Degree Requirements:**

**Requirements for the Minor (8 courses; 36 quarter units)**

**Prerequisites for the Minor (2 courses; 9 quarter units)**

ECO 203	Principles of Microeconomics	4.50
ECO 204	Principles of Macroeconomics	4.50

**Core Requirements (4 courses; 18 quarter units)**

ECO 304	Economic Growth <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 305	Business Economics <b>Prerequisite:</b> ECO 203; ECO 204	4.50
ECO 420	International Economics <b>Prerequisite:</b> ECO 203 and ECO 204	4.50

ECO 447	Money and Banking <i>Prerequisite: ECO 203 and ECO 204</i>	4.50
<b>Plus any two of the following (2 courses; 9 quarter units)</b>		
ECO 303	Data Analysis <i>Prerequisite: ECO 203; ECO 204</i>	4.50
ECO 410	Seminar on Capitalism <i>Prerequisite: ECO 203; ECO 204</i>	4.50
ECO 415	Labor Economics <i>Prerequisite: ECO 203 and ECO 204</i>	4.50
IBU 540	International Experience	4.50

## Minor in English

**Academic Program Director:** Luis Acebal; lacebal@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.

### Degree Requirements: Requirements for the Minor (6 courses; 27 quarter units)

Choose at least three of the following courses:

LIT 311	British Literature I <i>Prerequisite: ENG 240 and; LIT 100</i>	4.50
LIT 312	British Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
LIT 321	American Literature I <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
LIT 322	American Literature II <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
LIT 338	Shakespeare <i>Prerequisite: ENG 240 and LIT 100</i>	4.50
Choose the remaining course(s) from available upper-division LIT courses or the following:		
ART 315	Film as Art <i>Prerequisite: ENG 102</i>	4.50
ENG 301	Fiction Writing II <i>Prerequisite: ENG 201</i>	4.50
ENG 302	Poetry Writing II <i>Prerequisite: ENG 202</i>	4.50
ENG 303	Screenwriting II <i>Prerequisite: ENG 203</i>	4.50
ENG 350	Fundamentals of Linguistics <i>Prerequisite: ENG 102</i>	4.50
ENG 375	Nature Writing <i>Prerequisite: ENG 102; ENG 240, or ENG 334A</i>	4.50

## Minor in Global Studies

**Academic Program Director:** Raphi Rechitsky; 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.

**Degree Requirements:**

**Requirements for the Minor (6 courses; 27 quarter units)**

Choose six of the following courses:

GLS 330	Film in a Global Context <b>Prerequisite:</b> ENG 240	4.50
GLS 420	Ecological Revolutions <b>Prerequisite:</b> ENG 240	4.50
GLS 430	The Global Economy <b>Prerequisite:</b> ENG 240	4.50
HIS 320	Culture of Global Capitalism <b>Prerequisite:</b> ENG 102	4.50
LIT 463	Contemporary World Literature <b>Prerequisite:</b> ENG 240 and LIT 100	4.50
MUS 327	World Music <b>Prerequisite:</b> ENG 102	4.50
PHL 320	World Religions <b>Prerequisite:</b> ENG 102	4.50
POL 350	International Relations <b>Prerequisite:</b> ENG 102	4.50
SCI 300	Geography	4.50
SOC 320	Social Movements <b>Prerequisite:</b> ENG 102	4.50
SOC 410	Gender and Society <b>Prerequisite:</b> ENG 240	4.50

**Minor in History**

**Academic Program Director:** Duncan Campbell; dcampbell2@nu.edu

**Requirements for the Minor (6 courses; 27 quarter units)**

Please choose any six of the following:

HIS 360	American Colonial Experience <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 361	Making and Sundering of Union <b>Prerequisite:</b> ENG 102; HIS 220A	4.50
HIS 362	U.S. Between Wars, 1865-1917 <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 363	U.S. Since World War I <b>Prerequisite:</b> ENG 102; HIS 220B	4.50
HIS 431	The Ancient World <b>Prerequisite:</b> ENG 102; HIS 233	4.50
HIS 432	The Classical World	4.50



	<b>Prerequisite:</b> ENG 102; HIS 233	
HIS 433	The Post-Classical World	4.50
	<b>Prerequisite:</b> ENG 102; HIS 233	
HIS 434	Modern World, 1500 to Present	4.50
	<b>Prerequisite:</b> ENG 102; HIS 234	

## Minor in Honors Fellows for Social Change

**Academic Program Director:** Robert Johnson; 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 Fellow for Social Change, students must complete the non-credit Honors Introductory Module and the 27 quarter units listed below.

### Requirements for Minor (7 courses; 27 quarter units) Non Credit Orientation Course (1 course; 0 units)

HON 100	Honors Introductory Module	0.00
	<b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."	

### Requirements for Minor (6 courses; 27 quarter units)

HON 301	Creativity in Life and Society	4.50
	<b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 100	
HON 302	Science & the Scheme of Things	4.50

	<b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 100	
HON 303	Individual and Social Change <b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 100	4.50
HON 304	Experiential Learning Seminar <b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 100	4.50
HON 500	Honors Thesis <b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 301; HON 302; HON 303	4.50
HON 501	Senior Honors Symposium <b>Prerequisite:</b> "Acceptance into the Honors Scholars for Social Change."; HON 500	4.50

## Minor in Political Science

**Academic Program Director:** Shak Hanish; shanish@nu.edu  
**Preparation for the Minor (2 courses; 9 quarter units)**

POL 100	Introduction to Politics* <b>Prerequisite:</b> ENG 102	4.50
POL 201	American Politics* <b>Prerequisite:</b> ENG 102	4.50

\*May be used to meet General Education requirements.

**Requirements for the Minor (6 courses; 27.0 quarter units) Choose six courses from the following:**

SOC 320	Social Movements <b>Prerequisite:</b> ENG 102	4.50
POL 330	Political Theory <b>Prerequisite:</b> ENG 102	4.50
POL 340	Comparative Politics <b>Prerequisite:</b> ENG 102	4.50
POL 350	International Relations <b>Prerequisite:</b> ENG 102	4.50
POL 360	Public Policy <b>Prerequisite:</b> ENG 102	4.50
POL 400	European Politics <b>Prerequisite:</b> ENG 102	4.50
POL 410	Middle Eastern Politics <b>Prerequisite:</b> ENG 102	4.50
POL 539	Dynamics of World Politics	4.50
SOC 385	Methods of Social Inquiry <b>Prerequisite:</b> ENG 102; SOC 100	4.50
SOC 440	Power and Social Change <b>Prerequisite:</b> ENG 102	4.50

## Minor in Pre-Law Studies

**Academic Program Director:** Bryan Hance; bhance@nu.edu

A minor in pre-law studies helps prepare business professionals for the increasing legal implications of business in a global environment.

**\*Disclaimer\***

Pre-Law courses and the Pre-Law Studies program are designed for students who are interested in preparing for, applying to, and attending law school, and those who have a general interest in law. As such, they do not prepare students to work as paralegals. In addition, pre-law programs are neither evaluated nor approved by the American Bar Association and, thus, the NU Pre-Law Studies program is not so approved.

**Requirements for the Minor (6 courses; 27 quarter units)**

LAW 204	Legal Aspects of Business I	4.50
LAW 305	Legal Aspects of Business II <i>Prerequisite: LAW 204</i>	4.50
LAW 408	Legal Writing Research and Ora	4.50
LAW 400	Current Legal Issues	4.50
ADR 405	Negotiation Fundamentals	4.50
MGT 400	Ethics in Law, Business & Mgmt	4.50

## Minor in Psychology

**Academic Program Director:** Allyson Washburn; awashburn@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.

**Degree Requirements:**

**Requirements for the Minor (6 courses; 27 quarter units)**

Choose six from the following courses:

PSYC 426	History and Philosophy Psych <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 427	Biological Psychology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 428	Developmental Psychology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 430	Intro to Psychopathology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 432	Social Psychology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 441	Global Psychology <i>Prerequisite: PSYC 100</i>	4.50
PSYC 455	Psychology of Bereavement <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 457	Forensic Psychology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50
PSYC 458	Health Psychology <i>Prerequisite: ENG 102; PSYC 100</i>	4.50

## Minor in Sociology

**Academic Program Director:** Jacque Lynn Foltyn; jfoltyn@nu.edu  
**Requirements for the Minor (6 courses; 27 quarter units)**

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

SOC 325	Popular Culture <i>Prerequisite: ENG 102</i>	4.50
SOC 328	Intercultural Thinking <i>Prerequisite: ENG 102</i>	4.50
SOC 344	Love, Sex, and the Family <i>Prerequisite: ENG 102</i>	4.50
SOC 443	Sociology of Deviance <i>Prerequisite: ENG 102; SOC 100</i>	4.50
SOC 445	Contemporary Social Problems <i>Prerequisite: ENG 102</i>	4.50
SOC 365	Classical Social Theory <i>Prerequisite: SOC 100 and ILR 260</i>	4.50
SOC 375	Contemporary Social Theory <i>Prerequisite: ENG 102; SOC 100</i>	4.50
SOC 385	Methods of Social Inquiry <i>Prerequisite: ENG 102; SOC 100</i>	4.50
SOC 455	Sociology of Work & Org <i>Prerequisite: ENG 102; SOC 100</i>	4.50
SOC 400	Race & Ethnicity in the U.S. <i>Prerequisite: ENG 102</i>	4.50
SOC 440	Power and Social Change <i>Prerequisite: ENG 102</i>	4.50

## Undergraduate Certificates

### Undergraduate Certificate in Alcohol and Drug Abuse Counseling

**Academic Program Director:** Donald Posson; dposson@nu.edu

The Certificate in Alcohol and Drug Abuse Counseling is designed to meet California state standards for certification of alcohol and drug abuse counselors. This program is approved by CAADAC's education foundation CA Foundation for Advancement of Addiction Professionals. This program may not meet the requirements for certification in other states. For complete information on the CAADAC certification, or to order a CAADAC Handbook visit, [www.ccapp.us](http://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.

- 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 102</i>	4.50
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**Core Requirements (10 courses, 45 quarter units)**

PSYC 100	Introduction to Psychology	4.50
ADC 205	Intro to Substance Abuse <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 215	Physiology of Substance Abuse <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 225	Law and Ethics <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 235	Case Management <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 245	Individual Counseling I <i>Prerequisite: PSYC 100; SOC 100; ADC 205</i>	4.50
ADC 255	Individual Counseling II <i>Prerequisite: ADC 245</i>	4.50
ADC 265	Group & Family Counseling <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 275	Personal & Professional Growth <i>Prerequisite: PSYC 100; SOC 100</i>	4.50
ADC 285	Practicum in Substance Abuse <i>Prerequisite: Satisfactorily complete 5 courses in the major and Program lead faculty approval</i>	4.50

**Undergraduate Certificate in Alternative Dispute Resolution**

**Academic Program Director:** Jack Hamlin; jhamlin@nu.edu

This Undergraduate Certificate in Alternative Dispute Resolution is designed for students pursuing degrees in the area of Legal Studies, Business and Public Administration, Leadership and Counseling. The program is for those students who want to supplement their primary studies and pursue Alternative Dispute Resolution (ADR) as an integral part of their studies. Upon completion, either as a concentration, minor or as stand-alone certificate, the

student will have learned the fundamentals needed to engage in conflict diagnosis and to be effective negotiators, mediators, facilitators, and arbitrators. Working with diverse cultures, the ADR student will be able to search for and guide others seeking peaceful solutions to conflict. The concentration will also position the student to grow in the role as an ADR specialist or consultant as the demand for ADR grows in law, business, counseling, governmental, community organizations and non-profit agencies.

### **Certificate Requirements (6 courses; 27 quarter units)**

To receive a Certificate in Alternative Dispute Resolution, students must complete four courses for the major and two electives from the courses listed below.

ADR 400	Alternative Dispute Resolution	4.50
ADR 405	Negotiation Fundamentals	4.50
ADR 410	Facilitation Fundamentals	4.50
ADR 415	Mediation Fundamentals	4.50

### **Electives**

Choose two of the following:

ADR 420	Communication & Conflict	4.50
ADR 425	Issues in Conflict Management	4.50
ADR 430	Ethics and Neutrality	4.50

## **Undergraduate Certificate in Criminal Justice Administration**

**Academic Program Director:** Damon Martin; [dmartin@nu.edu](mailto: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	4.50
CJA 340	Corrections	4.50
CJA 431	Criminology	4.50
CJA 351	Courts & the Judicial Process	4.50

## **Emergency Medical Technician Certificate**

**Academic Program Director:** Jessica Harned; [jharned@nu.edu](mailto:jharned@nu.edu), Scarlett Carlson; [scarlson2@nu.edu](mailto:scarlson2@nu.edu)

This certificate program provides entry-level basic knowledge, essential skills, and an understanding of emergency medical assistance in outpatient and emergency settings. Students will be prepared to respond in various types of emergencies that require urgent medical attention to assess emergency situations, provide care that can save a life, and transport patients to a hospital. Students will learn how to respond quickly to high-level emergencies such as motor vehicle accidents, heart attacks, near drownings, childbirth, poisoning, and life-threatening injuries. Graduates will have met the national guidelines for all areas of their didactic and clinical requirements. Students will comply with all levels of legal, regulatory and ethical requirements for EMTs.

This program meets the requirements of the U.S. Department of Transportation National EMS Education Standards (NEMSES) and California State Regulations, Title 22.

### **EMT Certification**

On successful completion of this certificate, the graduate is eligible to complete the NREMT Emergency Medical Technician (EMT) exam. Successful completion will allow the individual to apply for their state EMT card and perform entry-level EMT skills as a member of technical rescue teams/squads or as part of an allied service such as a fire, ambulance or police department. EMT certificates are issued by county/local Emergency Medical Services (EMS) agencies. Contact your agency for specific requirements.

### **Prerequisites**

Healthcare Provider Level CPR certification is required for certification. For an additional fee, the CPR Certification is offered during the first week of class for any students that do not have it prior to the start of class. Students with criminal background issues (any felony and some misdemeanors) should speak with the certifying authority prior to enrollment. State public safety regulations prohibit certification of individuals who have prior criminal convictions.

Clinical and ambulance companies may require the following immunizations in order to conduct their hospital and ambulance clinical:

- Two-step Mantoux PPD tuberculosis test which, if positive, follow with negative chest x-ray and Health Department's guidelines for treatment.
- Measles (rubella and rubeola) and Mumps: by a positive titer, physician's diagnosis of disease; or two doses of vaccine.
- Immunizations: Tdap given in 2005 or later (tetanus, diphtheria, acellular pertussis).
- Varicella Immunity: by a titer, physician's diagnosis of disease; or two doses of vaccine.
- Hepatitis B vaccination or waiver declining.
- Covid 19 Vaccination

### **Age Requirement**

In order to participate in the clinical ambulance ride-along and obtain subsequent state certification, the student must be 18 years of age or older.

### **Recommended Preparation**

Since this is an accelerated program, students are recommended to complete coursework in advanced first aid or emergency medical responder prior to enrolling. Work experience at the first responder level is helpful.

### **Program Disclosure Information**

The EMT Certificate program is currently operating using only guidelines that align with educational standards set forth by NREMT, Title 22 and San Diego County Department of Public Health. Students who wish to become Licensed EMTs in San Diego must complete the program and pass the NREMT Certification, then apply to the San Diego County EMS Agency. All licensing is handled by the county in which a student wishes to work.

This program meets the educational requirements for licensure in California. Other States may require a bridge certification. Please see the county in which you intend to practice for more information.

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

### **Program Learning Outcomes:**

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

- Conduct trauma and medical assessment and proper treatment of persons afflicted with medical and trauma conditions requiring advanced medical intervention following currently approved EMT practices.

### **Degree Requirements:**

To receive a certificate of completion, students must complete the program with a grade of at least 80 percent and complete 24-hours of clinical ride along.

### **Requirements for certificate (2 courses; 6 quarter units)**

EMTX 2381X	EMT I Basic <b>Prerequisite:</b> BLS HCP (CPR) Cert	3.00
EMTX 2382X	EMT II Basic <b>Prerequisite:</b> EMTX 2381X with a minimum grade of B.	3.00

## Undergraduate Certificate LVN "30-45 Unit" Option

**Academic Program Director:** Susan Drummond; sdrummond@nu.edu

Licensed Vocational Nurses (LVNs) who desire to complete the minimum number of units required to take the licensure examination may apply for this option. LVNs who select the "30-45 Unit" Option method to satisfy the requirements for licensure as a Registered Nurse should consult the 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 "30-45 Unit" certificate, candidates must satisfy all of the following criteria:

- Have completed the National University undergraduate admission process.
- Hold a current, active, unencumbered license to practice as a licensed vocational nurse.
- Have successfully completed the required preparation courses.
- Submit the appropriate nursing program application.
- For advising purposes only, complete the ACCUPLACER math and English tests.

After completing the interview process, successful candidates will be enrolled in classes as spaces become available.

LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This challenge course, NSG 328, will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

### 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.

### Degree Requirements:

#### Requirements for the Certificate

To receive the "30-45 Unit Option" certificate, students must complete the 44.5 quarter units as outlined below. The following courses are specific certificate requirements.

#### Required Preparation (6 courses; 18 quarter units)



BIO 201	Human Anatomy and Physiol I <b>Corequisite:</b> BIO 191A, or BIO 201A; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A	4.50
BIO 201A	Human Anatomy and Physiol LabI <b>Corequisite:</b> BIO 201; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.	1.50
BIO 202	Human Anatomy and Physiol II <b>Corequisite:</b> BIO 202A, or BIO 192A; <b>Prerequisite:</b> BIO 201 and BIO 201A	4.50
BIO 202A	Human Anatomy andPhysiol LabII <b>Corequisite:</b> BIO 202; <b>Prerequisite:</b> BIO 201; BIO 201A	1.50
BIO 203	Introductory Microbiology <b>Corequisite:</b> BIO 203A Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.; <b>Recommended: Prior completion of:</b> BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A	4.50
BIO 203A	Introductory Microbiology Lab <b>Corequisite:</b> BIO 203; <b>Recommended: Prior completion of:</b> BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A	1.50

### Nursing Core Courses (7 courses; 26.5 quarter units)

NSG 328	BSN Transition <b>Prerequisite:</b> Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training	4.50
NSG 330	Medical-Surgical Nursing II** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330A	4.50
NSG 330A	Medical-Surgical II Clinical** <b>Prerequisite:</b> NSG 214; NSG 214A; <b>Corequisite:</b> NSG 330	3.50
NSG 335	Psychiatric-Mental Health Nur** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335A	4.50
NSG 335A	Psych-Mental Health Clinical** <b>Prerequisite:</b> NSG 330; NSG 330A; <b>Corequisite:</b> NSG 335	3.50
NSG 340	Nursing Leadership/Management** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340A	4.50
NSG 340A	Leadership/Management Clinical** <b>Prerequisite:</b> NSG 335; NSG 335A; <b>Corequisite:</b> NSG 340	1.50

## Paralegal Specialist Certificate - Corporations

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Corporations is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. It 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.

### Program Disclosure Information

**This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law.** Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

### 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.

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.

### Requirements for the Certificate (8 courses; 22.5 quarter units and 13.5 CEUs)

PLX 2100X	Torts <i>Discontinued</i>	4.50
PLX 2101X	Leg Res Wrtg-Briefing/Analysis <i>Discontinued</i>	4.50
PLX 2102X	Contracts <i>Discontinued</i>	4.50
PLX 2103X	Leg Res Wrtg-Legal Memo <i>Discontinued</i>	4.50
PLX 2105X	Computers & the Law <i>Discontinued</i>	4.50
PLX 1804X	Foundations of Property Law <i>Discontinued</i>	4.50
PLX 1806X	Legal Writing Project <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PLX 2101X and PLX 2103X	
PLX 1808X	Essentials of Corporate Law <i>Discontinued</i>	4.50

**Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.**

## Paralegal Specialist Certificate - Criminal Law

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Criminal Law is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. 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.

### **Program Disclosure Information**

**This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law.** Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

### **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.

### **Requirements for the Certificate (8 courses; 22.5 quarter units and 13.5 CEUs)**

PLX 2100X	Torts <i>Discontinued</i>	4.50
PLX 2101X	Leg Res Wrtg-Briefing/Analysis <i>Discontinued</i>	4.50
PLX 2102X	Contracts <i>Discontinued</i>	4.50
PLX 2103X	Leg Res Wrtg-Legal Memo <i>Discontinued</i>	4.50
PLX 2105X	Computers & the Law <i>Discontinued</i>	4.50
PLX 1804X	Foundations of Property Law <i>Discontinued</i>	4.50

PLX 1806X	Legal Writing Project <i>Discontinued</i> <b>Prerequisite:</b> PLX 2101X and PLX 2103X	4.50
PLX 1809X	Essentials of Criminal Law <i>Discontinued</i>	4.50

**Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.**

## Paralegal Specialist Certificate - Litigation

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Bryan Hance; bhance@nu.edu

The Paralegal Specialist Certificate in Litigation is approved by the American Bar Association. The certificate program is offered online, as well as onsite and in hybrid format at the Los Angeles campus. 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.

### Program Disclosure Information

**This program is not intended for students to practice law. The coursework taken in this program is not transferable to law school. Paralegals are not lawyers and are not licensed to practice law.** Paralegals may not provide legal services directly to the public, except as permitted by law. Paralegals have a limited scope practice depending on the State. Please check local, state and federal laws as these restrictions vary. Students must take at least nine (9) semester credits or the equivalent of legal specialty courses through synchronous instruction to complete the program or receive a degree.

### 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.

### Requirements for the Certificate (8 courses; 22.5 quarter units and 13.5 CEUs)

PLX 2100X	Torts <i>Discontinued</i>	4.50
PLX 2101X	Leg Res Wrtg-Briefing/Analysis <i>Discontinued</i>	4.50
PLX 2102X	Contracts <i>Discontinued</i>	4.50
PLX 2103X	Leg Res Wrtg-Legal Memo <i>Discontinued</i>	4.50
PLX 2105X	Computers & the Law <i>Discontinued</i>	4.50
PLX 1804X	Foundations of Property Law <i>Discontinued</i>	4.50
PLX 1806X	Legal Writing Project <i>Discontinued</i>	4.50
	<b>Prerequisite:</b> PLX 2101X and PLX 2103X	
PLX 1807X	Litigation Essentials <i>Discontinued</i>	4.50

**Paralegals may not provide legal services directly to the public, except as permitted by law. Students must take at least nine semester credits or the equivalent of legal specialty courses through synchronous instruction.**

## Graduate Degrees

### Master of Accounting

**Academic Program Director:** Joyce Ellis; jellis@nu.edu

The Master of Accounting (MAcc) academically prepares students for a wide range of accounting-related careers. Some examples include public accounting, corporate accounting, internal auditing, accounting in not-for-profit organizations, and accounting for state and local government agencies such as the Internal Revenue Service, Franchise Tax Board, Defense Contract Audit Agency, FBI, CIA and other agencies.

The program offers two pathways towards completion; one for students with little or no previous accounting background who have an undergraduate degree in any discipline, and one for students with an undergraduate degree in accounting. Course content is based largely on the published content specifications of the uniform CPA Exam and the CMA exam. Students should enroll in an external, recognized exam review course to fully prepare for CPA and CMA exams.

#### Program Disclosure Information

The Master of Accounting program is currently operating using guidelines only from the California Board of Accountancy. For students who wish to become a CPA-, CMA- or CIA-certified please see appropriate organizational website.

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

#### Program Learning Outcomes:

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

- Integrate current information technologies to report and analyze financial information
- Evaluate accounting information based upon mastery of a common body of accounting knowledge
- Analyze ethical issues within the accounting profession
- Effectively conduct and present accounting research
- Collaborate effectively as a team to enhance critical thinking

#### Degree Requirements:

To receive a Master of Accounting, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Students with an undergraduate degree in accounting are also required to take 10 courses, 7 are specifically supplemented by 3 electives. Students with a BS in Accounting (BSACC) from National University, who have taken ACC 515 Accounting Ethics, and ACC 555 Data Analytics as part of their Undergraduate degree requirements CANNOT retake these courses to satisfy degree units for MAcc.

The Academic Program Director, or a designee, shall review the application and transcripts of every new student to determine the correct pathway and any necessary electives and prerequisites.

**Total Degree Requirements (10 courses; 45 quarter units)**  
**Requirements for Students WITHOUT an Undergraduate Degree in Accounting**  
**Core Requirements - (9 courses; 40.5 quarter units)**

ACC 601M	Foundations of Financial Acc	4.50
ACC 657	Accounting Information Systems <i>Prerequisite: ACC 601M</i>	4.50
ACC 610M	Financial Accounting I <i>Prerequisite: ACC 601M</i>	4.50
ACC 611M	Financial Accounting II <i>Prerequisite: ACC 610M</i>	4.50
ACC 621M	Taxation of Bus & Oth Entities	4.50
ACC 630M	Cost Accounting <i>Prerequisite: ACC 601M</i>	4.50
ACC 651M	Auditing Procedures	4.50
ACC 515	Accounting Ethics	4.50
ACC 555	Data Analytics	4.50

**Capstone Requirement (1 course; 4.5 quarter units)**

ACC 695M	Cases in Accounting & Auditing <i>Prerequisite: Completion of all core and elective courses</i>	4.50
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**Requirements for Students WITH an Undergraduate Degree in Accounting**  
**Core Requirements - (6 courses; 27.0 quarter units)**

ACC 652M	Forensic Accounting	4.50
ACC 631M	Advanced Managerial Accounting	4.50
ACC 653M	Internal Controls	4.50
ACC 654M	Legal Issues in Accounting	4.50
ACC 615M	Advanced Financial Accounting	4.50
ACC 640M	Acc for Gov't & NFP Entities	4.50

**Electives for Students WITH an Undergraduate Degree in Accounting (3 courses; 13.5 quarter units)**

ACC 515	Accounting Ethics ***	4.50
ACC 555	Data Analytics ***	4.50
ACC 620M	Taxation of Individuals	4.50

LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

\*\*\*Students who received a BS in Accounting degree from National University, and already completed ACC515 and ACC555 as a part of your undergraduate degree requirements, CANNOT retake these courses to satisfy graduate degree units for the MAcc.

### Capstone Course (1 course; 4.5 quarter units)

ACC 695M	Cases in Accounting & Auditing <i>Prerequisite: Completion of all core and elective courses</i>	4.50
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## Master of Arts in Consciousness and Transformative Studies

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

The Master of Arts (MA) in Consciousness & Transformative Studies offers an innovative and practical approach to the exploration of consciousness and the catalyzing of personal and societal transformation. This fully online interdisciplinary curriculum in applied consciousness studies aims to actualize human potential in service of the greater global good. Students learn knowledge and skills that empower them to become responsible leaders in their own lives and creative agents of organizational, sociocultural, and ecological change. The integrative 58-unit curriculum cultivates personal capacities such as wisdom, courage, compassion, joy, and vitality, while enriching the sense of meaning, passion, and purpose. Toward this transformative goal, students engage in an intensive psycho-spiritual exploration of their lives and selectively share their experiences with classmates.

The program is offered in the online modality. Coursework is completed online asynchronously, supplemented by synchronous live class sessions conducted through audio-visual conferencing. In order to receive the full benefits of interactive learning, students are expected to attend most live sessions, and are offered makeup assignments when attendance is not possible. In order to facilitate a respectful virtual learning environment, students are expected to engage in appropriate and professional communication with others, and to follow program guidelines for participation.

The holistic curriculum integrates the wisdom and practices of six major fields of study: psychology, philosophy, religion/spirituality, the new sciences, culture, and professional development. These diverse fields provide cross-fertilizing perspectives, combining contemporary scientific research with insights and methods from ancient wisdom traditions.

Each of the six fields addresses one or more of the experiential, behavioral, cultural, and systemic dimensions of human existence:

- **Psychology:** Courses in transpersonal, somatic, archetypal, developmental and integral psychology—as well as Diamond Heart, and the enneagram—offer experiential, behavioral, and social perspectives on the development of mind, emotion, body, soul, and spirit.
- **Philosophy:** Courses on paradigms of consciousness, philosophy of mind, and neuroscience provide broad intellectual frameworks for conceptualizing and understanding the nature of consciousness and transformation.
- **Religion/Spirituality:** Courses on the world's religions, Shamanic traditions, mystical teachings, spiritual practices, myths, archetypes, rituals, and the perennial wisdom offer pathways and practices for alchemizing mind, body, soul, heart, and spirit.
- **The New Sciences:** Courses in neuroscience and mindfulness, quantum physics and evolutionary cosmology, living systems' theory, and ecological principles highlight the emerging scientific paradigm and address cosmic, evolutionary, and planetary perspectives on consciousness and transformation.
- **Culture:** Courses on multicultural diversity, cultural evolution, ancestral heritage, myth, ritual, and archetype contribute to fostering cultural and global awareness, citizenship, and engagement. Courses on creativity, myth, metaphor, symbol, dreams, and indigenous knowledge foster personal growth and creativity.

- **Professional Development:** A required professional development track of 9 units supports students in translating this multidisciplinary degree into the right livelihood. These courses assist students first to identify their life purpose, and secondly, to develop professional skills in the areas commonly pursued by our graduates: teaching, coaching, workshop facilitation, small group facilitation, organizational consulting, transformational leadership, writing and publishing, and entrepreneurship.

### **Admission Requirements**

In addition to completing an application, an applicant must submit:

- One set of official transcripts of the conferred BA or BS degree and of any post-bachelor credits or degrees.
- A personal statement of 6 to 8 double-spaced, typewritten pages describing any personal or professional growth, work, or life events that have informed and shaped the applicant's consciousness across the life span, including formative childhood experiences and the influence of the family of origin on one's development. In addition, the essay may comment on influential prior reading in the field of consciousness studies, and future professional and personal goals.
- Letters of recommendation are welcomed, but not required. Letters should be from professional associates, teachers, supervisors, friends, or others who can comment on emotional, spiritual, intellectual and practical development, personal character, and capacity for graduate study in the degree area.
- Admissions interview with faculty-interviews with one or two faculty members are required. Upon receipt of a completed application, an admissions interview with the program chair will be scheduled. The interview can be conducted in person, by phone, or via online video conferencing. A second interview may be requested.

### **Professional Mentor**

Given that the curriculum engages students in deep processes of inquiry and transformation, the program recommends that all students obtain a Professional Mentor in their own locale to accompany them throughout the program, and to lend extra support through challenging periods. The Mentor could be a therapist, counselor, spiritual director, spiritual teacher, dream worker, coach, clergy, or another professional skilled in the art of facilitating conscious transformation and development. In instances when a student is undergoing intense upheaval, obtaining a professional mentor may be required by the faculty in order to continue in the program.

### **Optional Specialization**

A student may choose to add an optional specialization to their degree plan. Five specializations are available:

- Coaching
- Consciousness & Healing
- Dream Studies
- Philosophy & Religion
- Transformational Leadership

### **Program Learning Outcomes:**

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multiperspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

### **Degree Requirements:**



To receive the JFK School of Professional Studies Master of Arts in Consciousness & Transformative Studies students must complete 58 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.

**Total Degree Requirements (58 quarter units)**  
**Core Requirements (19 courses; 40 quarter units)**

CNS 5010	Paradigms of Consciousness	3.00
CNS 5012	Emotional Intelligence	3.00
CNS 5027	Non-Ordinary States of Consc	2.00
CNS 5013	Social Intelligence	3.00
	<b>Prerequisite:</b> CNS 5012	
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5030	Consciousness of Sleep & Dream	2.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5125	Transpersonal Psychology	3.00
CNS 5023	Shamanic Traditions	2.00
CNS 5020	Archetypal Mythology	3.00
	<b>Prerequisite:</b> CNS 5125	
CNS 5025	Cosmology & Consciousness	3.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5120	Diversity, Community, Leadrshp	3.00
	<b>Prerequisite:</b> CNS 5013	
CNS 5048	Spiral Dynamics&Social Change	1.00
	<b>Prerequisite:</b> CNS 5017	
CNS 5126	Professional Project A	1.00
	<b>Prerequisite:</b> CNS 5013	
CNS 5127	Professional Project B	2.00
	<b>Prerequisite:</b> CNS 5126	
CNS 5610	Professional Project C	1.00
	<b>Prerequisite:</b> CNS 5127	
CNS 5611	Professional Project D	1.00
	<b>Prerequisite:</b> CNS 5610	
CNS 5613	Consciousness Studies Integ	1.00
	<b>Prerequisite:</b> CNS 5610	

**Professional Development Requirement (9 quarter units)**

CNS 5455	Prof. Identity & Life Purpose	1.00
AND choose 6 quarter units from the following:		
CNS 5405	Transformational Leadership	2.00
	<b>Recommended Preparation:</b> CNS 5275; <b>Prerequisite:</b> CNS 5017	
CNS 5410	Presentation & Facilitation	2.00
CNS 5411	Creating/Conducting a Workshop	2.00
	<b>Prerequisite:</b> CNS 5410	
CNS 5414	Group Facilitation	2.00
	<b>Prerequisite:</b> CNS 5013	
CNS 5428	Fundamentals of Coaching	2.00
	<b>Prerequisite:</b> CNS 5012	
CNS 5430	Applied Coaching Skills I	1.00
CNS 5432	Applied Coaching Skills II	1.00
	<b>Prerequisite:</b> CNS 5430	

CNS 5452	Change Theory for Coaches	1.00
CNS 5465	Starting Your Own Business	2.00
CNS 5616	Self-Marketing: Pub. & Trad.	1.00
CNS 5617	Self-Marketing: Social Media	1.00
CNS 5670	Advanced Writing & Publishing	1.00
	<b>Prerequisite:</b> CNS 5010	

### Graduate Electives (9 quarter units)

The student must complete 9 quarter units of coursework from the approved elective course list, below. If a student is pursuing one of the optional specializations, the elective units should be taken from within the specialization. Elective units can be taken in any order, provided that course pre-requisites have been met for those courses.

CNS 5014	Spiritual Intelligence	1.00
CNS 5018	Enneagram Personality Typology	2.00
CNS 5035	Philosophy of Mind	2.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5037	Neuroscience & Mindfulness	2.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5039	Consciousness & Pop Culture	1.00
CNS 5041	Ancestral Consciousness	2.00
CNS 5042	Writing Your Story	1.00
CNS 5043	Psychology of Happiness	1.00
CNS 5046	Creativity & Transf: Self-Expl	2.00
CNS 5047	Inner Guidance	1.00
CNS 5212	Psychology of Dreams	2.00
	<b>Prerequisite:</b> CNS 5030	
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5280	Dreams, Archetypes & Mythology	2.00
	<b>Prerequisite:</b> CNS 5030	
CNS 5286	World Spirituality, Evolving	2.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
	<b>Prerequisite:</b> CNS 5030	
CNS 5335	Diamond Approach	2.00
CNS 5347	Spirituality, Symbols & Dreams	2.00
	<b>Prerequisite:</b> CNS 5030	
CNS 5348	Psycho-Spiritual Development	1.00
CNS 5349	Integral Life Practice	2.00
CNS 5520	Sexuality and Consciousness	1.00
CNS 5620	Issues Consciousness Studies	0.00-3.00
CNS 5832	Earth, Body, Spirit	2.00
	<b>Prerequisite:</b> CNS 5030	

## Specialization in Coaching

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

Coaching is a dynamic, effective, and evidence-based method for empowering individuals to realize their personal and professional potential. In both Life Coaching and Executive Coaching, the partnership between client and coach catalyzes a thoughtful, interactive, and creative process that facilitates movement towards the client's goals. In this specialization, students learn how to pair the skill of coaching with expertise in the consciousness field, thereby enhancing their marketable professional knowledge and skills. The specialization is oriented toward

mastery of the core coaching competencies as identified by the International Coaching Federation: setting the foundation, co-creating the relationship, communicating effectively, and facilitating learning and results.

Courses taken for the Coaching Specialization can only satisfy one of the Program course requirements. Coaching specialization requirements can satisfy the Professional Development requirement, and courses taken for the Coaching specialization electives can satisfy Program Elective requirements.

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multiperspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

The student must complete 7 quarter units of coursework from the required course list within the specializations.

### Specialization Requirements (5 courses; 7 quarter units)

CNS 5428	Fundamentals of Coaching <i>Prerequisite: CNS 5012</i>	2.00
CNS 5430	Applied Coaching Skills I	1.00
CNS 5452	Change Theory for Coaches	1.00
CNS 5432	Applied Coaching Skills II <i>Prerequisite: CNS 5430</i>	1.00
CNS 5465	Starting Your Own Business	2.00

## Specialization in Consciousness and Healing

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

The relationship between the consciousness and physical, mental, emotional, and spiritual healing has been well documented in recent years. Many studies show a direct relationship between objective brain/body functioning and subjective states of mind and consciousness. The courses in this specialization allow students to explore the fascinating implications of the mind/body/spirit equation in terms of physical health, psychological well-being and personal longevity.

### Program Learning Outcomes:

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

- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.

- Apply critical, creative, and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course lists within the specializations. These courses can be taken in any sequence.

### Specialization Electives (7 quarter units)

These courses can be taken in any order, provided any pre-requisites are first met.

CNS 5037	Neuroscience & Mindfulness <i>Prerequisite: CNS 5010</i>	2.00
CNS 5041	Ancestral Consciousness	2.00
CNS 5042	Writing Your Story	1.00
CNS 5043	Psychology of Happiness	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5335	Diamond Approach	2.00
CNS 5348	Psycho-Spiritual Development	1.00
CNS 5832	Earth, Body, Spirit <i>Prerequisite: CNS 5030</i>	2.00

## Specialization in Dream Studies

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

The Dream Studies specialization offers an interdisciplinary exploration of dreams from scientific, psychological, spiritual, indigenous, and contemporary perspectives. It is one of the few accredited interdisciplinary dream studies curricula in existence, offering courses taught by experts, authors, and researchers who have dedicated their lives to exploring this important state of consciousness. Graduates use their specialized dream studies knowledge in a variety of careers, including teaching, personal coaching, research, writing, art, and other creative endeavors.

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multiperspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

The student must complete 7 quarter units of coursework from the approved course lists within the specializations. These courses can be taken in any sequence.

### Specialization Electives (7 quarter units)

CNS 5046	Creativity & Transf: Self-Expl	2.00
CNS 5047	Inner Guidance	1.00
CNS 5212	Psychology of Dreams <b>Prerequisite:</b> CNS 5030	2.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5280	Dreams, Archetypes & Mythology <b>Prerequisite:</b> CNS 5030	2.00
CNS 5347	Spirituality, Symbols & Dreams <b>Prerequisite:</b> CNS 5030	2.00
CNS 5832	Earth, Body, Spirit <b>Prerequisite:</b> CNS 5030	2.00

## Specialization in Philosophy and Religion

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

Since Heraclitus, philosophers have questioned the nature of being and consciousness. In this increasingly fragmented and polarized global society, the world's philosophic and spiritual perspectives play a crucial role in big picture thinking and values exploration. This specialization allows students to focus on fundamental philosophical questions, perennial wisdom, nature-based spirituality and to broaden perceptions of awareness of self and the global community.

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, informational literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

The student must complete 7 quarter units of coursework from the approved elective course list within the specializations. These courses can be taken in any sequence.

### Specialization Electives (7 quarter units)

CNS 5014	Spiritual Intelligence	1.00
CNS 5035	Philosophy of Mind <b>Prerequisite:</b> CNS 5010	2.00
CNS 5037	Neuroscience & Mindfulness <b>Prerequisite:</b> CNS 5010	2.00
CNS 5047	Inner Guidance	1.00
CNS 5230	Metaphors & Symbols Transform	2.00
CNS 5286	World Spirituality, Evolving	2.00
CNS 5347	Spirituality, Symbols & Dreams <b>Prerequisite:</b> CNS 5030	2.00
CNS 5348	Psycho-Spiritual Development	1.00

CNS 5349	Integral Life Practice	2.00
CNS 5832	Earth, Body, Spirit <i>Prerequisite: CNS 5030</i>	2.00

## Specialization in Transformational Leadership

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

Consciousness principles and transformative practices inform healthy leadership. Similarly, the continuous development and integration of one's own consciousness toward higher potential naturally leads to the emergence of leadership capacities. The Transformational Leadership specialization focuses on the cultivation of professional skills and personal capacities, including understanding multiple perspectives; emotional and social intelligence; communication and collaboration; multi-cultural competence; systems thinking; shadow dynamics; ethical, socially and environmentally responsible decision-making and accountability; creativity, innovation, visionary perspectives and leadership for results. These skills are widely applicable to any field and form the essence of leadership.

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

This specialization is fulfilled in conjunction with City University of Seattle. Students are required to complete six (6) quarter units at City U of Seattle, in addition, CNS 5405 Transformational Leadership (2 quarter unit) in residence at National University in order to fulfill this specialization. The specialization courses can be taken in any sequence.

Along with CNS 5405 Transformational Leadership (2 quarter unit), students take 6 quarter units from the following courses offered at City University of Seattle:

**MAL 530\*** - Adaptive Leadership (3 quarter units)

**MAL 532\*** - Thought Leadership and Creativity (3 quarter units)

**MAL 535\*** - Leading Change in Diverse Organizational Cultures (3 quarter units)

**MAL 538\*** - Social and Environmental Change (3 quarter units)

\*To register for online classes at City University of Seattle, contact the Registrar for the National University System Cross Enrollment form. Specialization coursework is completed through City University and accepted in transfer.

### (8 quarter units)

All other required courses for this specialization must be completed at City University of Seattle and transferred back with Satisfactory grades earned.

## Master of Arts in Counseling Psychology (California)

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Monica Wilson; mwilson2@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. All students must complete the course work in Marriage and Family Therapist (MFT) during their program. The MFT sequence emphasizes marriage and family therapy and is designed for students who are committed to the practice of individual, couples, family, adolescent, and child psychotherapy. This course work meets the academic requirements necessary to sit for the Marriage and Family Therapist (MFT) License mandated by the Board of Behavioral Sciences in the state of California.

Students who are interested in also pursuing the Licensed Professional Clinical Counselor (PCC) pathway will complete three (3) additional courses at the end of their program, or where appropriate in their individual schedule, upon consultation with their Faculty Advisor. The PCC pathway, or Combined MFT-PCC Option, is designed to allow students to sit for licensing as both an LMFT and an LPCC (Licensed Professional Clinical Counselor). The PCC courses emphasize counseling techniques and theories, including those related to career development. This version of the degree meets the academic requirements to be eligible for licensing as a professional clinical counselor by the Board of Behavioral Sciences in the state of California.

The degree may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California. The degree also prepares students for the pursuit of doctoral studies in practitioner-oriented programs such as counseling or clinical psychology.

### Application Requirements

Students interested in enrolling in this program should contact an admissions advisor for further information regarding the application process.

To be considered for admission, applicants must meet the university graduate admission requirements listed in the general information section of the catalog, as well as the MAC program criteria. All applicants are evaluated for the psychotherapy profession, regardless of career goals. Students must submit an application packet, pass a personal interview, and attend the program orientation before they may begin classes.

Students for whom English is not their primary language must take the Test of English as a Foreign Language (TOEFL) Exam and receive one of the below scores before beginning the program:

Paper-based - 550

Computer-based - 213

Internet Based - 79

Students must submit their TOEFL score with their application.

Students should consult the regional faculty to determine at what point in the sequence they may enter the program. Entrance points may differ in each region.

### Program Fees

There is a total of \$640 in fees associated with this program. These include access fees for our practicum management program and preparatory materials for the California licensing examination. For further information on payment of fees, please consult your Faculty Advisor.

PSY 610- \$195 - Tevera, is a practicum management system, which all students will be required to use in order to track practicum hours.

PSY 644C- \$445.00 - Materials that are integrated into program courses and designed to assist students in the preparation for the California licensing examination

### **Program Requirements**

- Students must complete a minimum of 10 hours of individual, marital, family, and group psychotherapy before taking PSY 644C and another 15 hours before graduation for a total of 25 hours.
- Students must obtain a total of 225 hours (Standard Program) or 280 hours (Combined Option) of face-to-face counseling experience at an approved practicum site with a designated practicum site supervisor during the practicum class.
- 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 should consider joining the California Association of Marriage and Family Therapy and/or the American Association of Marriage and Family Therapists. Students in the Combined Option should also consider joining the American Counseling Association and/or the California Association for Licensed Professional Clinical Counselors. Students must obtain malpractice insurance, which may be obtained through the relevant association listed above or another professional organization.
- Students must complete all coursework within seven years. Any courses taken more than seven years ago must be repeated.
- In regional offerings of the program where applicable, students in the Master of Arts in Counseling Psychology may choose to take a regular evening course simultaneously with PSY 680A or PSY 680B.
- **NOTE:** The courses in the online version of the program are designed to be mostly asynchronous. However, some classes require weekly attendance at prescheduled, live meetings. In many of these meetings, students can participate in live, online role-play practice of psychotherapy skills. These live, online meetings will be scheduled by the instructor. The practicum sequence in the online program includes a required video presentation and live consultation with faculty each week. The student will have advance notice of the schedule. The schedule for these requirements differs by instructor and situation; online students are encouraged to reach out to their instructors with any questions about the schedule.

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 (Standard Program) or as a Licensed Professional Clinical Counselor (Combined Option), and by contemporary scientific, professional, and public practice. At the completion of the program, students will achieve the following outcomes required for successful practice as an LMFT and/or an LPCC.

### **Program Disclosure Information**

The MA in Counseling Psychology degree is designed for California only, and either option may not meet requirements in other states. Students should consult the licensing boards of the appropriate states for information about licensure outside of California.

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

### **Program Learning Outcomes:**

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

- Demonstrate core psychological concepts and therapeutic skills that underpin counseling, psychotherapy, and mental health counseling, including critical evaluation of the relevant methods of research used in the study of behavior and their limitations.
- Demonstrate current professional standards of ethics, values, and laws related to the practice of professional psychotherapists.
- Demonstrate cultural competence, including recognition of one's own potential biases, intersectionality (including systems of power, privilege, and oppression), and appreciation of cultural diversity in addressing



the mental health needs of people of diverse backgrounds and circumstances with an emphasis on historically underserved populations.

- Assess and diagnose psychological distress and client problems according to stated theoretical principles of conceptualization while integrating and adjusting for the client’s cultural and social identities, and physical ability.
- Establish, maintain, and evaluate the therapeutic relationship to serve the mental health needs of diverse clients.
- Develop culturally appropriate strategies, treatment plans, and interventions for work with diverse client groups in various clinical contexts and using a variety of psychotherapeutic models and modalities, including telehealth.
- Evaluate outcomes of clinical work and demonstrate an ability to integrate supervisor feedback into the student's treatment planning.
- 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 expression and sexuality, and trauma/crisis, including suicidality.
- Evaluate norms and principles of public mental health work including (but not limited to) case management, collaborative treatment, evidence-based practice, strength-based model, resiliency, trauma-informed care, and recovery-oriented care to work with clients.
- Demonstrate an understanding of the principles of practicing self-care, with particular awareness of the impact of vicarious trauma on the therapist’s wellbeing, as the student develops a professional identity.
- Integrate personal and professional development through self-reflection emphasizing capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, personal presence, and the impact on the therapeutic relationship.

### Degree Requirements:

To receive the Master of Arts in Counseling Psychology, students must complete at least 90 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students for whom English is a second language must take and pass an English Language Proficiency exam prior to beginning any coursework. Students should refer to the section on graduate 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 Lead Faculty.

PSY 501A	Foundations in Counseling I	4.50
PSY 501B	Foundations in Counseling II	4.50

### Core Requirements I (7 courses; 31.5 quarter units)

Students will take classes from this sequence, then take 3 area of specialization courses, Core Course Sequence II.

PSY 605	Lifespan & Sexual Development <b>Prerequisite:</b> Bachelor's Degree in Psychology, or PSY 501A and PSY 501B	4.50
PSY 637	Cultural & Social Justice Iss. <b>Prerequisite:</b> PSY 501A; PSY 501B	4.50
PSY 610	Community Mental Health <b>Prerequisite:</b> Bachelor's Degree in Psychology, or PSY 501A and PSY 501B	4.50
PSY 644A	Therapeutic Skills & Theory A <i>Historical-Review all addendums</i>	4.50
PSY 644B	Therapeutic Skills & Theory B <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSY 644A	4.50

PSY 612A	Clinical Assessment I	4.50
PSY 612B	Clinical Assessment II <b>Prerequisite:</b> PSY 612A	4.50

### MFT Core Requirements II (3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Marriage and Family Therapist will take these courses between Core Sequence I and III.

PSY 636	Child and Adolescent Therapy	4.50
PSY 632	Couples Therapy & Sexuality	4.50
PSY 632A	Family Therapy	4.50

### Core Requirements III (10 Courses; 45 quarter units)

PSY 627	Legal & Ethical Issues	4.50
PSY 644C	Therapeutic Skills & Theory C <b>Prerequisite:</b> PSY 644A; PSY 644B	4.50
PSY 680A	Counseling Practicum I <b>Prerequisite:</b> PSY 644C with a minimum grade of S.	4.50
PSY 628	Group Therapy	4.50
PSY 646	Holistic Treatment	4.50
CHD 640	Treatment of Addictions	4.50
PSY 679A	Found. & Trauma-Focused Care	4.50
PSY 679B	Relational & Systemic Trauma	4.50
PSY 680B	Counseling Practicum II <b>Prerequisite:</b> PSY 680A	4.50
PSY 678	Psychopharmacology	4.50

### Optional Sequence IV: PCC Option (3 courses; 13.5 quarter units)

Students interested in becoming a Licensed Professional Clinical Counselor will take these courses after Core Sequence III.

PSY 653	Research and Evaluation	4.50
PSY 624A	Testing and Assessment	4.50
PSY 645A	Career Counseling	4.50

## Master of Arts in Education

**Academic Program Director:** Thomas Reynolds; treynolds@nu.edu

The Master of Arts in Education (MAE) program is designed for individuals interested in non-credential professional growth and advancement in educational fields. Acknowledging the importance of customized study in the development of professional competencies, degree candidates complete a two course sequence that emphasizes plan of study customized designs and applications of practitioner research. In addition to the two required MAE courses, program candidates will designate an eight (8) course emphasis plan of study from approved emphasis area courses.

**Note:** The program is not designed for students seeking a credential.

### Program Learning Outcomes:

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

- Integrate advanced approaches to instruction, assessment, and learning using digital tools and skills.
- Design learning experiences that include learner characteristics, principles of customized learning, and assessment as learning
- Apply practitioner research methods to study and inform instruction in traditional and digital learning environments
- Develop reflective practices that are grounded in current learning science research, professional ethics, and include pathways to continuous growth.

**Degree Requirements:**

To receive a Master of Arts in Education students must complete 45 quarter hours of graduate work. A total of 4.5 quarter units of transfer graduate credit may be granted if not used earning another advanced degree. An additional 11.25 units of graduate level credit may also be transferred through prior learning experience. All prior learning experience will be reviewed by the Sanford College of Education Prior Learning Experience Assessment Committee before accepted for transfer. Students must complete all courses with a minimum grade of B-. Students shall not select more than four (4) courses from any subject to fulfill the MAE course requirements. Students in a credential program, who no longer desire to earn the credential, may transfer courses into the MAE upon approval from the Academic Program Director.

**Required Introduction Courses (1 course; 4.5 quarter units)**

MAE 610	Plan of Study & Prac Research	4.50
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**Emphasis Requirements: (8 courses; 36 quarter units)**

MAE program courses may be selected from any SCOE graduate level, non-credential course from the following list of courses. Students shall not select more than four (4) courses from any subject.

ARL 645	Dev. Fluency in Reading	4.50
ARL 646	Comprehension Strategies	4.50
ECE 650	The Early Childhood Educator <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 651	Current Issues in ECE <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 652	ECE Learning & Development <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 653	Best ECE Teaching Practices <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 654	Collaborative Partnerships <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 655	Inclusive ECE Practices <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 656	Foundations of Adult Learners <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
ECE 657	Foundations of ECE Advocacy <i>Prerequisite: ATP 600, or MAE 610</i>	4.50
EDA 640	Introduction to H.E. Admin.	4.50
EDA 641	Leading and Managing Change	4.50
EDA 642	Policy & Accountability	4.50
EDA 643	Community Development in HE	4.50
EDA 644	Higher Education Law/Politics	4.50
EDA 645	Managing Finances & Operations	4.50
EDA 646	Strategic Planning & Analysis	4.50

EDA 648	Student Svcs & Enrollment Mgt	4.50
EID 600	Technology Foundations	4.50
EID 610	Instructional Design	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 620	Education, Theory & Technology	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 630	Media Based Learning Objects	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 640	Developing Online Courseware	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 650	Media Rich Instruction	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 660	Simulated Realities & Learning	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 670	Technology and Leadership	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 680	Instructional Eval. & Devl.	4.50
	<b>Prerequisite:</b> EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	
ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language	4.50
	<b>Prerequisite:</b> ITI 660	
ITI 664	EL Achievement in Content Area	4.50
	<b>Prerequisite:</b> ITI 662	
ITI 670	Introduction to SEL	4.50
	<b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	
ITI 672	SEL in Action	4.50
	<b>Prerequisite:</b> ITI 670 minimum standards	
ITI 674	Research in SEL	4.50
	<b>Prerequisite:</b> ITI 672	
ITI 680	Self as a Critical Thinker	4.50
	<b>Prerequisite:</b> ITL 600 and ITL 604 and ITL 606	
ITI 682	Critical Thinking - Classroom	4.50
	<b>Prerequisite:</b> ITI 680	
ITI 684	Applied Critical Thinking	4.50
	<b>Prerequisite:</b> ITI 680 and ITI 682	
ITI 690	Inspired Teaching Inquiry	4.50
	<b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	
ITI 692	Inspired Student Learning	4.50
	<b>Prerequisite:</b> ITI 690	
ITI 694	Inspired Learning Technology	4.50
	<b>Prerequisite:</b> ITI 692	
ITL 600	Becoming a Teacher	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II	4.50
	<b>Prerequisite:</b> ITL 604	
ITL 608	Design and Process of Teaching	4.50
	<b>Prerequisite:</b> ITL 606	

Notes: Courses with pre-requisites may not be taken without prior faculty permission.

### Guided Study Option (0.5 - 6.0 quarter units)

MAE students can use MAE 691 to fulfill program emphasis requirements. Students may complete two MAE 691 guided studies using separate topics for a maximum of 12 credit hours. Students who transfer prior learning credit course work may take variable credits of MAE 691 to help meet the total degree unit requirements. In consultation with the program director, students will have an opportunity to select their course content from a variety of available topics. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

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MAE 691	Special Topics	0.50-6.00
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Students may take a variable unit course to help meet the total degree unit requirements. The course is repeatable one time with a maximum of 12 credit hours applied to the 36 credit hours of MAE program plan emphasis requirements. In consultation with the program director, students will have an opportunity to identify and select an agreed upon topic. This course is only offered as an independent study request. Please contact your academic advisor in order to submit an independent study request.

### Research Course (1 courses; 4.5 quarter units)

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MAE 670	App Prctnr Rsrch & Cust Study	4.50
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## Master of Arts in English

**Academic Program Director:** Franz Potter; fpotter@nu.edu

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

The program's core requirements include five seminars--theory, research, and three core literature courses: a literary period course, a major author course, and a theme course. Students have the opportunity to select their course content from a variety of available topics. For example, for the major author seminar, we offer courses in Chaucer, Shakespeare, Austen, Dickens, Whitman, T.S. Eliot, Steinbeck, Hemingway, and James Baldwin, among others. Students are allowed four elective courses. Those wanting a deeper study of English or American literature can select additional seminars in literary periods, major authors, or themes as their electives.

Courses in creative writing, rhetoric, and film studies are also offered as electives for students with interests in those areas.

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

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

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

### Program Learning Outcomes:

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

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

**Degree Requirements:** To receive the Master of Arts in English, students must complete at least 45 quarter units. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

#### Core Requirements (6 courses; 27 quarter units)

ENG 599	Intro to Grad English Studies	4.50
ENG 600	Seminar in Literary Theory	4.50
ENG 620A	Literary Period or Movement I	4.50
OR		
ENG 620B	Literary Period or Movement II	4.50
ENG 680A	Seminar in a Theme I	4.50
OR		
ENG 680B	Seminar in a Theme II	4.50
ENG 690A	Major Author Seminar I	4.50
OR		
ENG 690B	Major Author Seminar II	4.50
ENG 699	English Capstone Course	4.50
OR		
ENG 697	Capstone Project in Rhetoric <b>Prerequisite:</b> ENG 655; ENG 656; ENG 657 and ENG 668, or ENG 680A <i>Topic: Literary Noir/Noir Mediascape</i>	4.50

#### Elective Requirements (4 courses; 18 quarter units)

Select from the following list of courses:

ENG 610	Multicultural Literature	4.50
ENG 620A	Literary Period or Movement I	4.50
OR		
ENG 620B	Literary Period or Movement II	4.50

MCW 630	Seminar in Fiction	4.50
ENG 640	Seminar in Poetry	4.50
MCW 645	Seminar in Poetry	4.50
MCW 650	Seminar in Creative Nonfiction	4.50
ENG 655	Composition Pedagogy	4.50
ENG 656	History of Rhetoric	4.50
ENG 657	Modern Rhetoric	4.50
ENG 665	Film Theory	4.50
ENG 666	Silent Film	4.50
ENG 667	American Film History	4.50
ENG 668	Film Genre Studies	4.50
ENG 669	World Film	4.50
ENG 670	Comparative Literary Studies	4.50
ENG 690A	Major Author Seminar I	4.50
OR		
ENG 690B	Major Author Seminar II	4.50
ENG 680A	Seminar in a Theme I	4.50
ENG 680B	Seminar in a Theme II	4.50
ENG 685	American Directors	4.50
ENG 686	International Directors	4.50

## Specialization in Gothic Studies

**Academic Program Director:** Franz Potter; fpotter@nu.edu

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

### Program Learning Outcomes:

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

- Research relevant criticism in sustained analyses and interpretations of specific works of fiction, non-fiction, and poetry.
- Evaluate the relevance and validity of different theoretical approaches (e.g., historicist, biographical, etc.) to the understanding of specific texts.
- Compare informed critical discussions of theoretical issues pertaining to textual analysis.
- Synthesize current theory and practice in the study of Gothic literature.
- Evaluate the complexities of canon formation.
- Assess informed critical discussions, both oral and written, the works and criticism of the Gothic literary period and movement.

### Degree Requirements:

#### Specialization Requirements (4 courses; 18 quarter units)

ENG 620A	Literary Period or Movement I	4.50
ENG 620B	Literary Period or Movement II	4.50
ENG 640	Seminar in Poetry	4.50
ENG 668	Film Genre Studies	4.50

ENG 680A	Seminar in a Theme I	4.50
ENG 680B	Seminar in a Theme II	4.50
ENG 690A	Major Author Seminar I	4.50
ENG 690B	Major Author Seminar II	4.50

## Specialization in Rhetoric

**Academic Program Director:** Christine Photinos; cphotinos@nu.edu

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

### Program Learning Outcomes:

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

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

### Degree Requirements:

#### Specialization Requirements (4 courses; 18 quarter units)

Students must select 4 of the 5 courses listed below

ENG 656	History of Rhetoric	4.50
ENG 657	Modern Rhetoric	4.50
ENG 655	Composition Pedagogy	4.50
ENG 668	Film Genre Studies	4.50
OR		
ENG 680A	Seminar in a Theme I*	4.50

\*Topic, "Literary Noir/Noir Mediascape" must be taken.

## Master of Arts in Human Behavioral Psychology

**Academic Program Director:** Henry Venter; hventer@nu.edu



The Master of Arts in Human Behavioral Psychology is designed for people desiring greater knowledge of the behavioral sciences. The degree exposes the student to a wide array of behavioral topics covering personal, social and organizational issues. The program is intended for students who have specific ambitions in the fields of supervision, management, and administration, but should also appeal to students undergoing life transitions, seeking personal or career growth, or requiring preparation for doctoral-level training.

**Program Learning Outcomes:**

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

- Synthesize and apply communication theory and practice in real-world situations.
- Develop a personal and professional code of ethics based on knowledge and understanding of moral and ethical principles and values.
- Assimilate adult development and human sexuality theories and principles into personal and interpersonal growth.
- Analyze and apply behavioral and organizational change processes to personal, social, and organizational settings.
- Integrate theories of leadership into applied areas of supervision, management, and administration.
- Demonstrate practical competence in the use of behavioral theory, research and assessment.
- Produce written materials (papers, essays, projects, journals, etc.) that analyze, integrate, and critique critical theories, issues and research in human behavior.
- Demonstrate oral fluency (class debates, group discussions, individual presentations, etc.) in articulation of the theory and practice of behavioral science.
- Demonstrate multi-cultural awareness and appreciation of human diversity.

**Degree Requirements:**

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

**Core Requirements (10 courses; 45 quarter units)**

HUB 648	Personal Growth & Comm.	4.50
HUB 646	Personal and Pro. Ethics	4.50
HUB 641	Stages of Adult Development	4.50
HUB 639	Issues in Sexuality	4.50
HUB 601A	Organizational Behavior	4.50
HUB 642	Theories of Behavior Change	4.50
HUB 601D	Creative Leadership	4.50
HUB 650	Behavioral Research	4.50
HUB 670	Research Applications	4.50
	<b>Prerequisite:</b> HUB 650	
HUB 680	Integrative Project	4.50
	<b>Prerequisite:</b> HUB 650; HUB 670	

**Program Electives (2 courses; 9 quarter units)**

Students can select graduate elective courses from the following course prefixes: AGE, CHD, HRM, HUB, MKT, MGT, and SOC (HUB 660, CHD 601, and SOC 604 are highly recommended). In addition, other courses may be used as electives with the approval of the Academic Program Director (APD). 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 Human Resource Management

**Academic Program Director:** Bernadette Baum; bbaum@nu.edu

The Master of Arts in Human Resource Management Program is recognized by the Society for Human Resource Management (SHRM) as being fully aligned with its curriculum guidelines.

The Master of Arts in Human Resource Management Program provides students with both the critical skills and knowledge required to be effective in this continuously growing domain through case study, experiential learning opportunities, and best practices. The program serves to increase knowledge, skills and abilities of a professional to perform in a senior management position or as a consultant to organization leadership on matters of human resource management and organizational change.

The MAHRM program integrates the many facets of human resource management in the 21st century through concept, theory, critical analysis and application of recruitment, staffing, training and talent development, compensation and benefits, organizational behavior, performance improvement, technology, legal aspects, labor relations, organizational change and adaptation, ethical issues, and safety concerns in the workplace. The curriculum, incorporating relevant HRM and ODV technology and best practices for both internal practitioners and consultants, offers an in-depth, fully comprehensive curriculum for business professionals to extend their knowledge beyond operations management. This cutting-edge program is designed to offer an innovative multidisciplinary approach to the growing field of human resource management and the continuum of organizational change in the 21st century.

## Program Learning Outcomes:

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

- Complete a job analysis of a specific job to be used for recruiting, selection, performance appraisal, training, and compensation.
- Develop a recruiting plan and design a selection process for recruiting, interviewing, and selecting candidates for employment for jobs within an organization.
- Conduct a needs assessment and design a training program for current employees on a specific topic related to organizational goals.
- Assess benefits relevant to the employee population and organizational structure, and formulate a compensation system based upon merit, knowledge, and skill acquisition.
- Assess and develop methods designed to prevent employer liability and labor relation issues (anti discrimination statutes, employee and labor relations, union, and non-union environment issues).
- Develop a consulting proposal and course of action for an organization regarding a particular organizational challenge and/or change process.
- Recognize, analyze, and effectively address ethical, legal, and safety challenges faced in the workplace.

## Degree Requirements:

To earn a Master of Arts in Human Resource Management degree, students must complete at least 49.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credits may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. It is recommended that students take the capstone project class as their last class in the sequence of the program.

## Core Requirements (11 courses; 49.5 quarter units)

HRM 660	Theory & Practice of HRM	4.50
HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
ODV 606	Seminar in Training & Developm	4.50

HRM 667	Compensation & Benefits	4.50
HRM 633A	Seminar in Employee Relations	4.50
ODV 610	Adv Studies in Org Behavior in	4.50
ODV 600	Theory & Practice of OD	4.50
ODV 601	Integrating Performance Mgmt <i>Prerequisite: ODV 600</i>	4.50
HRM 669	Research Seminar	4.50
HRM 670	Project/Thesis <i>Prerequisite: HRM 669 and Must complete at least 7 core courses.</i>	4.50

## Specialization in Organizational Leadership

**Academic Program Director:** Julia Buchanan; 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.

### Degree Requirements:

#### Specialization Requirements (4 courses; 18 quarter units)

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

## Master of Arts in Social Emotional Learning

**Academic Program Director:** Cynthia Sistik-Chandler; cchandler@nu.edu

Master of Arts in Social Emotional Learning (SEL) is intended to be a catalyst for transformational change in school communities. SEL impacts ALL students and educators everywhere every day. This program will equip the educator with research-based knowledge and skills in self-care, cognition, trauma and the ability to create healthy environments and relationships that are culturally responsive, equitable and supportive for the whole child. A

deep dive into personal identity, culture, leadership, community and programs will provide a SEL foundation where a positive school climate thrives.

**Program Learning Outcomes:**

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

- Conduct and complete an action research project based on SEL research, theory and practice that will create inclusive environments for the whole child.
- Evaluate the impact of SEL competencies on student success metrics at the various developmental levels.
- Distinguish the intersectionality between SEL, equity, cognition, and cultural responsiveness in educational communities.
- Examine SEL communities, frameworks, programs and policies.
- Develop SEL leadership skills to support teachers, administrators, and families in transforming school culture and climate

**Degree Requirements:** To receive a Master of Social Emotional Learning students must complete 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree and provided the coursework was completed within the past 7 years.

**Requirements for the Major (10 courses; 45 quarter units)**

SEL 600	SEL Education Communities	4.50
SEL 605	Identity and Culture <i>Prerequisite: SEL 600</i>	4.50
SEL 610	Cognition and Emotion <i>Prerequisite: SEL 605</i>	4.50
SEL 615	SEL Action Research Methods <i>Prerequisite: SEL 610</i>	4.50
SEL 620	SEL Frameworks <i>Prerequisite: SEL 615</i>	4.50
SEL 625	Trauma in Education <i>Prerequisite: SEL 620</i>	4.50
SEL 630	SEL Strategies <i>Prerequisite: SEL 625</i>	4.50
SEL 635	Leadership and SEL in Context <i>Prerequisite: SEL 630</i>	4.50
SEL 640	SEL and Assessment <i>Prerequisite: SEL 635</i>	4.50
SEL 680	SEL Capstone <i>Prerequisite: SEL 600 SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, &amp; SEL 640</i>	4.50

## Master of Arts in Sport and Performance Psychology Specialization in Applied Mental Performance

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

The Master of Arts in Sport and Performance Psychology with Specialization in Applied Mental Performance program (MASPPAMP) provides rigorous training to facilitate students’ growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Applied Mental Performance Specialization will complete seven additional courses, including extensive mentored training, comprehensive oral exam, and the culminating 2-month Applied Project. The Applied Mental Performance Specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 67.5 quarter unit program in 22 months.

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Applied Mental Performance, students must complete a minimum of 67.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and 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.

#### Total Degree Requirements (67.5 - 72 quarter units) Core Requirements (11 courses; 40.5 quarter units)

**Units:**  
**Units: 40.50**

PSY 97	Prof Development Seminar	0.00
PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 649	Counseling Skills	4.50
<b>Prerequisite: PSY 614A</b>		

PSY 656	Mindfulness	4.50
PSY 98	Benchmark Written Exam <b>Prerequisite:</b> PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656	0.00

## Specialization in Applied Mental Performance

**Academic Program Director:** Doug Barba; dbarba@nu.edu

Students taking the Applied Mental Performance Specialization will complete seven courses, including extensive mentored training, a comprehensive oral exam, and the culminating 2-month Applied Project. The Applied Mental Performance Specialization is designed to meet the academic requirements and mentored experience hours (minimum 200 direct client contact hours) for the CMPC certification (administered by AASP - Association for Applied Sport Psychology).

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

<b>Specialization Requirements (8 courses; 27 quarter units)</b>		<b>Units: 27.00</b>
PSY 97	Prof Development Seminar	0.00
PSY 659	Mentored Fieldwork Experience <b>Prerequisite:</b> PSY 98	4.50
PSY 657	Leadership & Team Building	4.50
PSY 682	Adv Performance Enhancement <b>Prerequisite:</b> PSY 659; PSY 644	4.50
PSY 658	Psychopathology Assessment	4.50
PSY 684	Advanced Sport Psychology <b>Prerequisite:</b> PSY 659; PSY 602	4.50
PSY 685	Applied Project <b>Prerequisite:</b> PSY 657 and PSY 682; PSY 658; PSY 684; PSY 659	4.50
PSY 99	Comprehensive Oral Exam <b>Prerequisite:</b> PSY 685	0.00

**Optional Elective (1 course: 4.5 quarter units)** **Units: 4.50**

Students who wish to expand their knowledge of Motor Behavior should also enroll in the following course.

## Master of Arts in Sport and Performance Psychology Specialization in Theoretical Mental Performance

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

The Master of Arts in Sport and Performance Psychology with Specialization in Theoretical Mental Performance program (MASPPTMP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to the specialization requirements.

Students taking the Theoretical Mental Performance Specialization will complete four additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 quarter units program in as little as 14 months.

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.
- Describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

### Degree Requirements:

To receive the Master of Arts in Sport and Performance Psychology with a Specialization in Theoretical Mental Performance, students must complete a total of 58.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this

degree and 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.

<b>Total Degree Requirements (58.5 quarter units)</b>		<b>Units:</b>
<b>Core Requirements (11 courses; 40.5 quarter units)</b>		<b>Units: 40.50</b>
PSY 97	Prof Development Seminar	0.00
PSY 602	Sport/Performance Psychology	4.50
PSY 607A	Ethics Sport & Perform Psych	4.50
PSY 644	Performance Enhancement	4.50
PSY 648	Research Methods	4.50
PSY 637B	Multicul Iss Sprt/Prfrm Consul	4.50
PSY 614A	Counseling in Sprt & Perf Psy	4.50
PSY 647	Assessment Strategies	4.50
PSY 649	Counseling Skills	4.50
	<b>Prerequisite: PSY 614A</b>	
PSY 656	Mindfulness	4.50
PSY 98	Benchmark Written Exam	0.00
	<b>Prerequisite: PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656</b>	

## Specialization in Theoretical Mental Performance

**Academic Program Director:** Doug Barba; dbarba@nu.edu, Victoria Tomlinson; vwengrzynek@nu.edu

The Master of Arts in Sport and Performance Psychology program (MASPP) provides rigorous training to facilitate students' growth in becoming knowledgeable, effective mental performance practitioners and professionals. Experiential training is guided by theory, evidence-based practice, ethical, and professional standards. Students who complete this unique program can integrate the core elements of assessment, counseling skills, research methods, performance enhancement, and multicultural humility while developing their philosophy of practice across the disciplines of sport and performance psychology, business, coaching, counseling, fine arts, combat, military psychology, and sport sciences.

Following the completion of the first nine courses in the program, all students must pass the Comprehensive Written Exam (CWE). Following the successful completion of the first nine courses and passing the CWE, students will move on to one of the two following tracks.

Track I: Students taking the Theoretical Mental Performance Specialization will complete four additional courses, including the culminating 2-month capstone course. The Theoretical Specialization meets the academic requirements for the CMPC certification (administered by AASP - Association for Applied Sport Psychology). Enabling students to complete the 58.5 unit program in as little as 14 months.

### Program Learning Outcomes:

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

- Describe, explain, synthesize, apply, and critique theoretical perspectives from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.
- Describe, explain, synthesize, apply, and critique professional ethical standards in a culturally appropriate manner whilst utilizing decision-making principles in relation to ethical considerations.
- Describe and explain potential sources of bias within themselves and clients, in addition, to synthesizing, applying, and critique concepts whilst adapting their skills to promote inclusive practice with a diverse range of populations, with an emphasis on continuing education.



- Describe, explain, synthesize, apply and critique various assessment tools whilst identifying potential clinical concerns and applying referral procedures appropriately in a continuous and evolving process to create effective action plans.
- Describe, explain, synthesize, apply and critique counseling skills to develop a working relationship with clients whilst demonstrating awareness and subsequent action of how the self may impact the client-consultant relationship.
- Describe, explain, synthesize, apply and critique performance enhancement skills with individuals and teams.
- Describe, explain, synthesize, apply and critique established and current research from Sport and Performance Psychology and related fields whilst demonstrating continuous development of their philosophy of practice to inform their work.

**Total Specialization Requirements (5 courses; 18 quarter units)**

**Units: 18.00**

PSY 97	Prof Development Seminar	0.00
PSY 657	Leadership & Team Building	4.50
PSY 658	Psychopathology Assessment	4.50
PSY 606	Motor Behavior	4.50
PSY 687	Capstone	4.50
<i>Prerequisite: PSY 657; PSY 658; PSY 606</i>		

## Master of Arts in Strategic Communications

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Federica Fornaciari; [ffornaciari@nu.edu](mailto:ffornaciari@nu.edu)

The Master of Arts in Strategic Communications prepares students to assume professional positions in organizations that must meet the challenges of operating in an increasingly complex and interdependent global environment. A master's in strategic communications equips graduates with both theoretical and practical approaches to developing strategic communications programs that enable organizations to meet their goals and objectives. Each course provides an essential stepping stone on the way to planning, executing, and evaluating effective strategic communications efforts.

The objective of the MA in Strategic Communications program is to develop effective, strategically sophisticated professionals who possess the full complement of analytical and practical tools to lead communication efforts. It fosters strategic thinking, logical analysis, and solution generation. Upon completion of the degree, graduates will have the skills to develop and implement communications initiatives using both traditional and emerging channels such as social networks, blogs, podcasts, and mobile media.

Graduates will acquire an array of intellectual, managerial, and communication skills and competencies, including: an understanding of communications opportunities; the ability to carry out analyses of organizational communications needs; the knowledge to conduct audience analysis, as well as formative and evaluative research; the training to develop, implement, and evaluate appropriate strategies and tactics to reach multiple publics; and professional-level writing and presentation skills.

At the completion of the Master of Arts in Strategic Communications, graduates will emerge with a deep understanding of the theories of communication and persuasion, an ability to lead and participate in the team development of organizational communication strategies, and the practical skills to plan, produce, and evaluate strategic communications programs and campaigns.

This degree requires that students be able to write in English at an advanced level. If writing skills need improvement, the student may be required to enroll in a writing course before continuing in the program. Applicants for whom English is a second language are encouraged to take the Accuplacer English as a Second Language Placement Test.

### Program Learning Outcomes:

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

- Produce multi-public, multi-channel communication campaign planning documents.
- Manage communication campaigns by producing budgets, task lists, and schedules.
- Apply formative research to develop communication campaigns and messages.
- Create persuasive campaigns that meet professional ethical standards.
- Evaluate communication campaigns by conducting summative research.
- Deliver professional communication presentations online.
- Demonstrate leadership and collaborative skills by participating in group tasks and presentations as leader and team member.

### Degree Requirements:

To receive a Master of Arts in Strategic Communications, students must complete at least 45 quarter units of graduate work, of which a minimum of 40.5 quarter units must be taken in residence at National University. Students can transfer up to 4.5 quarter units at the graduate level from a regionally accredited institution in the areas of communication or business, provided the units have not been used to satisfy the requirements of an awarded degree. Students wishing to transfer credits into the program should contact the program faculty advisor. 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	4.50
COM 603	Emerging Interactive Media	4.50
COM 610	Integrated Marketing Comm	4.50
COM 615	Research Methods	4.50
COM 620	Crisis Communications	4.50
COM 625	Campaign & Program Management	4.50
COM 630	Campaign & Program Evaluation <i>Historical-Review all addendums</i> <i>Prerequisite: COM 610; COM 615</i>	4.50
COM 640	Persuasion	4.50
COM 650	Legal and Ethical Issues	4.50
COM 660	Capstone Project	4.50

## Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization (Spanish) (CA)

**Academic Program Director:** Clara Amador-Lankster; camadorl@nu.edu, Cynthia Schubert-Irastorza; cschubert@nu.edu, Jyothi Bathina; jrbathina@nu.edu

The Master of Bilingual Education with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option with Bilingual Authorization is designed for candidates dedicated to teaching all K-12 learners by ensuring social emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. Courses meet the 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 3.0 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. The added Bilingual Authorization (SPANISH/ENGLISH) meets all six Bilingual Program Standards as approved by CTC. Students in this Master's degree complete a three-course emphasis in one of the following areas: Critical Thinking, English Learner Equity and Academic Achievement, Inspired Teaching Practices or Social Emotional Learning.

**\*Please Note:** Students need to satisfy/pass the Basic Skills Requirement (e.g., CBEST) and Subject Matter Competency Requirement (e.g., CSET) early (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.

### **Program Learning Outcomes:**

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

- Integrate the knowledge needed for engaging/supporting all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for assessing all K12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K12 learners, including those with diverse learning needs.
- Analyze and examine the philosophical, theoretical, historical, legal and legislative foundations of education policies, school programs and research on the effectiveness of Bilingual/Dual Language education and bilingualism in the United States.
- Compare the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and how these factors influence the socialization and acculturation experiences of minority groups in California and the U.S.
- Interpret research on the development of cognition, bi-cognition and metacognition as a result of bilingualism/biliteracy and multilingual developmental processes in bilingual/dual language classrooms across program designs.
- Design bilingual instruction by planning, developing, implementing and assessing standards - aligned content instruction in primary language and target language which integrates knowledge of bilingual pedagogical models, instructional strategies for cross-language transfer, interlanguage and translanguaging.
- Design instruction by planning, developing, implementing and assessing standards-aligned content instruction in Spanish as primary language and evaluate bilingual instructional models, instructional and assessment strategies for higher order thinking.
- Design programs to promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy, understanding the family as a primary language and cultural resource.
- Demonstrate academic language proficiency in listening, speaking, reading and writing of the target language (SPANISH) within graduate level coursework.

### **Degree Requirements:**

To receive a Master of Bilingual Education with a Preliminary Multiple Subject Teaching Credential and Internship Option with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit, or Master of Bilingual Education with a Preliminary Single Subject Teaching Credential with Bilingual Authorization, candidates must complete at least 85.5 quarter units of graduate credit. Students must complete 63 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The CBEST and CSET must be passed prior to beginning the Multiple Subject or Single Subject Methods courses.

Each Teacher Education and Bilingual /credential course (ITL, BIL) includes a required 4-hour field experience in a K-12 classroom representing the candidates credential area and a diverse bilingual/multilingual student population, with the exception of the bilingual clinical practice courses.

Candidates choosing the Bilingual Internship option to obtain the Preliminary Multiple or Single Subject Teaching Credential with Bilingual Authorization will need to meet the Internship Eligibility requirements as outlined in the Sanford College of Education Credential Information section of the catalog.

### **Bilingual 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 604, ITL 606, ITL 608; pass CBEST; pass CSET; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

This Internship Option requires the successful completion of the bilingual 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 BIL 640A and BIL 541A, BIL 640B and BIL 541B. 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 BIL 640B, 640C, 640D, 640E, and 640E. While still employed, a bilingual intern candidate may be granted BIL 640B for a third year extension with appropriate documentation of a medical emergency or other extreme circumstance(s), through the University's petition process, with decisions considered on a case-by-case basis.

### **Program Requirements (Multiple Subject 20 courses; 85.5 quarter units or Single Subject 20 courses; 85.5 quarter units)**

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

### **Introductory Core Requirement (1 course; 4.5 quarter units)**

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
<b>Foundation Core Courses (3 courses; 13.5 quarter units)</b>		
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

### **Multiple Subject Methods Courses (5 courses; 22.5 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	4.50
ITL 512	Language/Literacy: Strategies <b>Prerequisite:</b> ITL 510	4.50
ITL 516	Mathematics Integrative Design <b>Prerequisite:</b> ITL 512	4.50
ITL 518	Science Integrative Design <b>Prerequisite:</b> ITL 516	4.50
ITL 530	Optimized Learning Community*	4.50

\* Upon issuance of the University Intern Credential, this course must be taken first.

**Multiple Subject Bilingual Methods Courses (4 courses; 18 quarter units)**

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US <b>Prerequisite:</b> ITL 600 Candidates must maintain a B (3.0) grade point average to successfully complete the Bilingual Authorization Program.; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518	4.50
BIL 622	BIL/Dual Lang Teach Meth <b>Prerequisite:</b> BIL 620	4.50
BIL 624	Span Lit Learn and Instruction <b>Prerequisite:</b> BIL 622	4.50
BIL 626	Sociolinguistics Bil Lang Edu <b>Prerequisite:</b> BIL 624	4.50

**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	4.50
ITL 522	Content Area Literacy <b>Prerequisite:</b> ITL 520	4.50
ITL 526	SS Integrated Design I <b>Prerequisite:</b> ITL 522	4.50
ITL 528	SS Integrated Design II <b>Prerequisite:</b> ITL 526	4.50
ITL 530	Optimized Learning Community*	4.50

\* Upon issuance of the University Intern Credential, this course must be taken first.

**Single Subject Bilingual Methods Courses (4 courses; 18 quarter units)**

PRIOR to beginning any of the Bilingual Authorization Method courses below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements.

BIL 620	Hist Foundation BIL Ed in US <b>Prerequisite:</b> <i>ITL 600 Candidates must maintain a B (3.0) grade point average to successfully complete the Bilingual Authorization Program.; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518</i>	4.50
BIL 622	BIL/Dual Lang Teach Meth <b>Prerequisite:</b> <i>BIL 620</i>	4.50
BIL 624	Span Lit Learn and Instruction <b>Prerequisite:</b> <i>BIL 622</i>	4.50
BIL 626	Sociolinguistics Bil Lang Edu <b>Prerequisite:</b> <i>BIL 624</i>	4.50

**Clinical Practice Pathways: Bilingual Student Teaching OR Bilingual Internship (Student Teaching - 4 courses; 13.5 quarter units OR Internship - 4-8 courses; 13.5–31.5 quarter units) Candidates will complete the bilingual clinical practice experience through student teaching or the internship.**

The bilingual clinical practice (bilingual language K12 classroom) experience courses (BIL 540A, BIL540B, BIL 640A, BIL 640B) do NOT grant graduate credit.

**Bilingual Student Teaching (4 courses; 13.5 quarter units)**

PRIOR to beginning any of the Bilingual Student Teaching below, the candidate must successfully complete all Core and Methods courses, pass CBEST, pass CSET, pass CSET LOTE and meet any other related program requirements and submit a successful student teaching application. The bilingual student teaching application process must be completed at least three-months prior to the candidate’s intended start of student teaching. Bilingual student teaching placements in Bilingual/Dual Language K12 classrooms are made through a collaborative partnership of the university and respective school districts. The bilingual student teaching placements must align to the CSET credential sought. Bilingual student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated Bilingual/Dual Language K12 classrooms. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 540A and BIL 540B respectively.

BIL 540A	Bilingual Student Teaching <b>Corequisite:</b> <i>BIL 541A</i>	4.50
BIL 541A	Bilingual Clinical Prac Sem <b>Corequisite:</b> <i>BIL 540A, or Prerequisite:</i> <i>BIL 640A</i>	2.25
BIL 540B	Bilingual Student Teaching <b>Corequisite:</b> <i>BIL 541B; Prerequisite:</i> <i>BIL 540A</i>	4.50
BIL 541B	Bilingual Clinical Prac Sem <b>Corequisite:</b> <i>BIL 540B, or BIL 640B; Prerequisite:</i> <i>BIL 541A</i>	2.25

**Bilingual Internship (4-8 courses; 13.5 – 31.5 quarter units)**

PRIOR to beginning any of the Bilingual Authorization courses below, the candidate must successfully complete all Core courses, pass CBEST, pass CSET, pass CSET LOTE and meet all CTC requirements related to the University Intern Credential. Placement in a bilingual internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Bilingual intern placements must align to the CSET credential, be in compliance with the Commission on Teacher Credentialing, and with National University’s requirements. Bilingual 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 Bilingual/Dual Language K-12 classroom and is paid by the school or school district. The University Internship Teaching Credential is good for a maximum of two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential with a Bilingual Authorization.. 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 from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: BIL 640E, BIL 640F, respectively. Note: The two seminar courses below BIL 541A and BIL 541B are 2.25 quarter units each and will be taken concurrently with BIL 640A and BIL 640B respectively.

BIL 640A	Bilingual Internship A <b>Corequisite:</b> BIL 541A	4.50
BIL 541A	Bilingual Clinical Prac Sem <b>Corequisite:</b> BIL 540A, or <b>Prerequisite:</b> BIL 640A	2.25
BIL 640B	Bilingual Internship B <b>Prerequisite:</b> BIL 640A; <b>Corequisite:</b> BIL 541B	4.50
BIL 541B	Bilingual Clinical Prac Sem <b>Corequisite:</b> BIL 540B, or BIL 640B; <b>Prerequisite:</b> BIL 541A	2.25
BIL 640C	Bilingual Internship C <b>Prerequisite:</b> BIL 640A; BIL 640B	4.50
BIL 640D	Bilingual Internship D <b>Prerequisite:</b> BIL 640A; BIL 640B; BIL 640C	4.50
BIL 640E	Bilingual Internship E <b>Prerequisite:</b> BIL 640A; BIL 640B; BIL 640C; BIL 640D	4.50
BIL 640F	Bilingual Internship F <b>Prerequisite:</b> BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E	4.50

## Master of Business Administration

**Academic Program Director:** Aaron Brown; [jbrown5@nu.edu](mailto:jbrown5@nu.edu)

**Prospective International Students:** Contact an advisor at [isa@nu.edu](mailto:isa@nu.edu) or 1-800-NAT-UNIV

**Prospective Domestic Students:** Contact an advisor at [advisor@nu.edu](mailto:advisor@nu.edu) or 1-800-NAT-UNIV

**Current MBA Students:** Contact your assigned advisor at [advisor@nu.edu](mailto:advisor@nu.edu) or 1-800-NAT-UNIV

The mission of the Master of Business Administration (MBA) program is to prepare students for leadership positions in business and to provide them with the knowledge and skills needed to successfully manage organizations in an ever-changing business environment. The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines, including accounting, economics, data analysis, finance, management, and marketing. In addition, students are equipped with the skills needed for effective team-building, quantitative and qualitative decision-making, and creative problem-solving. To ensure that the MBA program meets the needs of today's leaders and managers, the program is dedicated to the following 5 themes:

### 1. Relevance

The MBA program has been designed based on the demands in both the domestic and global market place.

### 2. Accessibility and Support

The MBA program is available to students in both online and onsite formats. Upon admission to the MBA program, students will be assigned to a faculty mentor to assist them throughout the program in making appropriate decisions about educational and career-related issues.

### 3. **Specialization**

Students may design their degree as a general business program and take four elective courses or may choose to specialize in a particular discipline. A faculty mentor will assist each student in making their decision.

### 4. **Application**

The MBA program imparts the conceptual understanding and application of problem-solving tools contained in basic business disciplines. It also addresses the interests of the stakeholders of an enterprise and of the communities in which the enterprise is operating. The program emphasizes the use of practical applications and cases.

### 5. **Technology**

In order to fulfill the learning outcomes, classes will integrate current technology in traditional onsite classes, as well as in web-enhanced online classes using the asynchronous format with highly engaging assignments and activities.

### **Faculty Mentor**

In addition to the Admission Advisor/Counselor, all students will be assigned to a faculty mentor for the purpose of reviewing the student's career objectives and providing guidance regarding the courses and/or specialization to be selected. For specific information not addressed by the advisor, please contact the Program Director of 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 after completing their final BBA course. Students must complete their MBA program within four years with no break exceeding 12 months.

Students in the BBA transition program may take up to three MBA classes as electives during the BBA. Students may choose from the following courses: MKT 602, ECO 607, IBU 606, and MGT 608.

The number of courses required to earn an MBA degree for transition program students is reduced from 12 to as few as 9 courses, depending on classes selected and grades earned.

### **Math Skills**

It is strongly recommended that students who are unsure about having adequate math skills take a one-hour Accuplacer test to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate math skills courses.

### **MBA Orientation**

The MBA orientation is housed in Brightspace. Students will be automatically enrolled upon admission to the MBA program, and the orientation will be continuously available to all MBA students. Within the orientation, students can obtain information about the program from an MBA faculty mentor or the MBA Program Director. The orientation provides information about the requirements and expectations of the MBA, as well as student support information.

### **Program Learning Outcomes:**

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



- Evaluate financial statements and quantitative information for decision making using appropriate information systems and tools.
- Analyze the competitive environment employing both external and internal factor analysis, and apply appropriate strategies for an organization, emphasizing the practice of ethical decisions and actions.
- Create and communicate business plans and reports in an efficient and compelling way, orally and in written form.
- Design solutions to logistical and operational problems using critical-thinking skills and innovative approaches to generating alternatives.
- Assess the global business environment and generate alternatives for companies to succeed in different countries and cultures.
- Assess the economic environment within an industry and decide appropriate financial decisions for the firm.

**Degree Requirements:**

To receive an MBA degree, students must complete 54-63 quarter units of graduate credit. A total of 13.5 quarter units of equivalent graduate work may be granted if completed with a grade of "B" or better (3.0 GPA) at another regionally accredited institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Please refer to the section on graduate admission procedures for specific information regarding application, evaluation, and the course waiver process.

**Program Requirements (12-14 courses; 54-63 quarter units)  
Foundation Courses (2 courses; 9 quarter units)**

The following two foundation courses may be waived if students have taken the appropriate accounting, finance, and mathematics courses as a part of an undergraduate degree in business at a regionally accredited university or if a score of 80 percent or above is achieved on a challenge exam. Each course is four weeks long.

ACC 600	Financial Accounting for MBAs*	4.50
MNS 601	Statistics for Business**	4.50

\*Students who have completed an undergraduate business degree that includes ACC 201, ACC 202, and FIN 310 are waived of the ACC 600 requirement.

\*\*Students who have completed an undergraduate business degree that includes MNS 205, MTH 210, MTH 215, or MTH 220 and MNS 407 are waived of the MNS 601 requirement.

**Core Competency Courses (7 courses; 31.5 quarter units)**

MKT 602	Marketing Management	4.50
IBU 606	Global Business	4.50
MGT 603	Business Operations Management	4.50
MGT 608	Info & Supply Chain Systems	4.50
ACC 604	Managerial Accounting	4.50
ECO 607	Eco. for Managerial Decisions	4.50
	<b>Recommended: Prior completion of: MNS 601</b>	
FIN 609A	Seminar in Financial Managemen	4.50
	<b>Prerequisite: FIN 310, or ACC 600</b>	

**General Electives (4 courses; 18 quarter units)**

Students may select any four graduate courses offered by the Department of Business and Management. As an alternative, students may enroll in an Area of Specialization (see below).

**MBA Specialization Requirements for Specialization (4 courses; 18 quarter units)**

In lieu of general electives, students can choose an Area of Specialization. In order to graduate with a specialization, students must complete all courses specified in the desired specialization, in addition to all core competency courses, and the capstone course, MGT 685C.

**Capstone (1 course; 4.5 quarter units)**

MGT 685C	Business Strategy and Policy <b>Prerequisite:</b> MKT 602; IBU 606; ACC 604; ECO 607; FIN 609A; MGT 608; MGT 603	4.50
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## Specialization in Bank Management

**Academic Program Director:** Gurdeep Chawla; gchawla@nu.edu

The field of banking has undergone great changes in the last decade and now represents one of the most dynamic activities within financial institutions. The Bank management program is designed to provide both a sound theoretical and a conceptual framework for bank managers. Special emphasis is placed on bank management and international aspect of bank operations including analysis of foreign exchange rate movements, formulation of plans to reduce foreign exchange risk exposure, and case and/or research projects dealing with contemporary financial issues are covered. Financing the real estate and credit management are also discussed.

**Program Learning Outcomes:**

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

- Evaluate the financial condition of the company and recommend the proper course of actions.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.
- Apply the Asset Market Approach to a Commodity Market.
- Appraise the impact of regulations on Bank and recommend proper course of actions.
- Analyze the real estate partnerships, secondary mortgage markets, adjustable rate mortgages and recommend proper course of actions.

**Degree Requirements:** Students must complete 18 quarter units.

**Specialization Requirements (4 courses; 18 quarter units)**

Students must select four (4) of the six (6) classes.

FIN 674	Managing Financial Institution <b>Prerequisite:</b> FIN 609A	4.50
FIN 635	International Finance <b>Prerequisite:</b> FIN 609A	4.50
FIN 652	Real Estate Finance <b>Prerequisite:</b> FIN 609A	4.50
FIN 671	Credit Management <b>Prerequisite:</b> FIN 609A	4.50
FIN 678	Regulation of Banks <b>Prerequisite:</b> FIN 609A	4.50
FIN 679	Risk & Capital Mgmt in Banks <b>Prerequisite:</b> FIN 609A	4.50

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## Specialization in Financial Management

**Academic Program Director:** Gurdeep Chawla; 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 the company and recommend the proper course of actions.
- Appraise securities portfolios and investment proposal and evaluate the relationship among the returns for foreign and domestic investment instruments.

**Degree Requirements:**

**Specialization Requirements (4 courses; 18 quarter units)**

FIN 610	Topics in Financial Management <i>Prerequisite: FIN 609A</i>	4.50
FIN 631	Security Analysis & Portfolio <i>Prerequisite: FIN 609A</i>	4.50
FIN 635	International Finance <i>Prerequisite: FIN 609A</i>	4.50
FIN 674	Managing Financial Institution <i>Prerequisite: FIN 609A</i>	4.50

**Specialization in Human Resource Management**

**Academic Program Director:** Bernadette Baum; 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 (4 courses; 18 quarter units)

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
ODV 606	Seminar in Training & Developm	4.50
HRM 667	Compensation & Benefits	4.50

## Specialization in International Business

**Academic Program Director:** Michael Pickett; mpickett@nu.edu

Business activities have an increasingly global reach. Successful business professionals must have a thorough knowledge of international business environments and be able to operate within individual foreign markets.

In this specialization, students have the option to travel to foreign locations where, under the guidance of National University professors, they attend lectures, visit universities, factories and cultural sites, thus achieving full immersion in a foreign environment such as China, Mexico, etc.

Specific issues covered in this specialization include cultural, economic and legal issues, as well as exporting, franchising, licensing, foreign direct investment and outsourcing. Students develop skills in areas such as international risk analysis, international human capital development, international communication, site selection, matching markets, and products/services, etc.

### 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.

### Specialization Requirements (4 courses; 18 quarter units)

Student should choose 4 courses from the following:

IBU 637	Comparative Int'l Management	4.50
IBU 641	Topics in Int'l Business	4.50
IBU 643	Global Strategy	4.50
MKT 631	Global Marketing* <i>Prerequisite: MKT 602</i>	4.50
IBU 645	Intl Entrepreneurship Project	4.50
IBU 540	International Experience	4.50

\*Please Note: MKT 602 prerequisites is NOT required for students in the Specialization in International Business

## Specialization in Marketing

**Academic Program Director:** Jingyun Zhang; jzhang@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, and cognitive, intellectual, practical and transferable marketing skills.

**Program Learning Outcomes:**

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

- Evaluate marketing opportunities and successful strategies.
- Apply principles and theories of marketing strategies for management decision making.
- Synthesize varying marketing, operations, personnel and financial initiatives.

**Degree Requirements:**

**Specialization Requirements (4 courses; 18 quarter units)**

MKT 620	Consumer Behavior <i>Prerequisite: MKT 602</i>	4.50
MKT 631	Global Marketing <i>Prerequisite: MKT 602</i>	4.50
MKT 634	Market Research <i>Prerequisite: MKT 602</i>	4.50
MKT 660	Strategic Marketing Simulation <i>Prerequisite: MKT 602; MKT 620; MKT 631 and MKT 634</i>	4.50

**Specialization in Organizational Leadership**

**Academic Program Director:** Julia Buchanan; 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.

**Degree Requirements:**

### Specialization Requirements (4 courses; 18 quarter units)

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

## Specialization in Supply Chain Management

**Academic Program Director:** Michael Pickett; mpickett@nu.edu

The Specialization in Supply Chain Management prepares students to advance in this exciting and evolving field of management where firms collaborate to align strategies and operations toward common goals. The program is designed to provide students with the skills to apply logistics functional expertise from planning of inventory deployment to designing transportation networks -- the physical interconnections between firms. In addition, the framing concepts of cross-functional engagement of Supply Chain Management processes will assist graduates to reinvent their organization from within, and then engage strategic partners to better align processes and mitigate operational risks. Supply Chain Management is a critical skill in global corporations, non-profit organizations, healthcare providers and government agencies at all levels. Similarly, military acquisition programs and sustainment organizations require future leaders to infuse best-practices such as Supply Chain Management into operational and strategic planning. For all graduates, early integration of life cycle logistics covered in this program will benefit program performance, timeliness and long-term cost reductions, as you implement Supply Chain Management into your profession.

### Program Learning Outcomes:

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

- Integrate supply chain business processes into a coherent supply chain strategy
- Develop effective supply management and planning policies
- Design efficient distribution networks

### Requirements for Specialization (4 courses; 18 quarter units)

SCM 610	Supply Chain Collaboration	4.50
SCM 620	Strategic Supply Management <i>Prerequisite: SCM 610</i>	4.50
SCM 630	Supply Chain Planning <i>Prerequisite: SCM 610</i>	4.50
SCM 640	Distribution Management <i>Prerequisite: SCM 610</i>	4.50

## Center for Creative Leadership Master of Business Administration

**Academic Program Director:** Aaron Brown; jbrown5@nu.edu

The Center for Creative Leadership (CCL) MBA curriculum reflects a unique combination of the Direction, Alignment and Commitment (DAC) ontology and precision education as an operational strategy (assessment-led adaptive instruction). It consists of 45 quarter units, which is ideal for a one-year duration. The curriculum spans four quarters, each with a theme to correspond with the DAC ontology, to balance workload and progressively build on preceding competencies. The hallmark of the curriculum is the experiential (or practice) ideology. **The strategy of “assess, learn, practice, and apply” engages and motivates** the learner through a series of experiential exercises. The CCL content and methodology consistently rank among the best in the world by the Financial Times.

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

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

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

### **Goal Setting**

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

To make sure your goals are clear and reachable, each one should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic and resourced, results-based).
- Time bound (time-based, time limited, time/cost limited, timely, time-sensitive).

### **Basic Math Skills**

It is strongly recommended that students who are unsure about having adequate math skills take a one-hour Accuplacer test to determine their level of competency. If below the minimum level needed to be comfortable and ensure success in the MBA program, students should seriously consider enrolling in appropriate math skills courses.

### **Learning Community**

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

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

All students who complete the CCL MBA in Leadership join an alumni community worldwide.

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

### **Program Learning Outcomes:**

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

- Analyze the impact of organizational decisions on stakeholders through financial and economic analysis, and risk assessment, and create an alternative course of action.
- Utilize critical thinking in communication efforts, and communicate with clarity and efficacy in a variety of formats.
- Build quantitative analysis methods against relevant information and data trends in relation to operations and decision-making.

- Apply the ethical responsibilities of an organization and evaluate the ethical, legal, and political implications of business practices.
- Illustrate leadership theories to diagnose the effects of leadership behaviors on organizational performance and change management plans that result in increased potential for individuals and the organization to achieve desired outcomes.
- Critique one's leadership skills and continuously adapt to a variety of complex, multicultural team, and organizational settings.

### Degree Requirements:

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

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

LMBA 600	Orientation Course*	1.00
LMBA 601	Introduction to Leadership <b>Prerequisite:</b> LMBA 600	2.00
LMBA 602	Data-Informed Decision Making* <b>Prerequisite:</b> LMBA 600	4.00
LMBA 603	Emerging Issues: Mngmt & LDRSP* <b>Prerequisite:</b> LMBA 600	3.00
LMBA 604	Practices of Leadership <b>Prerequisite:</b> LMBA 600	2.00
LMBA 605	Fundamentals of Economics* <b>Prerequisite:</b> LMBA 600	4.00
LMBA 606	Fin Statements & Mgr. ACCT* <b>Prerequisite:</b> LMBA 600	4.00
LMBA 607	Corp Fin & Fin Str of an ENT* <b>Prerequisite:</b> LMBA 600	4.00
LMBA 608	Leading in a Diverse Community <b>Prerequisite:</b> LMBA 600	2.00
LMBA 609	Mktg in an Information Age* <b>Prerequisite:</b> LMBA 600	4.00
LMBA 610	Organizational Design and HRM* <b>Prerequisite:</b> LMBA 600	3.00
LMBA 611	Leading Change <b>Prerequisite:</b> LMBA 600	4.00
LMBA 612	Leading Across Boundaries <b>Prerequisite:</b> LMBA 600	2.00
LMBA 613	Strategic Leadership <b>Prerequisite:</b> LMBA 600	2.00
LMBA 614	Capstone: Strategy* <b>Prerequisite:</b> LMBA 600; <b>Recommended: Prior completion of: core competency courses.</b>	4.00

\*Core Competency Course

## Master in Criminal Justice Leadership



**Academic Program Director:** Ponzio Oliverio; poliverio@nu.edu

The Master's in Criminal Justice Leadership is designed to provide students with the required knowledge and competence in leadership, ethics, and problem-solving skills in the challenging and demanding careers of Criminal Justice. Students completing the Master's in Criminal Justice Leadership program are exposed to both theoretical and applied models and concepts in criminal justice, as well as practical critical thinking methods. The Master's in Criminal Justice Leadership 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 leadership and ethical problem-solving skills 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 areas of law enforcement, corrections, and the courts, as well as teaching and training assignments are possible for graduates with a Master's in Criminal Justice Leadership degree.

### **Transition Programs**

#### **BS in Criminal Justice Administration/Master of Criminal Justice Leadership (MCJL) Program**

For students in the BS in Criminal Justice Administration/MCJL transition program, the University will waive 2 graduate criminal justice (CJA) 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.

### **Program Learning Outcomes:**

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

- Apply critical thinking and problem-solving skills to real world criminal justice administration issues.
- Demonstrate critical thinking skills to differentiate leadership approaches utilizing current and emerging leadership theories and case studies.
- Analyze theoretical, criminological, and philosophical foundations of criminal justice administration.
- Evaluate the constitutional aspects of civil and criminal liabilities in modern society.
- Evaluate leadership theory and integrate diverse leadership perspectives into real world application.
- Appraise and determine what ethical and unethical conduct is.
- Develop oral, written, and technological communication for criminal justice professionals.

### **Degree Requirements:**

To receive a Master in Criminal Justice Leadership (MCJ), which 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 Leadership are exposed to both theoretical and applied models and concepts in criminal justice administration, as well as qualitative and quantitative research methods. The Master in Criminal Justice Leadership 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 in Criminal Justice Leadership. Students must complete at least 49.5 quarter units of graduate work. A total of 9.0 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.

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 605 CJ Theory, Practice & Policy 4.50

CJA 608	Leadership in CJ <b>Recommended: Prior completion of: CJA 605</b>	4.50
CJA 615	Legal Issues in CJ <b>Recommended: Prior completion of: CJA 608</b>	4.50
CJA 624	Professional Ethics in CJ <b>Recommended: Prior completion of: CJA 615</b>	4.50
CJA 630	Const Law & Criminal Procedure <b>Recommended: Prior completion of: CJA 624</b>	4.50
CJA 645	Advanced Criminological Theory <b>Recommended: Prior completion of: CJA 630</b>	4.50
CJA 690A	Capstone I <b>Prerequisite: Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.</b>	4.50
CJA 690B	Capstone II <b>Prerequisite: CJA 690A</b>	4.50
<b>Program Electives (3 courses; 13.5 quarter units)</b>		
CJA 628	Critical Issues in CJ	4.50
CJA 641	Comparative CJ Systems	4.50
CJA 670	Violence and Victimization	4.50

## Master of Early Childhood Education

**Academic Program Director:** Susan Gilbert; [sgilbert@nu.edu](mailto:sgilbert@nu.edu)

The Master of Early Childhood Education is a pathway to becoming 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 interest 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.

### Requirements for the Major (10 courses; 45 quarter units)

ATP 600	Inspired Educator	4.50
ECE 650	The Early Childhood Educator <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 651	Current Issues in ECE <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 652	ECE Learning & Development <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 653	Best ECE Teaching Practices <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 654	Collaborative Partnerships <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 655	Inclusive ECE Practices <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 656	Foundations of Adult Learners <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ECE 657	Foundations of ECE Advocacy <b>Prerequisite:</b> ATP 600, or MAE 610	4.50
ATP 699	Capstone/Portfolio <b>Prerequisite:</b> Students must complete all major core and specialization courses prior to enrolling in the capstone course.	4.50

## Master of Education in Inspired Teaching and Learning with a Preliminary Multiple or Single Subject Teaching Credential and Internship Option (CA)

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@nu.edu, Lorine Saito; lsaito@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 emphasis in one of the following areas: Critical Thinking, English Learner Equity and Academic Achievement, Inspired Teaching Practices or Social Emotional Learning.

**\*Please Note:** Students need to satisfy/pass the Basic Skills Requirement and Subject Matter Competency Requirement 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.

### Program Disclosure Information

The Master of Education in Inspired Teaching and Learning with a Preliminary Multiple and Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

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

**Program Learning Outcomes:**

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

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

**Degree Requirements:**

To receive a Master of Education with California Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential candidates must complete at least 67.5 quarter units, or Master of Education with California Inspired Teaching and Learning Preliminary Single Subject Teaching Credential, candidates must complete at least 67.5 quarter units. Students must complete 54 units in residence at National University. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

A number of requirements must be completed prior to beginning the credential courses, including the successful completion of the Credential Packet, which includes a number of requirements, such as cleared background clearance and negative TB test. To better understand the requirements, please refer to the Sanford College of Education's Credential Information section located in this catalog.

The Basic Skills and Subject Matter must be met 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 604, ITL 606, ITL 608; meet Basic Skills; meet Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total: 189 hours).

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.

**Program Requirements (Multiple Subject 16 courses; 67.5 quarter units or Single Subject 16 courses; 67.5 quarter units)**

Includes all foundation, credential area method courses, and those clinical practice courses granting graduate credit.

**Introductory Core Requirement (1 course; 4.5 quarter units)**

All students must complete ITL 600 and complete the credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
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**Foundation Core Courses (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

**Multiple Subject Methods Courses (5 courses; 22.5 quarter units)**

PRIOR to beginning any of the Multiple Subject Credential Area Method courses below, the candidate must successfully complete all Core courses, meet basic skills, meet subject matter, and meet any other related program requirements.

ITL 510	Language-Literacy: Foundations	4.50
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>	4.50
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 512</i>	4.50
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>	4.50

\*Upon issuance of the University Intern Credential, this course must be taken first.

ITL 530	Optimized Learning Community*	4.50
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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, meet basic skills, meet subject matter, and meet any other related program requirements.

ITL 520	Academic Language & Literacy	4.50
ITL 522	Content Area Literacy <b>Prerequisite:</b> ITL 520	4.50
ITL 526	SS Integrated Design I <b>Prerequisite:</b> ITL 522	4.50
ITL 528	SS Integrated Design II <b>Prerequisite:</b> ITL 526	4.50
*Upon issuance of the University Intern Credential, this course must be taken first.		
ITL 530	Optimized Learning Community*	4.50

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 (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)**

PRIOR to beginning any of the student teaching courses below, the candidate must successfully complete all Core courses, meet basic skills and subject matter, 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 K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms. Note: The two seminar courses, below, ITL 551A and ITL 551B, are 2.25 quarter units, each and will be taken concurrently with ITL 550A and ITL 550B, respectively.

ITL 550A	Student Teaching A* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25
ITL 550B	Student Teaching B* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

or

\*Does NOT grant academic credit.

**Internship (4-8 courses; 13.5 – 31.5 quarter units)**

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, meet basic skills and subject matter, 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 subject matter of the credential or authorization area of 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 two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn a multiple or single subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved CAS petition from National University documenting a medical emergency or other extreme circumstances necessitating an "exception to policy" and consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 651A	4.50
ITL 651A	CP Intern Seminar A <b>Corequisite:</b> ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 651B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 651B	CP Intern Seminar B <b>Corequisite:</b> ITL 650B; <b>Prerequisite:</b> ITL 651A	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

**Students must also enroll in one of the following emphasis.**

## **Emphasis in Critical Thinking**

**Academic Program Director:** Zhonghe Wu; [zwu@nu.edu](mailto:zwu@nu.edu)

This program is intended for teacher candidates and practicing teachers. The program introduces candidates to critical literacy, transformative pedagogy, and the means for student empowerment. Candidates select and study a topic of interest in education through the lens of critical thinking theory. Candidates reflect on and critically evaluate their syllabi, course materials, and teaching approaches. Candidates learn and apply strategies to empower students to reflect, read, and write critically.

### **Program Learning Outcomes:**

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

- Develop as critical thinkers.
- Engage in Transformative Pedagogy.
- Empower their students as critical thinkers.
- Create an action research study that applies Critical Thinking Theory in their content area.

## Degree Requirements:

The emphasis in Critical Thinking requires 13.5 quarter units.

### Emphasis Requirements (3 courses; 13.5 quarter units)

ITI 680	Self as a Critical Thinker <b>Prerequisite:</b> ITL 600 and ITL 604 and ITL 606	4.50
ITI 682	Critical Thinking - Classroom <b>Prerequisite:</b> ITI 680	4.50
ITI 684	Applied Critical Thinking <b>Prerequisite:</b> ITI 680 and ITI 682	4.50

## Emphasis English Learner Equity and Academic Achievement

**Academic Program Director:** Clara Amador-Lankster; camadorl@nu.edu

The Master of Education in Inspired Teaching and Learning Preliminary Multiple and Single Subject Teaching Credential with Specialization in English Learner Equity and Academic Achievement is designed to improve the quality of education for English 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 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 Learners.
- Design culturally responsive inter-disciplinary curricular unit(s) developed to support meaningful and sustained academic achievement for English Learners (ELs) with the use of multiple measures.
- Synthesize the findings and implications from an English 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 Learners.

### Specialization Requirements (3 courses; 13.5 quarter units)

ITI 660	Identity, Inclusion and Equity	4.50
ITI 662	Linguistics- Academic Language <b>Prerequisite:</b> ITI 660	4.50
ITI 664	EL Achievement in Content Area <b>Prerequisite:</b> ITI 662	4.50

## Emphasis in Inspired Teaching Practices

**Academic Program Director:** Joanne Gilbreath; jgilbreath@nu.edu

Candidates explore a blending of current educational research theory with effective classroom application. Student-centered curricular practices are created using engaging instructional strategies, applying successful classroom management techniques, and adopting appropriate assessment procedures. Candidates explore a wide variety of Information Communication Technologies (ICT) digital tools and resources to become more competent users of learning technologies in their own instructional practices.



An overarching Inquiry-Based Research Proposal will be developed and written over the three courses of this emphasis. Candidates identify a research question, complete a review of literature, and design the data collection strategies. An overview of the completed proposal will be presented in a digital format along with the written document.

**Program Learning Outcomes:**

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

- Develop a standards-based, engaging content and assessment plan that includes strategies to help all students succeed.
- Evaluate a variety of instructional practices that facilitate the differentiation of instruction as applied to teaching, content development, classroom management and assessment.
- Create a personal inquiry document that demonstrates the mastery of Inspired Teaching Inquiry research skills supported by digital tools.
- Employ effective ICT (Information and Communication Technologies) in a multidisciplinary unit of study.
- Design an Action Research proposal, including a research question connected to Inspired Teaching Practices.

**Degree Requirements:**

The emphasis Inspired Teaching Practices requires 13.5 quarter units.

**Emphasis Requirements (3 Courses, 13.5 units)**

ITI 690	Inspired Teaching Inquiry <i>Prerequisite: ITL 600; ITL 604; ITL 606</i>	4.50
ITI 692	Inspired Student Learning <i>Prerequisite: ITI 690</i>	4.50
ITI 694	Inspired Learning Technology <i>Prerequisite: ITI 692</i>	4.50

**Emphasis in Social Emotional Learning**

**Academic Program Director:** Lorine Saito; lsaito@nu.edu

The Social Emotional Learning (SEL) specialization resides in the Master of Education degree program. This emphasis provides current or future teachers with a foundation of social emotional learning theories and evidence-based practices to support the development of social emotional learning skills within classrooms. Candidates will have the opportunity to self-reflect on their own knowledge and skills and examine evidence-based strategies and interventions to support their role of a classroom teacher. Candidates will compose a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection to support their work in making positive changes in their everyday practice.

**Program Learning Outcomes:**

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

- Evaluate social emotional learning theories and evidence-based practices.
- Self-reflect about own knowledge and skills of evidence-based practices.
- Create a full research proposal in the area of SEL to include research questions, literature review, methodology and reflection.

**Degree Requirements:**

The emphasis in Social Emotional Learning requires 13.5 quarter units.

**Requirements for Specialization (3 courses; 13.5 quarter units)**

ITI 670	Introduction to SEL <b>Prerequisite:</b> ITL 600; ITL 604; ITL 606	4.50
ITI 672	SEL in Action <b>Prerequisite:</b> ITI 670 minimum standards	4.50
ITI 674	Research in SEL <b>Prerequisite:</b> ITI 672	4.50

## Master of Education in Special Education with Preliminary Education Specialist Credential Extensive Support Needs Teaching Credential with Internship option (California)

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Extensive Support Needs (ESN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms providing children with disabilities with extensive support. The program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educations looking to move into leadership roles or improve their own pedagogical practice.

### Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the Academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

**Internship** is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher

of record' under an internship credential. The CCTC mandates that interns as well as student teachers be supported during the internship or clinical practice experience.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a 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.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Program Disclosure Information**

The Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks
- Synthesize research methodology and findings as a professional educator, life-long learner, and scholar (consumer and producer of research)
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based educational literature

### **Degree Requirements:**

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Extensive Support Needs (ESN) candidates must complete at least 81 quarter units. 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.

**Total Degree Requirements (20-24 Courses; 81-90 quarter units) Units: 49.50**

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 601</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design* <i>Prerequisite: ITL 512</i>	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50
SED 615	Special Education Law <i>Prerequisite: SED 610</i>	4.50

\*Pre-requisite requirement not applicable to to students enrolled in Special Education programs.

**Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). Units: 13.50**

ESN 639	Fudtns for Instr. Assm. Coll <i>Prerequisite: SED 615</i>	4.50
ESN 640	Assmnt & Differentiation <i>Prerequisite: ESN 639</i>	4.50
ESN 641	Collab. & Case Mnemnt. <i>Prerequisite: ESN 640</i>	4.50

**Student Teaching Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A <i>Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A</i>	2.25
ESN 655A	Student Teaching A <i>Prerequisite: ESN 641; Corequisite: ESN 659A</i>	2.25
ESN 659B	Seminar B <i>Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B</i>	2.25
ESN 655B	Student Teaching B <i>Prerequisite: ESN 655A; Corequisite: ESN 659B</i>	2.25

**OR  
Internship Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A <i>Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A</i>	2.25
ESN 657A	Internship A	2.25

	<b>Prerequisite:</b> ESN 641; <b>Corequisite:</b> ESN 659A	
ESN 659B	Seminar B	2.25
	<b>Prerequisite:</b> ESN 659A; <b>Corequisite:</b> ESN 655B, or ESN 657B	
ESN 657B	Internship B	2.25
	<b>Prerequisite:</b> ESN 657A; <b>Corequisite:</b> ESN 659B	

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units)**

**Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 657B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

ESN 657C	Internship C	2.25
	<b>Prerequisite:</b> ESN 657B	
ESN 657D	Internship D	2.25
	<b>Prerequisite:</b> ESN 657C	
ESN 657E	Internship E	2.25
	<b>Prerequisite:</b> ESN 657D	
ESN 657F	Internship F	2.25
	<b>Prerequisite:</b> ESN 657E	

**Master's Capstone Requirements (2 eight week courses; 9 quarter units)**

**Units:** 9.00

SED 695	Understanding Edu. Research	4.50
SED 696	Capstone Project	4.50

## Master of Education in Special Education with Preliminary Education Specialist Credential Mild to Moderate Support Needs Teaching Credential with Internship option (California)

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The Master of Education in Special Education with a Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) program is designed to provide candidates with critical skills needed to teach in inclusive classrooms serving children with disabilities. The program is designed for courses to be taken in sequential order. The program provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community. The program provides candidates with critical skills in laws and policies, positive behavior management and assessment needed to teach in inclusive classroom settings.

The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices,

The M.Ed. in Special Education is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing (CCTC) approved for implementation in July 2022. This program also allows candidates to obtain a Preliminary Education Specialist Credential: MMSN Credential with Intern Option (CA) as part of the master's degree. The Master of Education is ideal for educators looking to move into leadership roles or improve their own pedagogical practice.

### Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### **Field Experience**

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### **Clinical Practice**

Candidates must complete one of two clinical practice options: student teaching or internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604**.

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a 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.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Program Disclosure Information**

The Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Synthesize and apply knowledge of how to organize subject matter for learning of Students with Mild/Moderate Support Needs.
- Integrate knowledge/skills to engage and support all Mild/Moderate Support Needs Students in learning.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with Mild/Moderate Support Needs.
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with Mild/Moderate Support Needs.
- Integrate knowledge to meet legal, ethical, and professional obligations to advocate for all learners with Mild/Moderate Support Needs.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving Students with Mild/Moderate Support Needs.

- Critique current research in Special Education Theory and Practices within inclusive and culturally responsive frameworks.
- Demonstrate competence in the application of research methods including critiquing and synthesizing current, evidence-based Education Literature.
- Synthesize Research Methodology and findings as a Professional Educator, Life-Long Learner, and Scholar (consumer and producer of research).

**Degree Requirements:**

To receive a Master of Education in Special Education with a Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) candidates must complete at least 81 quarter units. Students must complete 54 units in residence at National University. The California Commission on Teacher Credentialing (CCTC) mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience. Further information on graduate admission and evaluation can be found in the Academic Information for Graduate Degrees section of the catalog.

**Total Degree Requirements (20-24 Courses; 81-90 quarter units) Units: 49.50**

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 601</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design* <i>Prerequisite: ITL 512</i>	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50
SED 615	Special Education Law <i>Prerequisite: SED 610</i>	4.50

\*Pre-requisite requirement not applicable to to students enrolled in Special Education programs.

**Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) Units: 13.50**

MMS 617	Intro Assm, Collab, & Instrt <i>Prerequisite: SED 615</i>	4.50
MMS 620	Assmnt, Differentiation M/M <i>Prerequisite: MMS 617</i>	4.50
MMS 623	Collaboration & Case Mgmt <i>Prerequisite: MMS 620</i>	4.50

**Student Teaching Mild/Moderate (4 courses; 9 quarter units) Units: 27.00-45.00**

MMS 629A	Seminar A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 625A OR; MMS 627A	2.25
MMS 625A	Student Teaching for M/M: A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 629B	Seminar B <b>Prerequisite:</b> MMS 629A; <b>Corequisite:</b> MMS 625B OR; MMS 629B	2.25
MMS 625B	Student Teaching for M/M: B <b>Prerequisite:</b> MMS 625A; <b>Corequisite:</b> MMS 629B	2.25

**OR**

**Internship Mild/Moderate Needs (4 courses; 9 quarter units)**

**Units:**  
**Units:** 9.00

MMS 629A	Seminar A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 625A OR; MMS 627A	2.25
MMS 627A	Internship A <b>Prerequisite:</b> MMS 623; <b>Corequisite:</b> MMS 629A	2.25
MMS 629B	Seminar B <b>Prerequisite:</b> MMS 629A; <b>Corequisite:</b> MMS 625B OR; MMS 629B	2.25
MMS 627B	Internship B <b>Prerequisite:</b> MMS 627A; <b>Corequisite:</b> MMS 629B	2.25

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units)**

**Units:** 9.00

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

**Master's Capstone Requirements (2 eight week courses; 9 quarter units)**

**Units:** 9.00

SED 695	Understanding Edu. Research	4.50
SED 696	Capstone Project	4.50

## Master of Forensic Sciences

**Academic Program Director:** Ismail Sebetan; 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.

### Bachelor of Science in Biology to Master of Forensic Science Transition Program

The BS Biology to MFS transition program allows students who are enrolled in the BS Biology with a cumulative grade point average of at least 3.0 and who are within completing their last six courses to register for two courses in the MFS program as electives for the bachelor's degree. Students may choose from the following courses: FSC



630, FSC 633, FSC634, FSC 635 or FSC 642. 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.

### **Bachelor of Science in Criminal Justice Administration/Master of Forensic Science (MFS) Program**

Students pursuing the BSCJA/MFS can choose any two FSC classes, which do not require a prerequisite.

#### **Program Learning Outcomes:**

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

- Explain basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, identification of unknown dead bodies; and to professionally interact with the forensic pathologist and medico-legal death investigators.
- Apply the technical procedures and methods of collection, preservation, chain of custody, analysis, comparison and report preparation of the biological, trace and toxicological evidentiary evidence.
- Analyze the basic principles and the role of crime scene investigators in forensic and legal procedures.
- Apply the basic principles of forensic photography, and explain the legal issues related to forensic photography and courtroom or trial presentation.
- Evaluate the legal and psychological issues involved in competency to stand trial, diminished capacity, and insanity defenses.
- Understand friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.
- Utilize theories, techniques and practices 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 institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

Students must have an undergraduate degree in a laboratory science in order to enroll in the MFS with a specialization in criminalistics. The MFS with a specialization in investigation does not have a specific major requirement for the undergraduate degree.

For students in the BS in Criminal Justice Administration/MFS transition program, the University will waive the forensic sciences course(s) taken as part of the bachelor's degree (see BS in Criminal Justice transition program), but these students must still meet the residency requirements for the MFS.

**Students should consult the academic director to determine at what point in the sequence they may enter the program.**

**Total Degree Requirements (54 quarter units)  
Core Requirements (8 courses; 36 quarter units)**

**Units:  
Units: 36.00**

FSC 630	Forensic Pathology I	4.50
FSC 642	Forensic Pathology II <b>Prerequisite:</b> FSC 630	4.50
FSC 635	Forensic Anthropology	4.50
FSC 648	Forensic Photography*	4.50
FSC 647	Crime Scene Investigation	4.50
FSC 623	Fingerprint Analysis	4.50
FSC 621	Digital Evidence	4.50
FSC 662	Supervised Research Project** <b>Prerequisite:</b> Satisfactory completion of all FSC courses, including area of specialization and/or elective courses or obtain approval of the Academic Program Director.	4.50

\*Students will be required to obtain their own photographic equipment, which must meet the requirements of the course. All digital cameras to be used must meet the same standards as film based forensic cameras, which includes: interchangeable lenses, manual settings for shutter and aperture, and the ability to use an external, off camera electronic flash attachment.

\*\*This is a two-month, one-meeting-per week course with a significant research component. Grading is by H, S, or U. Students who do not complete the Research Project within the two month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one time six-month extension. Students who do not complete the project at the end of the extension period will need to retake FSC 662. No grade of "I" (Incomplete) can be given for this course.

### Program Electives (1 course; 4.5 quarter units)

Students can take courses with the preapproval of the Faculty Advisor who should be consulted prior to scheduling of any elective. The following is recommended:

FSC 651	Topics in Forensic Sciences	4.50
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## Specialization in Criminalistics

**Academic Program Director:** Ismail Sebetan; isebetan@nu.edu

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.

### Degree Requirements:

#### Program Requirements (4 courses; 18 quarter units)

FSC 632	Trace Evidence	4.50
FSC 633	Advanced Forensic Toxicology	4.50

FSC 634	Forensic Serology and DNA	4.50
FSC 636	Advanced Forensic DNA Analysis <i>Prerequisite: FSC 634</i>	4.50

## Specialization in Investigation

**Academic Program Director:** Ismail Sebetan; isebetan@nu.edu

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.

### Degree Requirements:

#### Program Requirements (4 courses; 18 quarter units)

FSC 620	Advanced Criminalistics	4.50
FSC 643	Forensic Psychology	4.50
FSC 622	Law and Criminal Procedure	4.50
FSC 631	Major Case Investigation	4.50

## Master of Healthcare Administration

**Academic Program Director:** Lockford Jones; 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).

**Internship Minnesota Students-** National University’s Master of Healthcare Administration Internship Coordinator will assist Minnesota students in locating an internship site within a 50-mile radius of their home address.

**Program Learning Outcomes:**

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

- Demonstrate critical thinking skills and apply decision-making technology to evaluate information and to discover evidence-based solutions that are reliable.
- Communicate effectively in all forms of expression to relate facts, simplify complexity, customize, and create persuasive arguments for the target audience to improve organizational function and/or to transform organizational vision for all stakeholders.
- Use and analyze corporate financial management concepts (e.g., rate of return, net present value, and cash flow analyses); analyze trends in population, disease, and utilization data; understand principles of insurance rating, actuarial risk, and shared risk to make decisions.
- Assess the business, demographic, ethnocultural, political, and regulatory implications of decisions and develop strategies that improve the long-term success and viability of the organization.
- Evaluate political, economic, social, technological, workforce, legal, ethical and regulatory factors that impact systems, organizations, communities and individuals at multiple levels along the health care continuum.
- Implement care and processes for better outcomes with the attendant evidence-based best practices in the full scope of healthcare operations and delivery.
- Demonstrate leadership excellence through abilities and behaviors, which include establishing a vision and motivating and supporting others to work towards that shared vision and related goals.
- Evaluate alternative organizing structures and use organization structure to design performance improvement strategies.
- Apply evidence-based approaches to engage communities and multilevel partners in working together to improve modifiable determinants of health and health outcomes to achieve optimal population health.
- Employ organizational integrity by examining organizational behavior for honesty and fair dealing with all constituencies, including employees and community stakeholders
- Exercise professional behaviors consistent with self-awareness, accountability, continuous learning, and ethical and social responsibility for the greater good.

**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	4.50
HCA 610	Health Policy	4.50
	<b>Prerequisite:</b> HCA 600	
COH 602	Biostatistics	4.50
HCA 620	Health Organization Management	4.50
	<b>Prerequisite:</b> COH 602	

HCA 626	Healthcare Information Systems* <b>Prerequisite:</b> ANA 630	4.50
HCA 622	Quality Appraisal & Evaluation <b>Prerequisite:</b> HCA 600 and HCA 620	4.50
COH 606	Epidemiology <b>Prerequisite:</b> COH 602, or ANA 630	4.50
HCA 660	Health Economics	4.50
HCA 628	HA Human Resources Management	4.50
HCA 630	Healthcare Law & Ethics	4.50
HCA 624	Healthcare Planning & Marketing <b>Prerequisite:</b> COH 611	4.50
HCA 663	Healthcare Accounting/Finance <b>Prerequisite:</b> HCA 628	4.50
COH 611	Public Health Research Methods	4.50
HCA 670	Healthcare Leadership <b>Prerequisite:</b> HCA 624	4.50
HCA 691	Healthcare Internship <b>Prerequisite:</b> 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	4.50
HCA 692	Healthcare Capstone <b>Prerequisite:</b> HCA 691 or permission by instructor.	4.50

\*ANA prerequisite is NOT required for students in the MS in Healthcare Administration

## Master of Public Administration

**Academic Program Director:** Deborah Le Blanc; dleblanc@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.

For students in the Bachelor of Public Administration/BS in Criminal Justice Administration/BS in Domestic Security Management/BA Political Science/MPA transition program, the University will waive up to two public administration courses taken as part of the bachelor's degree (see BS in Bachelor of Public Administration/Criminal Justice Administration/BS in Domestic Security Management/BA Political Science transition program), but these students must still meet the residency requirements for the MPA. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

**Core Requirements (8 courses; 36 quarter units)**

PAD 620	Foundations of Public Admin	4.50
PAD 622	Seminar in Urban Affairs	4.50
PAD 626	Public Personnel Policy	4.50
PAD 627	Quantitative Methods	4.50
PAD 628	Ethics	4.50
PAD 631	Urban Planning & Redevelopment	4.50
PAD 632	Finance Mgt & Grant Admin	4.50
PAD 644	MPA Project	4.50

**Program Electives (4 courses; 18 quarter units)**

Students must complete four graduate courses from the following subject areas to meet the elective requirement: CJA, HUB, 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; 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 (4 courses; 18 quarter units)**

HRM 630	Legal, Ethical & Safety Issues	4.50
HRM 637	Workforce Plan, Dev & Outsourc	4.50
ODV 606	Seminar in Training & Developm	4.50
HRM 667	Compensation & Benefits	4.50

## Specialization in Organizational Leadership

**Academic Program Director:** Julia Buchanan; 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.

### Degree Requirements:

#### Specialization Requirements (4 courses; 18 quarter units)

LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50

## Master of Public Health

**Academic Program Director:** Sara Cook; scook2@nu.edu

The Master of Public Health (MPH) is a graduate professional degree designed to prepare students for leadership positions in health promotion and disease prevention, community mental health or public healthcare administration. Public Health involves multidisciplinary and collaborative strategies for solving health-related problems and promoting social justice, including programs that serve the public sector at all levels—local, state, federal, and global. Faculty members have expertise and experience in public health applied research and in higher education.

The MPH program emphasizes the application of broad-based, state-of-the-art quantitative and qualitative skills needed for problem-solving. Special attention is given to enhancement of communication skills needed to work with diverse populations. Ideal candidates for the MPH program are those students looking for career advancement within the public health sector; and those looking for career transition into public health from other

health professions. Graduates will enhance their opportunities for professional growth and job placement through carefully planned internships and comprehensive capstone experience. The

MPH program is accredited by the Council on Education for Public Health (CEPH).

### Admission Requirements

1. Successful completion of college level introductory statistics course such as BST322 or MTH210.
2. Have completed a baccalaureate degree with a 2.85 cumulative GPA from regionally accredited institutions attended.

### Additional Prerequisite Requirement

Students should be proficient in operating a personal computer, including: standard computer operating systems, electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents. Knowledge of standard computer applications to include Microsoft Word, Excel, and PowerPoint and familiarity with using internet browsers and standard email systems such as MS Outlook is required.

In accordance with the competency guidelines established by the National Commission for Health Education Credentialing (NCHEC) and the Council on Education for Public Health (CEPH), the Master of Public Health program prepares graduates to master the following program learning outcomes.

### Program Learning Outcomes:

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

- Apply epidemiologic methods to public health research, policy and practice
- Explain the critical importance of evidence in advancing public health knowledge
- Apply the concepts and methods of social justice and social and behavioral sciences relevant to the identification and solution of public health problems.
- Analyze the planning, organization, administration, and policies of healthcare organizations
- Apply the principles of leadership to address public health challenges
- Communicate appropriate public health content in writing and through oral presentation in a culturally competent and effective manner

### Degree Requirements:

To receive an MPH degree, students must complete at least 72 quarter units of graduate work including the core MPH requirements and one area of specialization. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admission requirements for specific information regarding application and evaluation.

### Core Requirements (8 courses; 33 quarter units)

COH 599	Public Health Foundation	1.50
HCA 600	U.S. Healthcare System	4.50
COH 601	Global Public Health <i>Prerequisite: HCA 600</i>	4.50
COH 602	Biostatistics	4.50
COH 604	Theories of Health Behavior	4.50
COH 606	Epidemiology <i>Prerequisite: COH 602, or ANA 630</i>	4.50
COH 611	Public Health Research Methods	4.50
COH 612	Health Policy and Advocacy	4.50

## Specialization in Community Mental Health

**Academic Program Director:** Tyler Smith; tsmith@nu.edu



Students in the specialization in Community 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.
- Create evidence-based programs to prevent or reduce mental health disorders in community settings.
- Design an evaluation plan to assess the effectiveness of a community mental health program.
- Identify factors that promote or influence the occurrence, persistence, or severity of mental and behavioral disorders.
- Apply appropriate research principles and techniques to mental health.
- Construct an advocacy plan to improve culturally sensitive mental health policies in communities.

**Requirements for the Specialization (7 courses; 31.5 quarter units)**

COH 623	Mental Health Services	4.50
COH 627	Mental Health Populations	4.50
COH 621	PH Aspects of Drug Addiction <i>Prerequisite: COH 602</i>	4.50
COH 616	Mental Health Promotion	4.50
COH 614	Psychosocial Epidemiology <i>Prerequisite: COH 606</i>	4.50
COH 617	PH Aspects of Violence <i>Prerequisite: COH 604</i>	4.50
COH 619	PH Aspects of Human Sexuality <i>Prerequisite: COH 604</i>	4.50

**Health Experience (1 course; 3 quarter units)**

COH 550	Global Health Experience	3.00
OR		
COH 693C	Mental Health Experience <i>Recommended: Prior completion of: all core and specialization courses prior to enrolling in COH 693C</i>	3.00

**Capstone Requirement (1 course; 4.5 quarter units)**

COH 694C	Mental Health Capstone <i>Recommended: Prior completion of: all core and specialization courses prior to enrolling in COH 694C</i>	4.50
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**Specialization in Healthcare Administration**

**Academic Program Director:** Tyler Smith; tsmith@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.

**Degree Requirements:**

**Requirements for the Specialization (7 courses; 31.5 quarter units)**

HCA 620	Health Organization Management <i>Prerequisite: COH 602</i>	4.50
HCA 626	Healthcare Information Systems** <i>Prerequisite: ANA 630</i>	4.50
HCA 622	Quality Appraisal & Evaluation <i>Prerequisite: HCA 600 and HCA 620</i>	4.50
HCA 628	HA Human Resources Management	4.50
HCA 663	Healthcare Accounting/Finance <i>Prerequisite: HCA 628</i>	4.50
HCA 624	Healthcare Planning & Marketing <i>Prerequisite: COH 611</i>	4.50
HCA 670	Healthcare Leadership <i>Prerequisite: HCA 624</i>	4.50

\*\*Please note: ANA prerequisite is NOT required for students in the Specialization in Healthcare Administration

**Health Experience (1 Course; 3 quarter units)**

COH 550	Global Health Experience	3.00
OR		
COH 693B	Healthcare Admin Experience <i>Recommended: Prior completion of: all core and specialization courses prior to enrolling in COH 693B</i>	3.00

**Capstone Requirement (1 course; 4.5 quarter units)**

COH 694B	Healthcare Admin Capstone <i>Recommended: Prior completion of: all core and specialization courses prior to enrolling in COH 694B</i>	4.50
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**Specialization in Health Promotion**

**Academic Program Director:** Tyler Smith; tsmith@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 factors that influence, enhance or impede health promotion.
- Explain factors that influence implementation of health promotion programs.
- Evaluate the implementation of health promotion programs.
- Integrate the results of health promotion evaluation into interventions and policies.
- Apply principles of financial management, information technology, human resource management and community building to build or enhance health promotion programs.
- Provide advice and consultation on health promotion issues.
- Apply appropriate research principles and techniques to develop health promotion programs.

### Degree Requirements:

#### Requirements for the Specialization (7 courses; 31.5 quarter units)

COH 603	Public Health Biology	4.50
COH 608	Public Health & the Enviro	4.50
COH 605	Public Health Promotion <b>Prerequisite:</b> COH 604	4.50
COH 607	Public Health Program Develop <b>Recommended Preparation:</b> COH 604	4.50
COH 609	PH Program Evaluation	4.50
COH 618	Health Promotion Strategies <b>Prerequisite:</b> COH 605 and COH 609	4.50
COH 613	Public Health Informatics <b>Prerequisite:</b> COH 606	4.50

#### Health Experience (1 course; 3 quarter units)

COH 550	Global Health Experience	3.00
OR		
COH 693A	Health Promotion Experience <b>Recommended: Prior completion of:</b> all core and specialization courses prior to enrolling in COH 693A.	3.00

#### Capstone Requirement (1 course; 4.5 quarter units)

COH 694A	Health Promotion Capstone <b>Recommended: Prior completion of:</b> all core and specialization courses prior to enrolling in COH 694A	4.50
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## Master of Science in Applied Behavioral Analysis

**Academic Program Director:** Sharlyn Crump; scrump@nu.edu

The Master of Science in Applied Behavioral program prepares students with the course work required for understanding the role of an applied behavior analyst. The curriculum includes a 10 course sequence, of which 8 courses are verified by the Behavior Analyst Certification Board. This course work along with the additional 2000 hours of approved supervision allows a student to be eligible to sit for the BCBA exam. Behavior analysts provide services to individuals, families, group homes, schools, mental health agencies, hospitals, industrial and business settings, and other agencies working with individuals who require intensive behavioral training and/or consultation. This program is designed to prepare candidates for acceptable behavior management techniques and strategies to be used in a wide range of settings. Students will be required to develop, implement, analyze,

and evaluate, behaviorally accepted methods for positive behavior change across various environments. Information about becoming certified through the BACB can be found at [www.bacb.com](http://www.bacb.com).

### Program Disclosure

National University MS ABA program currently only satisfies the educational/coursework component for this certification. In addition to the educational requirements, graduates of this program will need to also meet additional requirements established by the BCBA® including supervised field experiences, applications, examinations, and background checks to become certified.

Some states and/or territories require applicants to also obtain the Licensed Behavior Analyst (LBA) credential, to practice in that state, which could include additional requirements. It is strongly recommended that the applicant contact their state board of Psychology or the issuing governing board of the LBA for more information.

### SAFMEDS

SAFMEDS is an online platform designed to provide students critical skills practice of key program learning outcomes. All ABA students are required to utilize SAFMEDS. The fee is \$500 per year.

### Program Learning Outcomes:

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

- Explain Radical Behaviorism's foundational concepts and principles from a behavior analytic approach.
- Analyze measurement, data display and interpretation in experimental design format.
- Integrate the Code of Ethics during the behavior change process and assessment procedures.
- Integrate behavior management and performance monitoring during the behavior change process and assessment procedures.
- The application of Applied Behavior Analysis in research and daily life.
- Conduct research using relevant design, statistical, measurements, data analysis and program evaluation methods to improve student outcomes.

### Degree Requirements:

To receive a Master of Science in Applied Behavior Analysis, students must complete at least 45 quarter units of graduate work. A total of 4.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution. To effectively transfer units to this degree, the transferable units were not previously used in earning another advanced degree. In addition, the coursework was completed within the past 7 years. Course equivalence cannot be granted for life experience. Please refer to the graduate information section of the University catalog for admission and evaluation.

### Program Requirements (10 courses; 45 quarter units)

ABA 620	Philosophical Underpinning ABA	4.50
ABA 622	Concepts and Principles of ABA <b>Prerequisite:</b> ABA 620	4.50
ABA 624	Measurement and Design <b>Prerequisite:</b> ABA 622	4.50
ABA 626	Functional Behavior Assessment <b>Prerequisite:</b> ABA 624	4.50
ABA 628	Behavioral Change Procedures <b>Prerequisite:</b> ABA 626	4.50
ABA 630	Developing ABA Interventions <b>Prerequisite:</b> ABA 628	4.50
ABA 632	Ethics Compliance Code <b>Prerequisite:</b> ABA 630	4.50
ABA 634	Supervision and Management	4.50

	<b>Prerequisite:</b> ABA 632	
ABA 636	Application of ABA Skills	4.50
	<b>Prerequisite:</b> ABA 634	
ABA 670	ABA Capstone Project	4.50
	<b>Prerequisite:</b> ABA 636	

## Master of Science in Applied School Leadership with Preliminary Administrative Services Credential Option (in Partnership with participating County Offices of Education)

**Academic Program Director:** Glenn Sewell; 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.

### Core Requirements (8 courses; 36 quarter units)

EDA 631	Shared Vision of Learning <sup>(**), *</sup>	4.50
EDA 632	Teaching and Learning Culture <sup>(**), *</sup>	4.50
EDA 633	Mgmt for Teaching/Learni <sup>(**), *</sup>	4.50
EDA 634	Diverse Families/Communities <sup>(**), *</sup>	4.50
EDA 635	Personal Ethics for Leadership <sup>(**), *</sup>	4.50
EDA 636	Political and Social Influence <sup>(**), *</sup>	4.50

ILD 625	Educational Research	4.50
EDA 637	Action Research	4.50
	<b>Prerequisite:</b> ILD 625	

(\*\*), \*(\*\*) COE Courses\* Required for Preliminary Administrative Services Certificate/Credential

**Plus choose two additional core courses from the following list:**

EDA 652	Visionary Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership	4.50
	<b>Prerequisite:</b> EDA 653; EDA 655	
EDA 655	School Improvement Leadership	4.50
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50

Fieldwork is required and the requirement is met through the completion of 75 hours of supervised on-site administrative fieldwork embedded in the six COE courses)

## Master of Science in Computer Information System

**Academic Program Director:** Patrick Olson; polson@nu.edu

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

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

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

Additionally, we require a current topics course (CIS 671) and credit for publication of a student paper (CIS 611) as part of the required courses in the program. There are also additional elective options that allow further engagement in scholarly publication (CIS 616). The program concludes with a capstone course on the Philosophy of Information (CIS 688).

### Admission Requirements

Candidates seeking admission to the program must possess a baccalaureate degree. This program is designed to offer information systems expertise to those from various educational backgrounds. Enrolling students with an undergraduate degree in information systems, information technology, computer science, or software engineering, business meet the program entry requirements. Enrolling students who hold other undergraduate degrees may be enrolled if they secure the approval of the Academic Program Director for the MSCIS.

### Program Learning Outcomes:

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

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

### Degree Requirements:

To receive a Master of Science in Computer Information Systems, student must complete 50.5 quarter units of graduate coursework. A total of 13.5 quarter units of graduate work completed at another regionally accredited institution may be transferred to meet stated requirements in the program provided those units were not used in earning another advanced degree.

### Core Requirements (12 courses; 50.5 quarter units)

CIS 601	Principles of Info. Systems	4.50
CIS 621	Systems Development/Deployment	4.50
CIS 631	Data, Information and Content	4.50
CIS 641	IT Infrastructure	4.50
CIS 650	IS Management and Operations <b>Prerequisite:</b> CIS 641 with a minimum grade of B. The grade in CIS 641 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 655	Enterprise Architecture <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 656	Innov., Org. Change, Entrepre. <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 657	Bus Cont and Info Assurance <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 659	IS Strategy and Gov <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 671	Current Topics <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
CIS 688	Philosophy of Information <b>Prerequisite:</b> All other program requirements must be complete prior to taking this course.	4.50
CIS 611	Student Publications <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	1.00

## Elective Option

Students who wish to participate in additional scholarly research opportunities may enroll in the following course. Please contact the Program Lead for approval.

CIS 616	Scholarly Publications	2.00
	<b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	

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## Master of Science in Computer Science

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Mudasser Wyne; 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 CSC242, CSC252 and CSC262 or by demonstrating proficiency through additional equivalent coursework or taking a course challenge exam for CSC 242, CSC252 and CSC262 before starting MSCS program.

### MSCS Transition Program

National University students who completed a transition program as part of their undergraduate degree and who



satisfy MSCS transition program requirements described in the catalog must complete a minimum of 45 quarter units for their MSCS degree. The number of units required for the MSCS program is dependent on the coursework completed in the Bachelor's transition program and the grades earned.

**Program Learning Outcomes:**

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

- Create software requirements specifications, design and develop complex software systems.
- Evaluate computer security vulnerabilities, threats, and counter measures that are effective and ethical.
- Design and develop database solutions by translating given application requirements 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 computer science concepts.

**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 CSC605, CSC607, CSC670 and CSC680 courses have been completed.

It is important to note that capstone course sequence CSC686, CSC687 and CSC688 needs to be taken in the consecutive months. In case a student is not able to complete this course sequence in consecutive months, they will be required to start with the CSC686 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 CSC242, CSC252 and CSC262 courses or by demonstrating proficiency through additional equivalent coursework or taking a course challenge exam for CSC 242, CSC252 and CSC262 before starting MSCS program.

CSC 242	Intro to Programming Concepts <b>Prerequisite:</b> MTH 215	4.50
CSC 252	Programming in C++ <b>Prerequisite:</b> CSC 242	4.50
CSC 262	Programming in JAVA <b>Prerequisite:</b> MTH 215	4.50

**Core Requirements (13 courses; 58.5 quarter units)**

It is important to note that capstone course sequence CSC686, CSC687 and CSC688 needs to be taken in the consecutive months.

CSC 600	Advanced Programming <b>Prerequisite:</b> CSC 242 and 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.	4.50
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CSC 603	Software Eng Fundamentals	4.50
CSC 605	Software Architecture Principl <b>Prerequisite:</b> CSC 603	4.50
CSC 606	Modern Operating Systems <b>Prerequisite:</b> CSC 600	4.50
CSC 607	Security in Computing <b>Prerequisite:</b> CSC 606	4.50
CSC 670	User Interface Engineering <b>Prerequisite:</b> CSC 600	4.50
CSC 675	Database Design and Impl. <b>Prerequisite:</b> CSC 600	4.50
CSC 678	Advanced Database Programming <b>Prerequisite:</b> CSC 675	4.50
CSC 680	Database Web Interface <b>Prerequisite:</b> CSC 678	4.50
CSC 685	Topics in Computing	4.50
CSC 686	Computer Science Project I <b>Prerequisite:</b> CSC 605 and CSC 607 and CSC 670 and CSC 680	4.50
CSC 687	Computer Science Project II <b>Prerequisite:</b> CSC 686	4.50
CSC 688	Computer Science Project III <b>Prerequisite:</b> CSC 687	4.50

## Master of Science in Cybersecurity

**Academic Program Director:** James Jaurez; [jj Suarez@nu.edu](mailto:jj Suarez@nu.edu), Christopher Simpson; [csimpson@nu.edu](mailto: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 Cybersecurity program must interview with the Faculty Advisor 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 cybersecurity topic, including finding and integrating relevant research results of others.

- Integrate systems-level-infrastructure thinking into cybersecurity problem identification and resolution, and effectively communicate the solution

**Degree Requirements:**

To obtain the Master of Science in Cyber Security, 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	Cybersecurity Technology	4.50
CYB 601	Cyber Sec. Toolkit Utilization <i>Prerequisite: CYB 600 with a minimum grade of B.</i>	4.50
CYB 602	Threat Modeling & Intel <i>Prerequisite: CYB 601</i>	4.50
CYB 604	Wireless and Mobile Security <i>Prerequisite: CYB 602</i>	4.50
CYB 606	NetSec Monitoring and IR <i>Prerequisite: CYB 604</i>	4.50
CYB 607	Cloud Security <i>Prerequisite: CYB 606</i>	4.50
CYB 699A	Cyber Security Project I <i>Prerequisite: CYB 608 and completion of one specialization area.</i>	4.50
CYB 699B	Cyber Security Project II <i>Prerequisite: CYB 699A</i>	4.50
CYB 699C	Cyber Security Project III <i>Prerequisite: CYB 699B with a minimum grade of S. Students to successfully complete CYB 699B</i>	4.50

**Requirements for the Specializations (4 courses; 18 quarter units)**

All students must choose one Specialization defined below:

**Specialization in Enterprise Cybersecurity Management**

**Academic Program Director:** Christopher Simpson; csimpson@nu.edu

The specialization in Enterprise Cybersecurity Management provides study in the professional domain of cybersecurity that focuses on the programmatic management and governance of cybersecurity for organization. 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 cybersecurity.
- Generate critical thinking in analysis and synthesis of enterprise and global cybersecurity 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.

**Degree Requirements:**

This specialization requires 18 graduate units at National University.

**Program Requirements (4 courses; 18 quarter units)**

CYB 608	CyberSec Audit and Assessment <i>Prerequisite: CYB 607</i>	4.50
CYB 612	Cybersecurity Policy <i>Prerequisite: CYB 608</i>	4.50
CYB 613	Governance in Cybersecurity <i>Prerequisite: CYB 612</i>	4.50
CYB 616	CybSec Program Management <i>Prerequisite: CYB 613</i>	4.50

## Specialization in Ethical Hacking & Pen Testing

**Academic Program Director:** Christopher Simpson; csimpson@nu.edu

The Ethical Hacking & Pen Testing specialization is designed to provide unique applications involved in the professional domain of cybersecurity. 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 cybersecurity problem identification and resolution, and effectively communicate the solution.
- Forecast the impact of continually advancing technology and national and international cyber-legislation on cybersecurity.
- Conduct in-depth research into a specific cybersecurity topic, including finding and integrating relevant research results of others.
- Generate critical thinking in analysis and synthesis of enterprise and global cybersecurity 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	CyberSec Audit and Assessment <b>Prerequisite:</b> CYB 607	4.50
CYB 632	Ethical Hacking <b>Prerequisite:</b> CYB 608	4.50
CYB 633	Red Teaming <b>Prerequisite:</b> CYB 632	4.50
CYB 634	Advanced Penetration Testing <b>Prerequisite:</b> CYB 633	4.50

## Master of Science in Data Science

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Jodi Reeves; jreeves@nu.edu

Apply statistical methods to solve real-world problems and prepare for careers in data science. Core courses include data modeling, data management, and data mining of continuous, categorical, and multivariable data. Advanced specializations focus on artificial intelligence and optimization, database analytics, business analytics, or health analytics. The program culmination is a three-month capstone where real data from sponsoring organizations or publicly available data will be used in a data science team project to demonstrate mastery in data acquisition, cleaning, analysis, modeling, visualization, and reporting.

### 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 and implement an analytic strategy to frame a potential issue and solution relevant to the community and stakeholders.
- Develop team skills to ethically research, develop, and evaluate analytic solutions to improve organizational performance.

### Degree Requirements:

To obtain the Master of Science in Data Science, students must complete at least 67.5 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. Please refer to the graduate admissions requirements for specific information regarding application and evaluation.

### Program Requirements (15 courses; 67.5 quarter units)

#### Core Requirements (7 courses; 31.5 quarter units)

ANA 600	Fundamentals of Analytics	4.50
ANA 605	Analytic Models & Data Systems <b>Prerequisite:</b> ANA 600	4.50
ANA 610	Data Management for Analytics <b>Prerequisite:</b> ANA 605	4.50
ANA 615	Data Mining Techniques	4.50

	<b>Prerequisite:</b> ANA 610	
ANA 620	Continuous Data Methods, Appl	4.50
	<b>Prerequisite:</b> ANA 615	
ANA 625	Categorical Data Methods, Appl	4.50
	<b>Prerequisite:</b> ANA 620	
ANA 630	Advanced Analytic Applications	4.50
	<b>Prerequisite:</b> ANA 625	

Students must select one of the area of specializations.

### Capstone Requirements (3 courses; 13.5 quarter units)

Students must complete all core courses and one area of specialization courses prior to starting the capstone course sequence.

ANA 699A	Analytic Capstone Project I	4.50
	<b>Prerequisite:</b> All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.	
ANA 699B	Analytic Capstone Project II	4.50
	<b>Prerequisite:</b> ANA 699A	
ANA 699C	Analytics Capstone Project III	4.50
	<b>Prerequisite:</b> ANA 699B	

## Specialization in AI/Optimization

Specialization topics include how to use python programming in data science applications including optimization methods, neural networks, deep learning, and model deployment in the cloud.

### Program Learning Outcomes:

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

- Use Python for AI and machine learning applications in data science.
- Explore optimization methods and algorithms.
- Evaluate neural networks and deep learning models.
- Deploy machine learning models in the cloud.

### Degree Requirements:

Students must complete a minimum of 18 quarter units for the AI/Optimization specialization.

### Total Specialization Requirements (4 courses; 18 quarter units)

Students with no prior Python programming must complete ANA 500 prior to ANA 670.

**Units:**  
**Units:** 4.50

ANA 500	Python for Data Science	4.50
	<b>Recommended Preparation:</b> Prior experience in computer programming languages such as R is helpful.	

### Specialization Requirements (3 courses; 13.5 quarter units)

**Units:** 13.50

ANA 670	Applied Optimization Methods <i>Historical-Review all addendums</i>	4.50
	<b>Recommended Preparation:</b> Python programming experience or ANA 500 Python for Data Science	

ANA 675	Neural Network & Deep Learning <b>Prerequisite:</b> ANA 670	4.50
ANA 680	Machine Learning Deployment <b>Prerequisite:</b> ANA 675	4.50
<b>Students who have prior experience with Python Programming complete ANA 505, after ANA 680.</b>		<b>Units:</b> 4.50
ANA 505	AI & Optimization Topics	4.50

## Specialization in Business Analytics

**Academic Program Director:** Jodi Reeves; jreeves@nu.edu

The specialization in Business Analytics is designed to prepare students to apply scientific knowledge to big data to find practical patterns for decision making. Organizations measure their operations, forecasting, and future strategic plans scientifically through analyzing data in marketing, sales, finances, and supply chain areas.

### Program Learning Outcomes:

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

- Evaluate data models to analyze the performance of supply chain processes.
- Analyze data to predict business outcomes in marketing processes.
- Design an probabilistic finance model to forecast business outcomes.
- Apply security, privacy, and ethical measures using data and analytical models to business processes.

### Requirements for the Specialization (5 courses; 22.5 quarter units)

BAN 640	Performance MGT & SCM Process	4.50
BAN 645	Prediction in Marketing	4.50
BAN 650	Probabilistic Finance Models	4.50
BAN 655	Analytical Security & Ethics	4.50
ANA 505	AI & Optimization Topics	4.50

## Specialization in Database Analytics

**Academic Program Director:** Jodi Reeves; jreeves@nu.edu

Specialization topics include how to develop, implement, and maintain the hardware and software tools needed to make efficient and effective use of big data including databases, data marts, data warehouses, machine learning, and analytic programming for applications in AI and optimization.

### Program Learning Outcomes:

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

- Design data marts.
- Analyze complex database queries for real-world analytical applications.
- Design medium-to-large data warehouses.
- Evaluate machine learning methods and strategies for advanced data mining.

### Requirements for Specialization (5 courses; 22.5 quarter units)

ANA 650	Database Design for Analytics	4.50
ANA 655	Data Warehouse Design & Devel <b>Prerequisite:</b> ANA 650	4.50
ANA 660	Advanced SQL Programming <b>Prerequisite:</b> ANA 655	4.50
ANA 665	Data Mining & Machine Learning <b>Prerequisite:</b> ANA 660	4.50
ANA 505	AI & Optimization Topics	4.50

## Specialization in Health Analytics

**Academic Program Director:** Jodi Reeves; jreeves@nu.edu

The Specialization in Health Analytics is designed to provide students with a practical learning experience through application of statistical methods to solve real-life health and life science analytics problems. Topics include health care information management systems, epidemiology, health management, clinical research, clinical trials, health outcomes research, teamwork, and communication.

### Program Learning Outcomes:

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

- Analyze the planning, organization, administration and policies of healthcare organizations using health analytic methods.
- Evaluate healthcare information system technologies through integration and interoperability of health data.
- Integrate data and analytic techniques to establish financial priorities of a healthcare organization in line with the needs and values of the community and stakeholders it serves.
- Analyze the distribution and determinants of disease and health outcomes in human populations.

### Requirements for the Specialization (5 courses; 22.5 quarter units)

HCA 626	Healthcare Information Systems <b>Prerequisite:</b> ANA 630	4.50
COH 606	Epidemiology <b>Prerequisite:</b> COH 602, or ANA 630	4.50
ANH 604	Clinical Research Analytics	4.50
ANH 607	Health Outcomes Research	4.50
ANA 505	AI & Optimization Topics	4.50

## Master of Science in Designing Instructional and Educational Technology

**Academic Program Director:** Brian Arnold; barnold@nu.edu

The Master of Science in Designing, Instructional and Educational Technology is for students who want to enhance their curricular design skills for multimodal delivery. Students will iteratively apply the technology and tools relevant to delivering clear, compelling content to a variety of learning audiences. Students will be prepared to act as educational technology subject-matter-experts (SMEs) and change agents within their current or future institutions. Students will be immersed in research supported design philosophies, taxonomies and frameworks. Students will evolve their ability to wield instructional and educational technology in order to craft media-rich learning environments that engage their learners, clearly communicate complex concepts and adhere to contemporary institutional and accessibility standards.



Graduates will be prepared to enter careers in the fields of K-12 education (public and private), Higher Education, military, medical and corporate training roles. 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 instructional design knowledge and skills to any situation in which digital technologies hold the potential for improving instruction. This program emphasizes practical applications by offering extensive training with the research supported decision-making tools that employers can recognize and rely upon. The program culminates with a final research supported educational design project.

### Program Technical Requirements

Students are expected to possess a current, reliable computer with access to reliable high speed Internet connections. A working camera/microphone/speaker system allows for reliable communication with faculty and peers. Access to a suite of office products (Microsoft, Apple, Google or other) is required. Students may choose to acquire other software on a case by case basis.

It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Deviation from that path should involve the expectation of previous learning or additional student support.

### GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All MSDIET students are required to utilize GoReact. The fee is \$50 per year.

### Program Learning Outcomes:

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

- Effectively filter online information.
- Synthesize contemporary design tools with extant learning theory and UDL principles.
- Design learning environments supported by learning theories by depicting diverse, ethical and inclusive imagery.
- Cultivate habits of mind conducive to prosocial ethics, social emotional learning, professional communication, and lifelong learning.
- Assemble a showcase portfolio synthesizing professional (instructional technology and educational design) skills supported by extant scholarship.

### Degree Requirements:

To obtain a Master of Science in Designing Instructional and Educational 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)

EID 600	Technology Foundations	4.50
EID 610	Instructional Design*	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 620	Education, Theory & Technology*	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 630	Media Based Learning Objects*	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	
EID 640	Developing Online Courseware*	4.50
	<b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	

EID 650	Media Rich Instruction* <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 660	Simulated Realities & Learning* <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 670	Technology and Leadership* <b>Recommended Preparation:</b> EID 600 with a minimum grade of C.	4.50
EID 680	Instructional Eval. & Devl. <b>Prerequisite:</b> EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.	4.50
EID 690	Capstone <b>Prerequisite:</b> EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.	4.50

\* It is highly recommended that learners complete EID 600 Technology Foundations before enrolling in subsequent programmatic courses. EID 600 lays the foundational expectations of the program and models the skills needed to successfully complete this degree. This program was designed to be completed linearly. Derivation from that path should involve the expectation of previous learning or additional student support.

## Master of Science in Educational Administration with Preliminary Administrative Services Credential Option (California)

**Academic Program Director:** Glenn Sewell; gsewell@nu.edu

This program is designed for students who are interested in advancing their careers, not necessarily in the field of education. This MS degree program is completed without the preliminary credential option for those pursuing careers in the nonpublic education sectors. For students who want to pursue the credential option, please see the Sanford College of Education Credential Information section of the catalog.

### Field Experience Requirements

EDA 600A is required for students completing the MS Educational Administration with the Preliminary Administrative Services Credential.

Students seeking a Master of Science in Educational Administration **only** should complete EDA 690A. Students in the Master's degree are required to demonstrate mastery of the program learning outcomes, through a field experience course. EDA 690A provides experience that meet their unique needs for obtaining the Master degree.

### Program Learning Outcomes:

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

- Candidates will develop a process for creating, stewarding, and communicating a shared vision that includes school-wide goals for improving teaching and learning.
- Candidates will practice their skills in the role of the instructional leader in the context of the stewardship of effective instructional practices.
- Candidates will apply knowledge they have learned to gain experience in the role of the instructional leader in the context of curriculum development, implementation, and assessment.
- Candidates will apply what they have learned to enhance their skills in the collaborative, ongoing processes of data-based school growth plans.
- Candidates will critique professional develop systems for the purpose of developing professional growth opportunities for school teachers, staff, and administrators.

- Candidates will apply course learning activities to better understand the complex Interaction of all of a school’s complex systems and to promote overall teaching and learning.
- Candidates will design and apply methods in which a school can engage their communities to promote the shared vision.
- Candidates will select and research 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 the sequence described below.

**Requirements for the Major (10-12 courses; 45-49.5 quarter units)**

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership <i>Prerequisite: EDA 653; EDA 655</i>	4.50
EDA 600A	Applications in Leadership <i>Prerequisite: EDA 654</i>	4.50
OR		
EDA 690A	Master Guided Study* <i>Prerequisite: EDA 654 with a minimum grade of B. Meets min requirement for degree</i>	4.50
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50
ILD 625	Educational Research	4.50
EDA 637	Action Research <i>Prerequisite: ILD 625</i>	4.50

\*This course is for only Master student without credential.

**Internship Option (2 courses: 4.5 quarter units)**

EDA 602A and EDA 602B are aligned to the Internship candidate needs during the time they are enrolled in the program.

EDA 602A	EDA Internship A <i>Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.</i>	2.25
EDA 602B	EDA Internship B <i>Prerequisite: Candidate must provide documentation showing appointment to an educational administration position requiring the</i>	2.25

*Administrative Internship credential; EDA 602A with a minimum grade of S.  
Students need to be successful in EDA 602A before moving into EDA 602B.*

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## **Master of Science in Educational Counseling w/ Pupil Personnel Services Credential - School Counseling (PPS-SC) OR Emphasis in Community College Counseling (California) Panel**

**Academic Program Director:** Sonia Rodriguez; srodriguez2@nu.edu

The Master of Science in Educational Counseling degree provides the academic pathways for students who are committed to the professional practice of counseling in schools. The program is designed to prepare educational counselors to be reflective social justice leaders that advocate for positive institutional transformation that promotes anti-racist, just and equitable outcomes for all students. Students will be prepared to deliver culturally responsive services to a pluralistic society and will develop comprehensive counseling skills informed by theory, research and practice. The program offers two options for career pathways within the Master of Science in Educational Counseling with Pupil Personnel Services Credential School Counseling or a Master of Science in Educational Counseling with an Emphasis in Community College Counseling. Each student must choose only one of the following options for their career pathway.

### **Admission Requirement**

1. Five year CA Certificate of Clearance (CL-900) is needed before enrolling in any EDC course.

### **Pupil Personnel Service School Counseling**

The Pupil Personnel Services Credential - School Counseling (PPS-SC) option provides the students with the acquired skills to become social justice leaders and competent school-based mental health professionals through a program of study aligned with the American School Counselor Association's (ASCA) National Standards. This pathway provides PPS candidates with the acquired skills, knowledge, and abilities to become a professional school counselor and involves a combination of coursework, practicum, and fieldwork.

Successful completion of this program of study leads to a master's degree with the Pupil Personnel Services Credential in School Counseling and a Child Welfare and Attendance (CWA) authorization. Credentials and authorizations are awarded through the California Commission on Teacher Credentialing (CCTC).

Students enrolled in the credential pathway are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and the PRAXIS exam. All coursework must be completed prior to the PPS-SC 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.

### **Community College Counselor-Emphasis**

The Emphasis in Community College Counseling option emphasizes principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills in comprehensive counseling, career guidance, and advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a master's degree with an emphasis in Community College Counseling. Students enrolled in the program are awarded the master's degree once they have successfully completed all the coursework, a capstone project, and a comprehensive exam. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

### \*State Credential Disclosure Information

The Master of Science in Educational Counseling Program is currently operating using credential guidelines for California only. Students who wish to use this program for credentials in other states must contact the appropriate regulatory board for more information.

For up-to-date information on program licensure eligibility requirements for a state, please visit:

- <https://www.nu.edu/licensuredisclosures/>

### Additional fees

#### GoReact

All Educational Counseling students are required to utilize GoReact. GoReact is an online video coaching and collaboration platform designed to improve professional practices. The fee is \$50 per year.

#### Time2Track

Students seeking the PPS SC credential will also be required to utilize Time2Track. Time2Track is a webbased software tool that lets students easily track clinical practice activities and hours. The fee is \$100 per year.

### Program Learning Outcomes:

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

- Implement the basic foundations of school counseling professional standards.
- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life-long learning.
- Examine, assess, and construct academic, social, and emotional comprehensive development programs with research-based practices.
- Evaluate legal and ethical practices of professional school counseling.
- Evaluate and assess program development for equitable outcomes.
- Demonstrate competence in the application of research methods.

### Degree Requirements:

To receive a Master of Science in Educational Counseling, 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 accredited institution, as it applies to this degree, if the units were not used in earning another advanced degree.

\*Coursework must have been completed within the **past 5 years**. Course equivalence cannot be granted for life experience.

### 72 Quarter Units Total Required for Degree.

**Units:** 63.00

Core Requirements (13 courses: 63 quarter units)

EDC 600	Foundations of Professional EC <i>Prerequisite: 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.</i>	4.50
EDC 601	EDC Equity Driven Leadership	4.50

	<b>Prerequisite:</b> EDC 600	
EDC 602	Ethics&Legal Mandates for EC <b>Prerequisite:</b> EDC 601	4.50
EDC 603	SEL & Academic Development <b>Prerequisite:</b> EDC 602	4.50
EDC 604	Cultural Conscious Counseling <b>Prerequisite:</b> EDC 603	4.50
EDC 605A	Individual/Group Counseling <b>Prerequisite:</b> EDC 604	4.50
EDC 605B	Individual/Group Counseling <b>Prerequisite:</b> EDC 605A	4.50
EDC 606	Trauma Informed Counseling <b>Prerequisite:</b> EDC 605B	4.50
EDC 607	Current Trends in Schools <b>Prerequisite:</b> EDC 606	4.50
EDC 608	College & Career Counseling <b>Prerequisite:</b> EDC 607	4.50
EDC 609	EDC Evaluation and Assessment <b>Prerequisite:</b> EDC 608	4.50
EDC 610	Intro EDC Research Methods <b>Prerequisite:</b> EDC 609	4.50
EDC 611	Research in Schools <b>Prerequisite:</b> EDC 610	9.00

**Pupil Personnel Service School Counseling Credential Requirements (2 courses;  
9 quarter units)**

**Units:** 9.00

For the Pupil Personnel Service School Counseling Credential, the completion of two fieldwork courses are required EDC612A and EDC612B.

EDC 612A	Fieldwork Experience A <b>Prerequisite:</b> EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B	4.50
EDC 612B	Fieldwork Experience B <b>Prerequisite:</b> EDC 612A	4.50

OR

\*INTERNSHIP OPTION\* ONLY available to candidates who have been hired by a Public School District as a School Counselor. These two courses will need to be pre-approved for enrollment into the Internship courses (EDC613A & EDC613B).

EDC 613A	Internship A <b>Prerequisite:</b> EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611	4.50
EDC 613B	Internship B <b>Prerequisite:</b> EDC 613A	4.50

## Emphasis in Community College Counseling

**Academic Program Director:** Sonia Rodriguez; srodriguez2@nu.edu

The emphasis in Community College Counseling option emphasizes principles and practices of counseling within a community college environment. Students will gain the acquired skills to become social justice leaders, school-based mental health professionals, learning agents, student developers, and resource managers. This pathway offers students with acquired knowledge and professional skills comprehensive counseling, career guidance, and

advisement services to students from diverse backgrounds for the purpose of developing and facilitating the attainment of their academic, vocational, and personal objectives.

Successful completion of this plan of study leads to a master’s degree with a emphasis in Community College Counseling. Students enrolled in the program are awarded the master’s degree once they have successfully completed all the coursework, a capstone project, and a comprehensive exam. All coursework must be completed prior to degree recommendation. Course equivalence will not be granted for life experiences.

**Additional fees**

**GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practices. All Educational Counseling students are required to utilize GoReact. The fee is \$50 per year.

**Program Learning Outcomes:**

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

- Advocate for all PK-14 students by employing anti-racist practice within educational foundations, growth and development, learning theory, and academic achievement.
- Perform as equitable driven leaders and promote social justice efforts to enhance inclusivity and access for all.
- Distinguish among major developmental theories of practice (personality, social, physical, emotional, and cognitive development) and chronological stages of human development that impact student academic development and life- long learning.
- Evaluate legal and ethical practices of professional school counseling.
- Demonstrate competence in the application of research methods.

**Degree Requirements:**

Students must complete 9 quarter units of graduate work.

\*Coursework must have been completed within the ***past 5 years***. Course equivalence cannot be granted for life experience.

<b>Community College Emphasis Requirements (2 courses; 9 quarter units)</b>		<b>Units: 9.00</b>
EDC 614A	Exploration of CC Counseling <b>Prerequisite:</b> EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611	4.50
EDC 614B	Exploration of CC Counseling <b>Prerequisite:</b> EDC 614A	4.50

## Master of Science in Engineering Management

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@nu.edu

Engineering management knowledge and skills are highly sought after in today’s competitive global technological marketplace. The Master of Science in Engineering Management program is designed to bring the benefits of modern technology and high quality graduate-level instruction to engineers, scientists, and technologists interested in advancing their skills in engineering management with specializations in:

- **Project Management** - to become effective and efficient project/program managers.
- **Systems Engineering** - to manage activities related to the life cycle of systems.

These specializations offer practical business perspectives necessary for engineering management. Unlike traditional MBA programs, these specializations emphasize management skills that are specifically built on a students’ technical background and experience. The custom-designed mix of management concepts and technical

expertise will help prepare professionals to direct major public and private organizations in the increasingly complicated managerial environment of today's competitive global, technical environment. In this program, engineering management principles are broadly based and draw from many different disciplines such as applied sciences, engineering, natural sciences, mathematics, economics, business and social sciences.

**Program Learning Outcomes:**

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

- Demonstrate data analysis and critical thinking skills and techniques to manage projects and processes (products and services).
- Examine a multidisciplinary approach involving the integration of engineering, management, quality, and risk analysis in projects and processes (products and services).
- Identify, prioritize and select relevant solutions in solving complex engineering problems and processes.
- Assess tools and techniques, resources, organizational systems, and decision making processes for the successful management of projects and processes (products and services).
- Apply global mindset and a knowledge of business environments in engineering management solutions.
- Demonstrate organizational and team skills needed to manage projects and processes.
- Communicate effectively using graduate-level oral and writing skills.
- Demonstrate professional and ethical responsibility in engineering management.

**Degree Requirements:**

To receive a Master of Science in Engineering Management, students must complete at least 58.5 quarter units of required courses. A total of 9.0 quarter units of graduate credit may be granted for equivalent graduate work completed at another accredited institution, as it applies to this degree, and provided the units were not used in earning another advanced degree. Students should refer to the section in the graduate admission requirements for specific information regarding application and matriculation.

**Program Prerequisites (1 courses; 4.5 quarter units)**

Candidates for the program must possess a Bachelor's degree in engineering, engineering technology, or physical sciences or a closely related area from an accredited university. Interested students from other disciplines may be admitted to the program but may be required to complete additional courses. Non-degree students will not be allowed to enter this program. For those who have a general non-science and non-engineering degree, admission would be based on relevant experience and the following program prerequisite:

CSC 220	Applied Probability & Stats. <i>Prerequisite: CSC 208, or MTH 220; EGR 220</i>	4.50
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**Degree Requirements (9 courses; 40.5 quarter units) Units: 40.5**

All 6 Core Courses must be completed before students can enroll in the 1st course, to one of the two Specializations students choose from. All students must choose one Area of Specialization defined below, and must complete and pass the courses in their Specialization prior to being enrolled in the Capstone Courses.

**Core Requirements (6 courses; 27 quarter units)**

ENM 600	Engineering Mgmt Concepts	4.50
ENM 601	Project Management Principles	4.50
ENM 602	Risk, Contracts, and Legal Iss	4.50
PME 602	Skills Management	4.50
ENM 604	Quality Management	4.50
TMG 610	Global Economic & Tech Trends	4.50

**Capstone Requirements (3 courses; 13.5 quarter units) Units: 13.50**



All students must choose one Area of Specialization defined below, and must complete and pass the courses in their Specialization prior to being enrolled in the Capstone Courses.

ENM 607A	Capstone Course I <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 602; PME 602; ENM 604; TMG 610; and ENM 603; PME 601; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603	4.50
ENM 607B	Capstone Course II <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607A	4.50
ENM 607C	Capstone Course III <b>Prerequisite:</b> Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B	4.50

## Specialization in Project Management

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@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 who 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.

### Specialization Requirements (4 courses; 18 quarter units)

ENM 603	Operation Management <b>Prerequisite:</b> ENM 600	4.50
PME 601	Advanced Project Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 603	Product Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602 and ENM 603	4.50
PME 604	Project Financing Management <b>Prerequisite:</b> ENM 600; ENM 601; ENM 602; ENM 603	4.50

Students can register for the first Capstone Course only after all 6 of the first Core Courses, along with the completion of their 4 Specialization Courses (Program Management and Systems Engineering) have been completed, along with the appropriate passing grades.

## Specialization in Systems Engineering

**Academic Program Director:** Ben Radhakrishnan; bradhakrishnan@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.

### Specialization Requirements (4 courses; 18 quarter units)

SYE 600	Introduction to Systems Design	4.50
SYE 601	Systems Analysis & Design Eval <i>Prerequisite: SYE 600</i>	4.50
SYE 602	Advanced System Design <i>Prerequisite: SYE 601</i>	4.50
SYE 603	System Dynamics <i>Prerequisite: SYE 602</i>	4.50

Students can register for the first Capstone Course only after all 6 of the first Core Courses, along with the completion of their 4 Specialization Courses (Program Management and Systems Engineering) have been completed, along with the appropriate passing grades.

## Master of Science in Health Informatics

**Academic Program Director:** Patric Schiltz; pschiltz@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 is a multidisciplinary program incorporating the synergies, faculty, and resources of National University's College of Professional Studies. 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 degree, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Refer to the section on graduate admissions requirements for specific information regarding application and evaluation.

**Core Requirements (11 courses; 49.5 quarter units)**

HCA 600	U.S. Healthcare System	4.50
HTM 552	EHR Meaningful Use	4.50
CIS 601	Principles of Info. Systems	4.50
COH 602	Biostatistics	4.50

HCA 626	Healthcare Information Systems <b>Prerequisite:</b> ANA 630	4.50
HCA 622	Quality Appraisal & Evaluation <b>Prerequisite:</b> HCA 600 and HCA 620	4.50
COH 611	Public Health Research Methods	4.50
HTM 660	System Management and Planning	4.50
HTM 520	Health Information Exchange	4.50
HTM 680	Health Informatics Case Study <b>Prerequisite:</b> HTM 520; HTM 552; HTM 660	4.50
HTM 692	Health Informatics Capstone <b>Prerequisite:</b> HTM 680	4.50

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	4.50
COH 613	Public Health Informatics <b>Prerequisite:</b> COH 606	4.50
HCA 663	Healthcare Accounting/Finance <b>Prerequisite:</b> HCA 628	4.50
CIS 641	IT Infrastructure	4.50
CIS 671	Current Topics <b>Prerequisite:</b> CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.	4.50
HCA 670	Healthcare Leadership <b>Prerequisite:</b> HCA 624	4.50

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 Higher Education Administration

**Academic Program Director:** Joseph Marron; 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.	4.50
EDA 641	Leading and Managing Change	4.50
EDA 642	Policy & Accountability	4.50
EDA 643	Community Development in HE	4.50
EDA 644	Higher Education Law/Politics	4.50
EDA 645	Managing Finances & Operations	4.50
EDA 646	Strategic Planning & Analysis	4.50
EDA 648	Student Svcs & Enrollment Mgt	4.50
EDA 649	Higher Education Research	4.50
EDA 694	Thesis	4.50
<i>Prerequisite: EDA 649</i>		

## Master of Science in Homeland Security and Emergency Management

**Academic Program Director:** Kenneth Christopher; kchristopher@nu.edu

The Master of Science in Homeland Security and Emergency Management (MSHSEM) program represents an interdisciplinary area of research and application that brings together the fields of homeland security, terrorism and emergency management as they relate to man-made and natural disasters. The terrorist events of 9/11 highlighted the national and international need for highly educated and experienced professionals in the area of Homeland Security and Emergency Management. Naturally occurring events such as Hurricane Katrina, Southern California Wildfires, Joplin tornados, and Japanese tsunami are further evidence of the ongoing requirement for specialized knowledge in this area. Businesses, governments, and private industry must be able to prepare for, respond to, and recover from potentially debilitating natural and man-made catastrophes.

### MSHSEM Transition Program

National University students who completed a transition program as part of their undergraduate degree and who satisfy MSHSEM transition program requirements described in the catalog must complete a minimum of 45 quarter units for their MSHSEM degree. Up to nine quarter units may be earned in a transition program. The number of units required for the MSHSEM program is dependent on the coursework completed in the Bachelors transition program and the grades earned.

### Program Learning Outcomes:

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

- Illustrate the issues related to homeland security of both natural and man-made disasters.
- Integrate tools, resources and organizational systems for the successful implementation of homeland security and emergency management issues.
- Formulate global mindset to terrorism, homeland security and emergency management issues.
- Assess the impact of security issues for the operation of the public and private sectors with respect to manmade and natural disasters.
- Integrate resources, organizational systems, and decision making processes for the successful implementation of homeland security and emergency management plans.
- Assess the impact of communications and the media on terrorism, homeland security and emergency management messaging.
- Analyze the impact of national immigration policy on homeland security issues.
- Critique legal and ethical issues in homeland security and emergency management.
- Master oral and written communication skills appropriate with this profession.

**Degree Requirements:**

To be awarded a Master of Science in Homeland Security and Emergency Management, students must complete at least 54 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and provided the units were not used in earning another advanced degree. Students should refer to the section on graduate admission requirements for specific information regarding application and evaluation.

For students in the BS in Homeland Security and Emergency Management/MS in Homeland Security and Emergency Management Transition program, the University will waive up to two homeland security and emergency management courses taken as part of the bachelor's degree (see the BS in Homeland Security and Emergency Management/BS in Criminal Justice Administration/Bachelor of Public Administration transition program), but these students must still meet the residency requirements for the MS in Homeland Security and Emergency Management. The number of courses waived is dependent on the courses taken and grades earned in the transition program.

**Degree Requirements (12 courses; 54 quarter units)**

Students must complete all courses

HSE 613	Policies of Homeland Security	4.50
HSE 614	Infrastructure Protection	4.50
HSE 640	Leading Complex Environments	4.50
HSE 625	Domestic Terrorism	4.50
	<b>Prerequisite: None</b>	
HSE 611	Emergency/Disaster Response	4.50
HSE 615	Fundamentals of Recovery	4.50
HSE 606	Managing Information Security	4.50
HSE 635	Communication and Security	4.50
HSE 620	Global Lessons in Security	4.50
HSE 630	Immigration Issues in Security	4.50
HSE 690A	Capstone Course	4.50
	<b>Prerequisite: Completion of at least six core courses of the program.</b>	
HSE 690B	Capstone Course	4.50
	<b>Prerequisite: HSE 690A with a minimum grade of S. Students need to complete HSE690A before HSE690B.; Completion of at least six core courses of the program</b>	

**Master of Science in Marketing**

**Academic Program Director:** Jingyun Zhang; jzhang@nu.edu

National University's one-year Master of Science in Marketing Program will build marketing skills, enhance knowledge, and strengthen brand identity with 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. 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 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.

**Admissions Criteria:**

1. Bachelors or higher degree from an accredited college or university;
2. Aptitude and ability to handle quantitative material
3. Communication skills and motivation.
4. Any exception to the above-mentioned requirements will need the approval of the Academic Program Director or the Chair of the Department;

**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.

**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.

The 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.

**Master of Science in Marketing Transition Programs**

Students must complete graduate-level coursework as part of the Bachelor of Arts in Management (BAM) or Bachelor in Business Administration (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 GPA. Students must be within completing their last six courses in their undergraduate program and have a cumulative GPA of at least a 3.0 to be eligible. Lastly, students must apply for and begin the appropriate Masters program within six months after completing their final BAM/BBA course. Students must complete their Masters program within four years with no break exceeding 12 months.

**The Bachelor of Arts in Management/Master of Science in Marketing (BAM/MSMKT) Transition Program**

Students in the BAM/MSMKT transition program may take one MSMKT class as an upper-division elective during the BAM. Students may choose MKT 602 (Marketing Management), or any Elective Requirements: MGT 603, IBU 606, ECO 607, IBU 637, SCM 610, IBU 641, MGT604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on class selected and grade earned.

## The Bachelor of Business Administration/Master of Science in Marketing (BBA/MS-MKT) Transition Program

Students in the BBA/MSMKT transition program may take one MSMKT class as an upper-division elective during the BBA. Students may choose MKT 602 (Marketing Management), or any elective requirements: MGT603, IBU 606, ECO 607, IBU 637, SCM 610, IBU 641, MGT604, COM 610, or IBU 645. The number of courses required to earn an MSMKT degree for transition program students is reduced from 10 to as few as 9 courses, depending on class selected and grade earned.

### 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 earned, as it applies to this degree and if the units 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	4.50
MKT 620	Consumer Behavior <i>Prerequisite: MKT 602</i>	4.50
MKT 631	Global Marketing <i>Prerequisite: MKT 602</i>	4.50
MKT 634	Market Research <i>Prerequisite: MKT 602</i>	4.50
MKT 651	Mobile Marketing <i>Prerequisite: MKT 602</i>	4.50
MKT 660	Strategic Marketing Simulation <i>Prerequisite: MKT 602; MKT 620; MKT 631 and MKT 634</i>	4.50

#### Elective Requirements (4 courses; 18 quarter units)

Students must select four (4) of the following elective courses.

MGT 603	Business Operations Management	4.50
IBU 606	Global Business	4.50
ECO 607	Eco. for Managerial Decisions <i>Recommended: Prior completion of: MNS 601</i>	4.50
MKT 653	Social Media <i>Prerequisite: MKT 602</i>	4.50
IBU 637	Comparative Int'l Management	4.50
SCM 610	Supply Chain Collaboration	4.50



IBU 641	Topics in Int'l Business	4.50
MGT 604	Project and Program Management	4.50
COM 610	Integrated Marketing Comm	4.50
IBU 645	Intl Entrepreneurship Project	4.50

## Master of Science in Nursing

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Mary McHugh; mmchugh@nu.edu, Susan Drummond; sdrummond@nu.edu

The Master of Science in Nursing (MSN) degree program is for Registered Nurses who hold one of the following credentials: a nursing diploma, an associate nursing degree, or a Bachelor Degree in Nursing (BSN). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of College of Nursing in the Essentials of Master's Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. 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.

The Master of Science in Nursing program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

### MSN Admission Requirements

The following candidates are eligible for admission into the MSN program:

1. Candidates who hold a BSN degree from a nursing program that meets one of these criteria 1) Nationally accredited nursing program, 2) Regionally accredited University/School, if applicable, and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees.
2. Candidates who are currently enrolled in the final course of their RN- BSN Completion Program and meet the University requirements for graduate study, listed in the General Catalog under Academic Information for Graduate Degrees including Admission in the Term prior to Bachelor's Degree Completion.
3. RN-MSN only\*: Candidates who hold a nursing diploma, or an associate nursing degree from a nursing program that is 1) Nationally accredited nursing program, 2) Regionally accredited University/School, if applicable and have completed a General Education curriculum or College Level Examination Program (CLEP) in these areas:
  - Physical and Biological Sciences
  - Mathematical Concepts and Quantitative Reasoning
  - Social and Behavioral Sciences
  - Arts, Humanities and Language
  - Writing, Speech and Communication

Candidates must select one of the RN-MSN pathway options, and successfully complete the required courses prior to beginning Master of Science in Nursing (MSN) core requirements. RN-MSN **Option 1** includes NSG 500 RN- MSN Portfolio Transition; **OR Option 2** includes NSG 444/444A Community Population Nursing with Lab, **and** NSG 442/442A Nursing Leadership and Management with Lab, **and** NSG 447/447A Quality Improvement with Lab).

### All MSN Candidates including RN to MSN

- **THE RN TO MSN PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME**
- Must provide proof of current, active and unencumbered RN license in the State of employment and/or residence.
- Have a cumulative GPA of at least 3.0 on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admission Committee on a case by case basis
- Complete the university graduate admission application

- Submit the MSN application packet

**Candidates who graduated from a BSN program other than NU must**

- Provide one official transcript from each college or university attended to the Registrar’s office
- Provide two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees

**Prior to the start of their specialization courses, all candidates must**

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check and current BLS certification.

**Additional Program Information**

1. Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing program. The specifics described are: program of study, schedules of courses, and requirements for progression in the program. Note: Prospective students should review the MSN and Post-Graduate Certificate packet before submitting the application.
2. Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
3. MSN program is online with mandatory onsite component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
4. Students who request a change in specialization after they have been admitted to a prior specialization must resubmit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing e-form Application in SOAR by the Admission Counselor.
5. Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Re-application to the program does not guarantee acceptance or provide an advantage to being accepted.

**NOTE:** Additional fees apply as described:

- RN-MSN students taking NSG 500 carry additional fee of \$3,280
- RN-MSN students taking NSG 442/A, NSG 444/A, NSG 447/A carry additional technology fee
- FNP and PMHNP Area of Specializations carry additional program fees. See General Information section of catalog for course fees.

**Program Disclosure Information**

The Master of Science in Nursing (MSN) degree program is for baccalaureate prepared nurses and is currently accredited by the Commission on Collegiate Nursing education (CCNE). In keeping with the standards for graduate education for advanced practice nursing delineated by the American Association of Colleges of Nursing in the Essentials of Master’s Education for Advanced Practice Nurses, the purpose of the MSN program is to prepare students to assume leadership roles in their particular specialization. Master’s-level Nursing education is the appropriate level of education for Nursing professionals who are seeking roles that require advanced practice skills in order to function as providers and organizers of the healthcare delivery process. Students must complete one of the specializations listed in the University catalog.

**This program is not available in all 50 States**, please see licensure website <https://www.nu.edu/licensuredisclosures/> or see an enrollment advisor for up-to date information.

### **Program Learning Outcomes:**

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

- Implement appropriate theories, models, frameworks, and concepts from nursing and non-nursing disciplines when designing interventions that influence healthcare outcomes for diverse populations in a variety of settings.
- Collaborate with interdisciplinary teams, to evaluate fiscally appropriate healthcare delivery systems that integrate research and clinical expertise to provide evidence-based, patient-centered care.
- Evaluate economic, policy, environmental, and social forces that impact nursing practice, 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:**

To receive a Master of Science in Nursing degree, students must complete 87-89 quarter units of graduate credit. A maximum 13.5 quarter units of graduate credit may be transferred to meet program requirements. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialization courses.

### **RN-MSN Pathway Options**

#### **THE RN TO MSN PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME**

Candidates that do not hold a Bachelor's degree for admission to the graduate program will follow one of the RN-MSN pathway. Candidates accepted into the RN- MSN must provide completion of an associate degree in nursing or diploma Nursing Program and hold an unencumbered Registered Nurse license.

**Option 1** - Only if a student holds an associate degree in nursing or diploma in nursing and has at least one year of registered nursing experience in leadership, community health and quality improvement is eligible to complete NSG 500.

**Option 2** - Student holds an associate degree in nursing or diploma in nursing with no registered nursing experience in leadership, community health and quality improvement is eligible to complete NSG 442/A, NSG 444/A, NSG 447/A.

### **RN-MSN Pathway Course Requirements (1 course; 6 quarter units OR 6 courses; 25.5 quarter units)**

THE RN TO MSN PROGRAM IS NOT ACCEPTING APPLICANTS AT THIS TIME

#### **OPTION 1**

NSG 500	RN-MSN Portfolio Transition	6.00
<i><b>Prerequisite:</b> Completion of an Associate Degree or Diploma Nursing Program and holding an unencumbered Registered Nurse license.</i>		

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OR

## OPTION 2 ALL the following six (6) courses

NSG 444	Community Population NSG <b>Corequisite:</b> NSG 444A	6.00
NSG 444A	Comm Pop NSG Practicum <b>Corequisite:</b> NSG 444	3.00
NSG 442	NSG Leadership and Management <b>Corequisite:</b> NSG 442A	4.50
NSG 442A	NSG LDRSHP & MGMT Practicum <b>Corequisite:</b> NSG 442	3.00
NSG 447	Qual Improvement <b>Corequisite:</b> NSG 447A	4.50
NSG 447A	Qual Improvement Practicum <b>Corequisite:</b> NSG 447	4.50

## Core Requirements (6 courses; 27 quarter units)

NSG 600	Advanced Practice Nursing	4.50
NSG 620	Theory in Advanced Practice	4.50
NSG 623	Biomedical Statistics	4.50
NSG 606	Health Policy & Finance	4.50
NSG 607	EBP for Advanced NSG Practice	4.50
NSG 622	QI & Project Management	4.50

Students must pass all core courses before beginning specialization courses.

## Specialization in Family Nurse Practitioner

**Academic Program Director:** Susan Drummond; sdrummond@nu.edu

The Family Nurse Practitioner (FNP) specialization will prepare advanced practice nurses to manage the care of individuals and families across the lifespan. The FNP program is designed for nurses who hold a nursing diploma, or an associate nursing degree, or a Baccalaureate Degree in nursing (BSN) who wish to advance their knowledge, education and skills to practice in an Advanced Practice role as 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 be accepted to the MSN program.

**NOTE:** Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

### Program Learning Outcomes:

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving healthcare outcomes.
- Utilize current technologies to deliver, enhance, and document care across multiple settings to achieve optimal outcomes.

- Advocate for culturally sensitive 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 a total of 62 quarter units for the FNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

**Total Specialization Requirements (12 courses; 62 quarter units)**

**Preparation for FNP Specialization (3 courses; 15 quarter units)**

NSG 681	Advanced Physical Assessment*	6.00
NSG 641	Advanced Pharmacology I*	4.50
NSG 682	Advanced Pathophysiology*	4.50

\*Students have the option of taking the preparation for FNP specialization concurrently with the 6 MSN core courses.

**Specialization Requirements (9 courses; 47 quarter units)**

Students must pass all Preparation for FNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
FNP 642	Advanced Pharmacology II	4.50
FNP 683A	Primary Care of Adult and Aged <b>Corequisite: FNP 683C</b>	4.50
FNP 683C	Care of Adult & Aged Practicum <b>Corequisite: FNP 683A</b>	6.00
FNP 684A	Primary Care-Women & Children <b>Corequisite: FNP 684C</b>	4.50
FNP 684C	Women and Children Practicum <b>Corequisite: FNP 684A</b>	6.00
FNP 685A	FNP Residency <b>Corequisite: FNP 685C</b>	4.50
FNP 685C	FNP Residency Practicum <b>Corequisite: FNP 685A</b>	8.00
FNP 689	FNP Capstone	4.50

**Specialization in Psychiatric-Mental Health Nurse Practitioner - Lifespan**

**Academic Program Director:** Susan Drummond; sdrummond@nu.edu

The Psychiatric-Mental Health Nurse practitioner- Lifespan (PMHNP) is registered nurse prepared at the master’s degree level and specializes in primary mental health care for individuals, groups and populations across the lifespan. The PMHNP Program is designed for nurses who hold a nursing diploma, or an associate nursing degree, or a Baccalaureate Degree in Nursing (BSN), who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP. This advanced practice nurse maintains a critical role in the 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 competency-based examination.

### Admission Requirements

Students applying for the PMHNP area of specialization must be accepted to the MSN program.

**NOTE:** Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

### Program Learning Outcomes:

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

- Synthesize theoretical and empirical knowledge derived from the physical and behavioral sciences and humanities as a basis for professional advanced clinical nursing practice.
- Devise evidence-based health promotion and disease prevention strategies at the patient, family, organizational, community, and population levels for the purpose of improving 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 a total of 60 quarter units for the PMHNP specialization. Students must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all courses. Students must obtain at least 540 hours at an approved practicum site with a designated approved preceptor during the practicum courses.

### Total Specialization Requirements (12 courses; 60 quarter units)

#### Preparation for PMHNP Specialization Courses (3 courses; 15 quarter units)

NSG 641	Advanced Pharmacology I*	4.50
NSG 681	Advanced Physical Assessment*	6.00
NSG 682	Advanced Pathophysiology*	4.50

\*Students have the option of taking the preparation for MNP specialization concurrently with the 6 MSN core courses.

### Specialization Requirements (9 courses; 45 quarter units)

Students must pass all Preparation for PMHNP Specialization courses before beginning any specialization courses.

NSG 680	Diversity Issues in APN	4.50
MNP 643	Psychopharmacology in MH Care	4.50
MNP 694	MH Care: Adults/Aging Adults <b>Corequisite:</b> MNP 694C	4.50
MNP 694C	Adults/Aging Adults Practicum <b>Corequisite:</b> MNP 694	8.00
MNP 687	MH Care: Children/Adolescents <b>Corequisite:</b> MNP 687C	4.50
MNP 687C	Children/Adoles Practicum <b>Corequisite:</b> MNP 687	6.00
MNP 688A	Introduction to Psychotherapy <b>Corequisite:</b> MNP 688C	4.50
MNP 688C	Intro Psychotherapy Practicum <b>Corequisite:</b> MNP 688A	4.00
MNP 697	PMHNP Capstone	4.50

## Master of Science in Organizational Leadership

**Academic Program Director:** Julia Buchanan; 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, 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	4.50
LED 602	Developing Groups and Teams	4.50
LED 603	Leadership in the 21st Century	4.50
LED 604	Leading Change and Adaptation	4.50
LED 605	Conflict and Power Dynamics	4.50
LED 610	Analysis and Decision Making	4.50
LED 615	Consulting and Assessments	4.50
LED 620	World View & Adult Development	4.50
LED 680	Leadership Research <i>Prerequisite: LED 601; LED 602</i>	4.50
LED 690	Capstone Project <i>Prerequisite: 5 LED courses</i>	4.50

### Program Elective (2 courses; 9 quarter units)

Each student must complete two business graduate courses to meet their elective requirement. In lieu of general electives, students can choose to take the Area of Specialization in Community Development. Students must complete all four courses specified in the Specialization.

## Specialization in Community Development

**Academic Program Director:** Julia Buchanan; jbuchanan@nu.edu

### THIS SPECIALIZATION IS NOT ACCEPTING APPLICANTS AT THIS TIME

The Area of Specialization in Community Development is designed for aspiring change agents and leaders, working in social transformation and community development. In order to prepare leaders to analyze community development projects and practices from within systemic, holistic, and sustainable perspectives, students will be prepared to frame issues and integrate cultural differences within diverse populations. This program is tied to real-world needs, and promotes a constant emphasis on the interplay between theory, reflection, and practice. An Area of Specialization in Community Development is ideal for individuals who desire to develop the understanding of the dynamics of power, politics, and resources in a social transformation and community development context.

The objective of this program is to equip leaders with the ability to become:

1. Scholars with sensitivity and expertise at observing and interpreting culture and community dynamics.
2. Innovators who can develop and implement culturally responsive programs that address social issues.
3. Critical thinkers able to evaluate approaches to meeting the needs of communities.
4. Leaders who inspire with life-changing compassion and transformative vision.

This program will be useful in many areas including the following:

Non-profit organizations, Advocacy groups, Community organizing, Corporate and private foundations, Public



education and public health, Environmental organizations, Economic development, Grassroots and Arts organizations, Religious communities, Tribal organizations.

### **Program Learning Outcomes:**

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

- Critically analyze social transformation and community development cases and practices from within systemic, holistic, and sustainable perspectives.
- Examine the origins and contemporary implications of cultural differences effecting community environments, and develop intervention methods into diverse cultural contexts.
- Recognize and analyze their own behavior within the dynamics of power, politics, and resources in community development contexts.

### **Degree Requirements:**

This AOS requires that students fulfill the degree requirements for the Master of Science in Organizational Leadership (10 courses, 2 electives) and these required 4 courses. Students can use 2 required electives for this specialization, and then are required to take 2 additional courses.

### **Specialization Requirements (4 courses; 18 quarter units)**

SCD 600	Global Development	4.50
SCD 610	Human Environments	4.50
SCD 630	Culture and Change	4.50
SCD 680	Planning and Evaluation	4.50

## **Master of Science in School Psychology with Pupil Personnel Services Credential (California)**

**Academic Program Director:** Natasha Ferrell; nferrell@nu.edu

The Master of Science in School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CCTC) standards and, the National Association of School Psychologists (NASP) Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services Credential School Psychology. Successful completion of the program encompasses passing of all coursework, practicum and internship, comprehensive exam, and a score of 147 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates the opportunity to engage in experiential hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

### **Admission Requirements**

Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Successful passage of the California Basic Education Skills Test (CBEST) or Basic Skills equivalent.

- One letter of recommendation from someone who can speak to your professionalism, disposition, and academic perseverance.

### **Program Advisement**

All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### **Practicum Prerequisites**

In accordance with CTCC standards, candidates must complete a minimum of 450 practicum in a Pk-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of 2- full days a week.

### **Internship Prerequisites**

Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting Internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 646 and 648 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CCTC requirements). Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

### **Program Disclosure Information**

Master of Science in School Psychology with Pupil Personnel Services Credential School Psychology program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credentials in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: <https://www.nu.edu/licensuredisclosures/>. For up-to-date information on pupil personnel services credential for California preparation, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C)).

### **Program Learning Outcomes:**

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.

- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

**Degree Requirements:**

To receive a Master of Science in School Psychology, students must complete at least 94.5 quarter units of graduate work. A total of 13.5 quarter units of graduate credit may be granted for equivalent graduate work completed at another institution, as it applies to this degree and if the units were not used in earning another advanced degree. Students are not awarded the master's degree until they have completed all graduate and credential coursework, including internship, and exit interview. Course equivalence cannot be granted for life experience. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B- (2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

**Total Unit Requirements (23 courses; 94.5 quarter units)**

**Units:**

Candidates are required to complete a minimum of 450 hours and successfully pass PED 618A, PED 618B, and PED 618C prior to beginning their internship. Candidates must complete practicum experience under the supervision of a credentialed and experienced (three years in the field) school psychologist. Attendance is required online and/or face-to-face for all courses.

**Core Requirements (20 courses; 81 quarter units)**

**Units: 81.00**

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-year) school psychologist.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions <i>Prerequisite: PED 606</i>	4.50
PED 610	Tests and Measurements <i>Prerequisite: PED 608</i>	4.50
PED 612	Special Education and Law	4.50

	<b>Prerequisite:</b> PED 610	
PED 614	Academic interventions	4.50
	<b>Prerequisite:</b> PED 612	
PED 616	Cognitive Assessments	4.50
	<b>Prerequisite:</b> PED 614	
PED 618A	Practicum A	1.50
	<b>Prerequisite:</b> PED 616	
PED 620	Developmental Milestones	4.50
	<b>Prerequisite:</b> PED 616	
PED 622	Consultation in Schools	4.50
	<b>Prerequisite:</b> PED 620	
PED 624	Academic and Processing Asmnts	4.50
	<b>Prerequisite:</b> PED 622	
PED 618B	Practicum B	1.50
	<b>Prerequisite:</b> PED 624	
PED 626	Rdg Assessment & Intervention	4.50
	<b>Prerequisite:</b> PED 624	
PED 628	Intro to Research	4.50
	<b>Prerequisite:</b> PED 626	
PED 630	Behavior & SEL Interventions	4.50
	<b>Prerequisite:</b> PED 628	
PED 618C	Practicum C	1.50
	<b>Prerequisite:</b> PED 630	
PED 632	Social Emotional Assessments	4.50
	<b>Prerequisite:</b> PED 630	
PED 634	Individual and Grp Counseling	4.50
	<b>Prerequisite:</b> PED 632	
PED 636	Mental Health & Crisis Response	4.50
	<b>Prerequisite:</b> PED 634	
PED 638	Childhood Dev. Disorders	4.50
	<b>Prerequisite:</b> PED 636	
PED 640	Special Population Assessments	4.50
	<b>Prerequisite:</b> PED 638	
<b>Internship requirements ( 3 courses; 13.5 units)</b>		<b>Units: 13.50</b>
PED 642	Internship I	4.50
	<b>Prerequisite:</b> PED 640	
PED 644	Internship Seminar	4.50
	<b>Corequisite:</b> PED 642 <i>If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.</i>	
PED 646	Internship II	4.50
	<b>Prerequisite:</b> PED 642	

## Graduate Certificates

### Graduate Certificate in AI & Machine Learning

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Jodi Reeves; jreeves@nu.edu

Topics in this graduate certificate include how to use Python programming in Data Science applications, including optimization methods, neural networks, deep learning, and model deployment in the cloud.

### Program Learning Outcomes:

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

- Use Python for AI and machine learning applications in data science.
- Explore optimization methods and algorithms.
- Evaluate neural networks and deep learning models.
- Deploy machine learning models in the cloud.

### Degree Requirements:

Students must complete 22.5 quarter units for the graduate certificate in AI and Machine Learning.

### Certificate Requirements (5 courses; 22.5 quarter units)

ANA 500	Python for Data Science <b>Recommended Preparation:</b> <i>Prior experience in computer programming languages such as R is helpful.</i>	4.50
ANA 670	Applied Optimization Methods <i>Historical-Review all addendums</i> <b>Recommended Preparation:</b> <i>Python programming experience or ANA 500 Python for Data Science</i>	4.50
ANA 675	Neural Network & Deep Learning <b>Prerequisite:</b> ANA 670	4.50
ANA 680	Machine Learning Deployment <b>Prerequisite:</b> ANA 675	4.50
ANA 505	AI & Optimization Topics	4.50

## Graduate Certificate in Banking

**Academic Program Director:** Gurdeep Chawla; gchawla@nu.edu

Graduate Certificate in Banking is designed for students who wish to move up in the banking profession or may be considering getting into MBA with area of specialization in Banking.

### Program Learning Outcomes:

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

- Apply capital budgeting techniques to the evaluation of alternative investment projects.
- Compare and contrast agency problems and methods used to ensure owners' and managers' goals are congruent.
- Apply the Asset Market Approach to a Commodity Market.
- Evaluate interest rate behavior and its impacts on the economy and businesses.
- Analyze Investment Risk and recommend the proper rate of returns associated with that risk.

**Degree Requirements:** Students must complete a total of 18 quarter units.

### Program Requirements (4 courses; 18 quarter units)

FIN 609A	Seminar in Financial Managemen <b>Prerequisite:</b> FIN 310, or ACC 600	4.50
FIN 674	Managing Financial Institution <b>Prerequisite:</b> FIN 609A	4.50
FIN 678	Regulation of Banks <b>Prerequisite:</b> FIN 609A	4.50

**Students must select one (1) of the following courses.**

FIN 679	Risk & Capital Mgmt in Banks <b>Prerequisite:</b> FIN 609A	4.50
ECO 607	Eco. for Managerial Decisions <b>Recommended: Prior completion of:</b> MNS 601	4.50
ACC 604	Managerial Accounting	4.50

## Graduate Certificate in Consciousness and Transformative Studies

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

The Consciousness and Transformative Studies (CTS) Certificate allows individuals to gain graduate-level knowledge in the interdisciplinary field of consciousness studies, delving into such topics as emotional and social intelligence, mindfulness and meditation, including research on and the benefits of each of these. Students learn and apply a consciousness and holistic perspective to their personal and work lives. This multi-perspective approach to human development and awareness is responsive to a widespread longing for deeper meaning and purpose, powerful tools of psycho-spiritual transformation, and fuller human potential.

Some highlights of this curriculum include:

Personal and professional growth and transformation. The professional environment increasingly recognizes the value of personal growth, in areas such as emotional intelligence, interpersonal communication, and mindfulness.

[CNS 5012 Emotional Intelligence; CNS 5013 Social Intelligence; CNS 5037 Neuroscience and Mindfulness; CNS 5015 Body Consciousness and Body Wisdom A holistic and systems perspective: human beings are connected to larger living systems in nature. The ecological and societal challenges of our day require a leap to holistic and system thinking.

[CNS 5010 Paradigms of Consciousness; CNS 5275 Living Systems and Creative Potential; CNS 5048 Spiral Dynamics and Social Change] A developmental perspective:

A developmental and evolutionary approach is applied to the individual human life cycle as well as to the larger processes of cultural evolution. [CNS 5017 Human Development and the Evolution of Consciousness; CNS 5048 Spiral Dynamics and Social Change]

Mindfulness and presence: Integrating meditation and presence practices to daily routines can foster mindfulness, relieve stress, and enhance well-being and personal evolution. [CNS 5012 Emotional Intelligence; CNS 5037 Neuroscience and Mindfulness; CNS 5015 Body Consciousness and Body Wisdom].

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Explain and apply systems theory principles at the individual, community, organizational, and planetary levels.
- Apply communication skills, diversity leadership skills, information literacy skills, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

To apply for the CTS Certificate Program, a Bachelor's degree from a regionally-accredited college or university, preferably with an overall GPA of 3.0. Applicants with a lower GPA will be considered, provided their application is strong in other respects. Additionally, all applicants must write a personal statement of 5-7 pages describing their formative life experiences and personal development, along with delineating their reasons for wanting to enroll in the certificate program.

To receive the CTS Certificate, students must complete the 20 quarter units of required courses.

### Program Requirements (9 courses; 20 quarter units)

CNS 5012	Emotional Intelligence	3.00
CNS 5027	Non-Ordinary States of Consc	2.00
CNS 5013	Social Intelligence	3.00
	<b>Prerequisite:</b> CNS 5012	
CNS 5015	Body Consciousness/Body Wisdom	2.00
CNS 5010	Paradigms of Consciousness	3.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5275	Living Sys & Crea Potential	2.00
CNS 5037	Neuroscience & Mindfulness	2.00
	<b>Prerequisite:</b> CNS 5010	
CNS 5048	Spiral Dynamics&Social Change	1.00
	<b>Prerequisite:</b> CNS 5017	

## Graduate Certificate in Forensic and Crime Scene Investigations

**Academic Program Director:** Ismail Sebetan; isebetan@nu.edu

The Certificate in Forensic and Crime Scene Investigation (FCSI) is designed to prepare individuals to enter the field of forensic and crime scene investigation and for those currently in the field as law enforcement personnel, criminal investigators, evidence technicians, forensic nurses, prosecutors, attorneys, judges and other members of the multidisciplinary team involved in criminal investigation who would like to further develop their skills and expertise.

Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward the MFS degree, assuming they meet the GPA and other requirements of that degree program.

### Program Learning Outcomes:

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

- Demonstrate understanding of basic human anatomy, component of death investigation and techniques used for analysis of diseases and trauma, and identification of unknown dead bodies.
- Differentiate the characteristic features of the various types of violent death with the circumstances under which those deaths occur and to meaningfully interact with 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 and use the investigative techniques utilized in the processing, and interpretation of evidence of computer and multimedia (video, image, audio) forensics, and the application of the field in both the criminal and civil arenas.
- Analyze the constitutional tensions between the interests of society, on the one hand, and the rights of individuals, on the other, in connection with various criminal procedures and contexts.
- Demonstrate understanding of friction ridge skin differential development and how it applies to the classification of fingerprints and the methodology used in forensic individualization.

### Degree Requirements:

Students who wish to pursue a master's degree can apply some or all the academic credits awarded in the certificate program toward the MFS degree, assuming they meet the GPA and other requirements of that degree program.

### **Certificate Requirements (7 courses; 31.5 quarter units)**

FSC 630	Forensic Pathology I	4.50
FSC 642	Forensic Pathology II <i>Prerequisite: FSC 630</i>	4.50
FSC 647	Crime Scene Investigation	4.50
FSC 620	Advanced Criminalistics	4.50
FSC 621	Digital Evidence	4.50
FSC 622	Law and Criminal Procedure	4.50
FSC 623	Fingerprint Analysis	4.50

## **Graduate Certificate in Health Informatics**

**Academic Program Director:** Patric Schiltz; pschiltz@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.

### **Degree Requirements:**

### **Certificate Requirements (4 courses; 18 quarter units)**



HTM 552	EHR Meaningful Use	4.50
HTM 660	System Management and Planning	4.50
HTM 520	Health Information Exchange	4.50
HTM 680	Health Informatics Case Study	4.50
<b>Prerequisite:</b> HTM 520; HTM 552; HTM 660		

## Graduate Certificate in Life Coaching

**Academic Program Director:** Craig Chalquist; cchalquist@nu.edu

Coaching is a dynamic, effective and evidence-based method for empowering individuals to realize their personal and professional potential. In Life Coaching, the partnership between client and coach catalyzes a thoughtful, interactive and creative process that facilitates movement towards the client's goals.

In this certificate, students learn coaching theory and applied coaching skills, supplemented by additional knowledge and practices in emotional intelligence, social intelligence, human development and entrepreneurship, thereby preparing them to launch a life coaching business. The certificate is oriented toward mastery of the core coaching competencies as identified by the International Coaching Federation: setting the foundation, co-creating the relationship, communicating effectively, and facilitating client learning and growth.

The Life Coaching Certificate is a stand-alone certificate, and can be completed in 9 months of half-time study, for a total of 15 quarter units. The core coaching curriculum is certified by the International Coaching Federation.

### Program Learning Outcomes:

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

- Explain and apply a developmental view of consciousness and human evolution to oneself, others, and systems.
- Demonstrate intrapersonal and interpersonal intelligence, wisdom, and accountability, using psychological and spiritual principles and practices.
- Apply communication skills, diversity leadership skills, information literacy, and professional development skills in service of consciousness growth and systems change.
- Apply critical, creative, and multi-perspectival thinking, inquiry, and meaning-making skills in service of consciousness growth and systems change.

### Degree Requirements:

To apply for the Life Coaching Certificate, a Bachelors degree from a regionally-accredited college or university, preferably with an overall GPA of 3.0. Applicants with a lower GPA will be considered, provided their application is strong in other respects. Additionally, all applicants must write a personal statement of 5-7 pages describing their formative life experiences and personal development, along with delineating their reasons for wanting to enroll in the Life Coaching certificate program.

To receive the Life Coaching Certificate, students must complete 15 quarter units of graduate work in the area of coaching.

### Specialization Requirements (8 courses; 15 quarter units)

CNS 5428	Fundamentals of Coaching	2.00
<b>Prerequisite:</b> CNS 5012		
CNS 5012	Emotional Intelligence	3.00
CNS 5430	Applied Coaching Skills I	1.00
CNS 5452	Change Theory for Coaches	1.00
CNS 5013	Social Intelligence	3.00
<b>Prerequisite:</b> CNS 5012		

CNS 5432	Applied Coaching Skills II <i>Prerequisite: CNS 5430</i>	1.00
CNS 5017	Human Dev & Consciousness	2.00
CNS 5465	Starting Your Own Business	2.00

## Post-Graduate Family Nurse Practitioner Certificate

**Academic Program Director:** Susan Drummond; sdrummond@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.

The Post-Graduate Certificate in Family Nurse Practitioner program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

### Admission Requirements

To be eligible for admission to the Post-Graduate FNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.
- Hold a Master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable.
- Provide proof of current, active, and unencumbered RN license in the State of residence.
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.
- Have completed the University Application for Graduate Admissions.
- Have completed the Post-Graduate Certificate application packet.
- Provide one official transcript from each college or university attended to the Registrar Office.
- Have two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees.

### Prior to the start of the program, candidates are required to:

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

### Additional Program Information

- Candidates are required to meet with their Admission Counselor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, and requirements for progression in the Program. Note: Prospective students should review the MSN & Post-Graduate Certificate packet before submitting the application.
- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and

sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.

- Post-Graduate FNP Certificate program is online with mandatory onsite component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU Campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.
- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

### **Program Disclosure Information**

The Family Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the FNP national certification examinations offered by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners (AANP). Please see appropriate organization for more information.

This program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), who wish to advance their knowledge, education, and skills to practice in an advanced practice role as a FNP.

**This program is not available in all 50 States**, please see licensure website for up-to-date information on program licensure eligibility requirements for a state, please visit: <https://www.nu.edu/licensuredisclosures/>

### **Program Learning Outcomes:**

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

- 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 53 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 600 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

**NOTE:** Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

### Preparation for the Certification (3 courses; 15 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral level courses may be used to waive these courses.

NSG 641	Advanced Pharmacology I	4.50
NSG 681	Advanced Physical Assessment	6.00
NSG 682	Advanced Pathophysiology	4.50

### Requirements for the Certification (7 courses; 38 quarter units)

FNP 642	Advanced Pharmacology II	4.50
FNP 683A	Primary Care of Adult and Aged <b>Corequisite:</b> FNP 683C	4.50
FNP 683C	Care of Adult & Aged Practicum <b>Corequisite:</b> FNP 683A	6.00
FNP 684A	Primary Care-Women & Children <b>Corequisite:</b> FNP 684C	4.50
FNP 684C	Women and Children Practicum <b>Corequisite:</b> FNP 684A	6.00
FNP 685A	FNP Residency <b>Corequisite:</b> FNP 685C	4.50
FNP 685C	FNP Residency Practicum <b>Corequisite:</b> FNP 685A	8.00

## Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate

**Academic Program Director:** Susan Drummond; sdrummond@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.

The Post-Graduate Certificate in Psychiatric Mental Health Nurse Practitioner program at National University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

### **Admission Requirements**

To be eligible for admission to the Post-Graduate PMHNP Certificate program at National University, candidates must:

- Meet the University requirements for graduate study, listed in the General Catalog under admission requirements.
- Hold a Master's or doctoral degree in nursing from a program that meets one of these criteria 1) State Board of Nursing approved, 2) Nationally accredited, 3) from a regionally accredited University/School, if applicable.
- Provide proof of current, active, and unencumbered RN license in the State of residence.
- Have a GPA of at least 3.0 in graduate course work, on a 4.0 scale. Candidates with a GPA of 2.5-2.99 will be considered by the MSN Admissions Committee on a case by case basis.
- Have completed the University Application for Graduate Admissions.
- Have completed the Post-Graduate Certificate application packet.
- Provide one official transcript from each college or university attended to the Registrar Office.
- Have two professional recommendation on approved forms, preferably from individuals who hold graduate or doctoral degrees.

### **Prior to the start of the program, candidates are required to:**

- Provide evidence of current, active professional liability and malpractice insurance coverage throughout the program.
- Provide evidence of specified immunizations, a report of a recent physical examination, a clear drug screen and background check, and current BLS certification.

### **Additional Program Information**

- Candidates are required to meet with their Admission Advisor to review the process for applying to and acceptance into the Nursing Program. The specifics described are: program of study, schedules of courses, and requirements for progression in the Program. Note: Prospective students should review the MSN & Post Graduate Certificate packet before submitting the application.
- Students should be proficient in operating a personal computer, including: demonstrated competency in standard computer operating systems and electronic filing systems, basic keyboarding skills, organizing and sorting electronic documents; demonstrated knowledge of standard computer applications to include Microsoft Word and Excel; familiarity with using internet browsers and standard email systems such as MS Outlook.
- Post-grad PMHNP Certificate program is online with mandatory onsite component. All accepted applicants must attend one virtual online program orientation. In addition, students in the FNP and PMHNP specializations are required to attend three or four one-day Objective Structured Clinical Examination (OSCE) (which may be in person at an NU campus or virtual). FNP and PMHNP practicum courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, preceptored clinical settings.
- Students who request a change in specialization after they have been admitted to a prior specialization must re-submit an application packet including a new goal statement, and one recommendation form completed addressing the new specialization area. A new resume is not required. All prerequisites must be met prior to admissions into the new specialization. The new application will be re-submitted via the Graduate Nursing E-form Application in SOAR by the Admission Counselor.
- Students who withdraw from the program or withdraw their application prior to beginning the program will not need to reapply if the point of initial application occurred within one year of re-application. Students requesting to be re-admitted after one year of initial application for admissions will need to resubmit a new application packet including all required items needed for the application packet and drug screening, background check, immunizations and physical examination. Reapplication to the program does not guarantee acceptance or provide an advantage to being accepted.

### **Program Disclosure Information**

The Psychiatric Mental Health Nurse Practitioner Certificate program is currently using guidelines that prepare eligible students to sit for the American Nurses Credentialing Center (ANCC) Psychiatric-Mental Health Nurse Practitioner competency-based examination. Please see appropriate organization for more information. This

program is designed for nurses who hold a Master of Science in Nursing (MSN) or Doctor of Nursing Practice (DNP) or Doctor of Philosophy (PhD), and who wish to advance their knowledge, education and skills to practice in an advanced practice role as a PMHNP.

**This program is not available in all 50 States**, please see licensure website for up-to-date information on program licensure eligibility requirements for a state, please visit: <https://www.nu.edu/licensuredisclosures/>

### Program Learning Outcomes:

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

- 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 51 quarter units. Refer to the General Catalog section on graduate admission requirements for specific information regarding admission and evaluation.

Students must obtain at least 540 hours at an approved practicum site with a designated approved preceptor during the practicum courses. Student must maintain a cumulative GPA of 3.0 and must maintain a B (84%) in all core and specialty courses.

**NOTE:** Additional course fees apply. Course fees can be referenced in the general information section of this catalog.

### Preparation for Certifications (3 courses; 15 quarter units)

Experienced, practicing Advanced Practice Registered Nurses (APRN) can waive NSG 641, NSG 681, and NSG 682 if taken previously. All others can waive NSG 641 and NSG 681 if taken less than five (5) years prior to application to the Certificate Program, and NSG 682 if taken less than seven (7) years prior to application to the Certificate Program. Doctoral level courses may be used to waive these courses.

NSG 641	Advanced Pharmacology I	4.50
NSG 681	Advanced Physical Assessment	6.00
NSG 682	Advanced Pathophysiology	4.50

### Requirements for the Certification (7 courses; 36 quarter units)

MNP 643	Psychopharmacology in MH Care	4.50
MNP 694	MH Care: Adults/Aging Adults	4.50
	<b>Corequisite:</b> MNP 694C	
MNP 694C	Adults/Aging Adults Practicum	8.00
	<b>Corequisite:</b> MNP 694	
MNP 687	MH Care: Children/Adolescents	4.50

	<b>Corequisite:</b> MNP 687C	
MNP 687C	Children/Adoles Practicum	6.00
	<b>Corequisite:</b> MNP 687	
MNP 688A	Introduction to Psychotherapy	4.50
	<b>Corequisite:</b> MNP 688C	
MNP 688C	Intro Psychotherapy Practicum	4.00
	<b>Corequisite:</b> MNP 688A	

## Graduate Certificate in Trauma Studies

**Academic Program Director:** Jacob Kaminker; jkaminker@nu.edu

With our society's increased awareness of trauma's many forms and our improved understanding of its neurological effects, professionals in an expanding array of fields are being impacted by issues related to trauma. These include not just health-care and mental-health workers but first responders, police officers, military servicemen and women, even clergy members, teachers, coaches, mentors, and others to whom people may turn for help in a time of need.

By gaining a better understanding of the psychological and physiological roots of trauma and different approaches to its treatment (including multicultural perspectives), those who complete the Trauma Studies Certificate are better equipped to deal with trauma-related issues in an ethical, humane, and effective manner across a broad range of clinical and non- clinical settings.

Classes are taught online and in person in Pleasant Hill. All instruction is in an intensive weekend format. Students can enter as desired any quarter and campus. Certificate will be granted at the completion of 20 units of instruction.

This certificate program is open to all individuals who are interested in working with trauma. Prior experience in working with trauma, while desirable, is not required. This certificate can be taken in a one or two-year model and is open to anyone holding a bachelor's degree

### Certificate Requirements (10 courses; 20 quarter units)

TSC 5001	Foundations of Trauma Studies	3.00
TSC 5002	Neurobiology of Trauma	2.00
TSC 5003	Attachment & Dev. Approaches	2.00
TSC 5004	Assessment/Treatment Planning	2.00
TSC 5005	Legal/Ethical Issues in Trauma	1.00
TSC 5006	Somatic Psychology Approaches	3.00
TSC 5007	Working with Trauma in Family	2.00
TSC 5008	Art Based Trauma Interventions	2.00
TSC 5009	Working with Systemic Trauma	2.00
TSC 5010	Vicarious Trauma & Self Care	1.00

## Doctorate Degrees

### Doctor of Education in Organizational Innovation (EdD)

**Academic Program Director:** Teri Marcos; tmarcos@nu.edu

This program focuses on evolving Inspiring and Innovative educators who will potentially innovate and serve as notable change agents representing many disciplines and fields of study who have capabilities and the desire to transform public and private schools, businesses, organizations, military and government agencies in the United

States and around the world. There is a required orientation at the beginning of the program. It has the option of attending either in person or virtually. All components of the program must be completed before starting the program

### **Admissions Requirements**

The Ed.D. in Organizational Innovation is designed as both interdisciplinary and interagency program with a focus on creating visionary change agents and leaders who are involved at a high level with an education enterprise in a variety of organizations such as, government, military, business, community, education, non-profits, health care, and nursing. In this program, candidates will stay current with changes, understand how to view a problem of practice that would require an innovative approach. The program encourages candidates to learn from their own discipline as well as colleagues in other disciplines ensuring candidates have a rich experience. The program is seeking applicants who bring work experience in innovation, have strong communication skills and are prepared for the rigors of doctoral studies.

- Completed Online Application Form and Fee
- An earned bachelor's degree from an accredited institution
- An earned master's degree from an accredited institution with a minimum 3.0 grade-point average
- Curriculum Vitae or Resume
- Employer Endorsement Letter
- Two Letters of Reference which speak to the applicant's innovation, communication skills, and the preparedness for doctoral studies
- Personal Statement - please describe your current work, how you arrived at your desire to earn a terminal degree, and how you plan to apply your degree to your leadership both currently and in the future.
- Supplemental Questions - please complete the supplemental questions which will be forwarded to you by your Ed.D. student admissions advisor.
- Official transcripts which include all college and university coursework.
- International candidates: Applicants whose native language is not English are required to demonstrate English proficiency by providing proof of a minimum score of 213 on the computer-based Test of English as a Foreign Language (TOEFL) exam or 6.0 on the International English Testing System (IELTS) exam.

All applications will be reviewed by the Doctoral Faculty Admissions Committee. No single criterion alone determines the Doctoral Faculty Admissions Committee's decision to admit or deny an applicant. After review of all candidates, selected candidates will be invited to an interview as well as asked to complete a writing sample as part of the interview process.

**Orientation:** All candidates accepted into the program will be required to complete an orientation prior to the start of the program. There is a \$450.00 non-refundable orientation fee. The orientation will be held virtually or onsite, depending on the cohort, at the same fee. If a candidate is unable to attend, they may be deferred to the next cohort start date.

**Specialized Requirements:** Upon admissions, each candidate is assigned a Faculty Advisor. Candidates are required to complete a minimum of 81 quarter-units beyond the master's degree which has been granted by an accredited university. The program is organized for the candidate to complete in 3 years. Candidates have a maximum of 7 years to complete the program.

**Academic Performance Requirements:** Doctoral candidates are required to maintain at least a 3.0 grade point average in their coursework throughout the program.

**Transfer of Credit:** Nine quarter hours may be transferred upon review and approval by doctoral faculty.

**Continuous Enrollment:** Candidates who do not complete their capstone project by the end of EDD 840 will be required to register for continuous enrollment until all requirements are met for the awarding of the degree.

**Leave of Absence:** Ed.D. candidates may apply for no more than two leaves of absence for a total of three quarters. The candidate may have no outstanding balance when applying for a leave. The leave must be approved by the Program Director. During the leave, the candidate will be considered on active status, but tuition will not be charged. The leave will count as part of the 7-year completion requirement. At the conclusion of the leave, the candidate must resume continuous enrollment until the degree is awarded.



### Program Learning Outcomes:

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

- Evaluate internal and external factors that influence consideration of innovation adoption in educational enterprises.
- Examine human and organizational dynamics that influence implementation of innovation in educational enterprises.
- Analysis 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:

To receive a Ed.D. in Organizational Innovation students must complete 81 quarter units of doctoral work. There is a required orientation at the beginning of the program. The student has the option of attending either in person or virtually. All components of the program must be completed before starting the program. In addition, students must complete the capstone project. A total of 9 quarter units may be granted for equivalent graduate work completed, as it applies to aligning with coursework in this degree. The work must be at the doctoral level.

### 9 courses; 81-89 quarter units

EDD 800	Intro to Innovation in Ed	9.00
EDD 805	Innovation Theories & Applic	9.00
EDD 810	Theories, Methods of Inquiry	9.00
EDD 815	Seminar in Exemplary Pract	9.00
EDD 820	Consult, Collab & Ethical Prac	9.00
EDD 825	Culm Project Proposal	9.00
EDD 830	Knowledge Mgt for Innovation	9.00
EDD 835	Emerg Issues & Trends	9.00
EDD 840	Culminating Project	9.00

### Optional Course requirements 1 course; 1-8 quarter units (repeatable up to 8 instances)

EDD 804	Individual Support/ Mentoring	1.00
EDD 845	Culminating Project Support	3.00

## Doctor of Nurse Anesthesia Practice (DNAP)

**Academic Program Director:** Joseph Martin; jmartin2@nu.edu

The Doctor of Nurse Anesthesia Practice (DNAP) degree is an entry-into-practice clinical practice doctoral degree awarded to students who enter the nurse anesthesia program with a 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.

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.

### **Degree Requirements:**

Nurse Anesthesia Application Procedure and Requirements

#### **Admission Requirements:**

1. Successful admission to National University.
2. Bachelor of Science in Nursing (BSN) from a NLNAC or CCNE accredited College or University or Bachelor of Science in a related physical science with licensure as a registered nurse.
3. Current unrestricted/unencumbered (clear/active) license as a registered nurse in one of the states of the United States, with eligibility for licensure throughout all states in the United States.
4. A cumulative grade point average (GPA) of 3.0 on all undergraduate courses or 3.25 on the last 60 hours of undergraduate courses on a 4.0 scale.
5. Science GPA of 3.0 or greater.
6. Successful completion of the following prerequisite courses:
  - a. Pharmacology
  - b. Anatomy with Lab
  - c. Physiology
  - d. General Chemistry (with lab)
  - e. Undergraduate statistics

7. A minimum of one full year of critical care experience in an intensive care unit within the past three years as a registered nurse. Emergency department and other experiences will be considered on an individual basis. Operating room, OB, and PACU experience is not accepted as critical care experience.
8. Three favorable evaluations/recommendations from:
  - a. Current clinical supervisor
  - b. Fellow critical care nursing peer or anesthesia provider
  - c. Academic faculty or clinical educator familiar with your academic performance
9. Professional certification in any of the following preferred: CCRN, CEN, or CFRN.
10. Current ACLS and PALS certification
11. Shadow experience in the OR with a CRNA or Anesthesiologist
12. Successful personal interview
13. Ability and willingness to travel for clinical rotation assignments, and to be flexible when required to change clinical sites at short notice.
14. 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 Requirement (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	4.50
ANE 810	Advanced Pharmacology Concepts <i>Prerequisite: Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director</i>	4.50
ANE 815	Adv Human Anatomy for Anesth <i>Prerequisite: Admission to the Nurse Anesthesia Program or approval from Academic Program Director.</i>	4.50
AND		
ANE 816	Advanced Human Anatomy Lab	1.50

**Prerequisite:** Admission to the Nurse Anesthesia Program or prior approval from Academic Program Director.

ANE 820	Nurse Anesthesia Physiology I	4.50
ANE 824	Principles of Anesthesia I	4.50
ANE 825	Advanced HiFi Sim I <b>Corequisite:</b> ANE 824 with a minimum grade of B-. minimum passing grade for the nurse anesthesia program is a B-.	1.50
ANE 818	Anesthesia Pharmacology I <b>Corequisite:</b> ANE 824 with a minimum grade of B-. All nurse anesthesia courses must be completed with a B- or greater for continued program matriculation.	4.50
ANE 821	Nurse Anesthesia Physiology II	4.50
ANE 826	Principles of Anesthesia II <b>Prerequisite:</b> ANE 824 with a minimum grade of B-. Required grade for matriculation minimum passing grade is B-	4.50
ANE 827	Advanced HiFi Sim II	1.50
ANE 819	Anesthesia Pharmacology II	4.50
ANE 828	Principles of Anesthesia III	4.50
ANE 829	Advanced HiFi Sim III <b>Corequisite:</b> ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)	1.50
ANE 822	Anesthesia Physiology III <b>Prerequisite:</b> ANE 821 with a minimum grade of B-. B- grades are required for program progression	4.50
ANE 823	Anesthesia Physical Assessment	4.50
ANE 830	Principles of Anesthesia IV <b>Prerequisite:</b> ANE 824 with a minimum grade of B-. Minimum course grade for any anesthesia course is a B-. Curriculum in a cohort, lock-step model	4.50
ANE 831	Advanced HiFi Sim IV <b>Corequisite:</b> ANE 830 with a minimum grade of B-. B- is the minimum allowable grade for matriculation in the program	1.50
ANE 840	Anesth Professional Aspects	4.50
ANE 801	Biostat for Nurse Anesthesia	4.50
ANE 850	Clinical and Seminar I <b>Prerequisite:</b> Satisfactory completion of the didactic phase of the program.	4.50
ANE 851	Implementing EBP in Anesthesia <b>Prerequisite:</b> ANE 800 with a minimum grade of B-. Program policy for matriculation	4.50
ANE 855	Clinical and Seminar II	4.50
ANE 856	Health Policy and Advocacy	4.50
ANE 860	Clinical and Seminar III	4.50
ANE 861	Systems Analysis-Communication	4.50
ANE 865	Clinical Rotation- Seminar IV	4.50
ANE 866	Epidemiology-Population Health <b>Prerequisite:</b> ANE 801 with a minimum grade of B-. B- required for matriculation in the program	4.50
ANE 870	Clinical Rotation-Seminar V <b>Corequisite:</b> ANE 865 with a minimum grade of B-. Minimum allowable grade for matriculation	4.50
ANE 871	Healthcare Economics - Finance	4.50
ANE 875	Clinical Rotation-Seminar VI	4.50

	<b>Prerequisite:</b> ANE 870 with a minimum grade of B-. Minimum required for program progression	
ANE 876	Capstone Project	4.50
ANE 880	Clinical Specialization	4.50
	<b>Prerequisite:</b> ANE 870 with a minimum grade of B-. Minimum grade for matriculation	
ANE 881	DNAP Role - Healthcare Impact	4.50

## Doctor of Psychology

**Status:** *Historical-Review all addendums*

**Academic Program Director:** Douglas Haldeman; dhaldeman@nu.edu

### Clinical Psychology

Clinical psychology is the largest branch of the field of psychology, and integrates science, theory, and clinical practice to assess and treat a broad spectrum of mental health and behavioral medicine concerns. Clinical psychologists work in a variety of settings, including community mental health agencies, hospitals, college counseling centers, corporations, independent or group practices, wellness clinics, health insurance agencies, prisons, universities and other research settings, as well as Veteran Affairs (VA) medical centers.

The demand for mental health professionals, particularly those with doctoral degrees, is expected to increase over the next decade. Factors contributing to this increase in the need for psychologists include the significant number of veterans experiencing post-traumatic distress, the increasing number of people who are aging, the growing acknowledgment of the role of behavioral medicine techniques in treating chronic disease, and the ever-present demands of dealing with the stress and pressures of everyday life and work.

The Doctor of Psychology (PsyD) in Clinical Psychology at National University is designed for individuals seeking the highest level of training to become hands-on practitioners in the field of psychology. We have created a program with a diverse faculty, student body, and curriculum. Our mission is to train practitioner- scholars who will provide comprehensive and culturally sensitive services to a variety of communities. Our particular focus on multicultural competency sets us apart from other doctoral programs.

### Doctor of Psychology

The Doctor of Psychology (PsyD) degree was first recognized by the American Psychological Association (APA) in 1973. Today, many PsyD programs are offered nationwide. Graduates are prepared for the key roles that contemporary psychologists must fill to competently serve their communities: clinician, evaluator, assessment expert, and critical consumer of psychological research. Practical applications, advanced clinical training, and specialized fieldwork are emphasized throughout the course of the program.

At JFK School of Psychology, a dedicated faculty of practitioner-scholars offers a student-faculty ratio of approximately 12:1. In the selection of faculty, staff, and students, the PsyD program aims to reflect the diversity of California's community including gender, race, physical ability, sexual orientation, and socio-economic status. The PsyD program incorporates issues of diversity into all courses in the curriculum.

The full-time plan of study takes five years to complete: four years of coursework (four quarters per year) including an ethnographic placement in year one, a practicum during years two and three, and support for additional externship during year four, and then in year five, a pre-doctoral internship. Students are also required to complete a clinical dissertation project. All students must meet the residency requirement of at least 36 units, earned during their first four quarters in the program

### Advisement

After matriculating into the program, students are assigned a faculty advisor with whom they meet at least once per quarter. These faculty advisors have specialized knowledge in the field and are able to serve as mentors who guide students through their professional development as clinical psychologists. Student performance in coursework and practica is evaluated on an ongoing basis, with formal yearly reviews. Each year must be completed satisfactorily for students to advance in the program. Failure to meet any requirement for advancement will result in a referral to the Review and Advisement Committee to clarify and remediate the difficulty. In some

instances, students may be required to supplement or repeat certain areas of the program or to take a leave from the program. In other instances, students may be asked to leave the program. See the PsyD Student Handbook for Review and Advisement procedures.

### **Integrated Professional Seminar**

The Integrated Professional Seminar (IPS) is a key component of the program. This composite of courses is designed to integrate academic information and ethnographic or practicum experience throughout the program. During each ethnographic or practicum year, small groups of students meet together with a faculty member. Depending on the year, IPS emphasizes different elements of work with diverse populations. These include, for example, examining one's own belief systems, worldview, biases, group process, and clinical case presentations. The IPS provides a supportive setting in which students may collaboratively integrate their applied and academic experiences.

### **Ethnographic Placement**

The first-year ethnographic placement lays the foundation for culture and diversity-sensitive training as well as practice in self-reflection and self-awareness. The ethnographic experience involves immersion in environments that provide unique and diverse cultural experiences for the trainees. This immersion establishes an understanding of diversity and the relationships with power, privilege, and oppression in the practice of psychology.

To this end, the purpose of the ethnographic placement experience is to provide first-year doctoral trainees with experience in an unfamiliar culture/setting. For a minimum of eight hours per week, first-year trainees engage in a cultural immersion experience in a setting specifically selected to expose trainees to a population with whom they have had little or no prior contact.

Ethnographic trainees' fieldwork is integral to their development as clinical psychologists. It is one of the principal means by which trainees establish the foundation necessary to work with the diversity of clients that they will encounter in their subsequent clinical placements as well as their future work as professionals. This ethnographic placement experience and its accompanying Integral Professional Seminar (IPS I) are designed to focus on diversity.

### **Beginning Clinical Practicum**

The Clinical Practicum is a placement at one of over 60 available sites. The focus of Clinical Practicum is on the supervised integration and application of knowledge gained from the ethnographic placement experience and ongoing doctoral coursework. In Clinical Practicum, trainees work 16–20 hours per week to develop skills in a variety of interventions and treatments including accurate assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective.

### **Advanced Clinical Practicum**

The Advanced Practicum is a clinical placement at one of over 60 available sites for 20–24 hours per week. The focus of Advanced Practicum is on the supervised integration and application of knowledge gained from previous practica, and ongoing doctoral coursework. At a more complex level than Beginning Practicum, trainees develop skills in comprehensive assessment, conceptualization, and formulation of client cases from a multicultural/diversity perspective. However, the focus in Advanced Practicum is extended to include advanced skills in the development of systematic and empirically justifiable plans for intervention with individuals, groups, or communities within the larger context of human diversity and social change.

### **Externship**

Students are supported to seek clinical training over and above the required practica. It is strongly encouraged that all students complete an externship during year four, to increase their readiness for the predoctoral internship and competitiveness in the match process. The desired training site must be reviewed and approved by the Training Department prior to the start of externship training.

### **Pre-Doctoral Internship**

Trainees apply for pre-doctoral internship when they are in the fourth year of the full-time curriculum. Trainees need to be registered for the relevant number of internship units for each quarter in which they are accruing internship hours. All academic units must be completed, and dissertation proposal successfully defended, before going to internship.

PsyD trainees may apply for full-time or part-time internship programs that are accredited by APA, and in some cases internships that are part of the CAPIC and APPIC consortia. To be considered full time, trainees must work a

minimum of 35 hours per week. A full-time internship is completed in four quarters at nine units per quarter for a total of 36 units.

### **Clinical Readiness Examination**

This summative examination, administered in the Summer of Year 1, assesses student competency in skill areas essential to clinical practice. Passing this exam is a requirement to proceed to IPS-II/Beginning Practicum. In order to sit for this exam, students must pass the following first-year courses: IPS-I, Psychopathology I & II, Clinical Interviewing Skills, and Law & Ethics. The exam consists of 130 multiple-choice questions.

### **Clinical Proficiency Examination**

In the spring of year three, students present a written clinical case report to two faculty members who orally examine the student on the case. Passing this exam is a requirement for advancement in both the academic and clinical portions of the program.

There is a \$100 fee that covers both the clinical readiness and clinical proficiency examinations.

### **Satisfactory Progress**

Meeting program expectations in all competency areas in coursework, all requirements of fieldwork/practica, and passing the written comprehensive examination and the clinical proficiency examination are required before students may proceed to the next year of the program or internship. Failure to meet requirements for advancement to the next year may result in a student being required to supplement or repeat certain areas of the program or in termination from the program.

### **Clinical Dissertation Project**

The clinical dissertation project is an intensive study in an area of interest. Projects must reflect the program's emphasis on diverse or underserved populations as well as the PsyD clinical focus. The dissertation should integrate research findings, relevant literature, and original thought, deriving input from the population under study and contributing to the field of applied psychology. Traditional quantitative methodologies may be utilized or students can explore and utilize other research modalities. Projects may take the form of a program evaluation, theoretical exploration, meta-analysis, case study, phenomenological study, ethnography, educational product development for clients or clinicians, content analysis, or grounded-theory analysis. A dissertation proposal must be successfully defended prior to the pre-doctoral internship match, and a successful final dissertation defense is required for the degree to be awarded.

### **Dissertation Completion**

Students must register for PSD 7303 Dissertation Completion (for 0 units), every quarter following successful completion of PSD 7254 Clinical Dissertation Proposal III, through the quarter in which the final dissertation defense has been passed.

### **Individual Psychotherapy**

All students in the PsyD program are required to complete at least 50 hours of individual psychotherapy within an 18-month time period. Psychotherapy must be with a licensed therapist. Students do not receive academic credit for psychotherapy. It is recommended that students complete the psychotherapy requirement prior to beginning internship.

### **Licensure**

Completion of PsyD program from National University makes students eligible to apply for licensure as a psychologist. The licensure process is regulated by the California Board of Psychology. Requirements currently include a minimum 3,000 hours of verified supervised professional experience. Licensing statutes and regulations are subject to future legislative and/or administrative revisions. The PsyD students will be kept informed about licensing requirements and any changes that occur. The PsyD program maintains an active relationship with the licensing board.

The California Board of Psychology may be contacted directly at:

1625 North Market Blvd., Suite N-215

Sacramento, CA 95834

Phone: (916) 263-2699

Toll Free: (866) 503-3221

E-mail: [bopmail@dca.ca.gov](mailto:bopmail@dca.ca.gov)

Website: [www.psychboard.ca.gov](http://www.psychboard.ca.gov)

## **Knowledge and Competencies**

The PsyD program subscribes to a practitioner-scholar model of clinical training. The goals of the PsyD Program align with the domains of Discipline-Specific Knowledge (DSKs) and Profession-Wide Competencies (PWCs) that are specified by the APA in the Standards of Accreditation.

### **DSK 1. History & Systems**

- Demonstrate knowledge of the origins and development of major ideas in the discipline of psychology.

### **DSK 2. Foundational Science**

- Demonstrate knowledge of affective aspects of behavior, e.g. affect, mood, and emotion.
- Demonstrate knowledge of biological aspects of behavior, e.g. neural, physiological, anatomical, and genetic aspects.
- Demonstrate knowledge of cognitive aspects of behavior, e.g. learning, memory, thought processes, and decision-making.
- Demonstrate knowledge of the norms and theories of human development over the lifespan.
- Demonstrate knowledge of the social and cultural aspects of behavior, e.g. group processes, attributions, discrimination, and attitudes.

### **DSK 3. Integrative Science**

- Demonstrate ability to integrate at least two of affective, biological, cognitive, social, and/or developmental aspects of behavior.

### **DSK 4. Research**

- Demonstrate knowledge of the strengths, limitations, interpretation, and technical aspects of rigorous case study; correlational, experimental, and other quantitative research designs; measurement techniques; sampling; replication; theory testing; qualitative methods; mixed methods; meta-analysis; and quasi-experimentation.
- Demonstrate knowledge of quantitative modeling and analysis of psychological data, statistical description and inference, univariate and multivariate analysis, null-hypothesis testing and its alternatives, power, and estimation.
- Demonstrate knowledge of the techniques of content analysis, descriptive phenomenology, and qualitative meta-summary.
- Demonstrate knowledge of theory and techniques of psychological measurement, scale and inventory construction, reliability, validity, evaluation of measurement quality, classical and contemporary measurement theory, and standardization.

### **PWC 1. Research**

- Students demonstrate the ability to evaluate and apply professional literature in the context of specific clinically relevant questions.
- Demonstrate the substantially independent ability to formulate and conduct clinically and contextually relevant inquiries (e.g., critical literature reviews, dissertation, efficacy studies, clinical case studies, theoretical papers, program evaluation projects, program development projects) that are of sufficient quality and rigor to have the potential to contribute to the scientific, psychological, or professional knowledge base.
- Synthesize and disseminate research or other scholarly activity via professional publication and presentation at the local (including the host institution), regional, or national level.

### **PWC 2. Ethics**

- Demonstrate knowledge of, and act in accordance with, each of the following: (1) the current version of the APA Ethical Principles of Psychologists and Code of Conduct; (2) relevant laws, regulations, rules, and policies governing health service psychology at the organizational, state, and federal levels; (3) relevant professional standards and guidelines.
- Recognize ethical dilemmas as they arise, and apply ethical decision-making processes in order to resolve the dilemmas.
- Conduct oneself in an ethical manner in all professional activities.

### **PWC 3. Individual and Cultural Diversity**



- Demonstrate an understanding of how their own personal/cultural history, attitudes, and biases may affect how they understand and interact with people different from themselves.
- Demonstrate respectful appreciation for others' cultures and worldviews.
- Actively attend to the dynamics of power, oppression, and privilege in their professional environments.
- Demonstrate knowledge of the current theoretical and empirical knowledge base as it relates to addressing diversity in all professional activities, including research, training, supervision/consultation, and service.
- Demonstrate the ability to integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles (e.g., research, services, and other professional activities).

#### **PWC 4. Professional Deportment**

- Behave in ways that reflect the values and attitudes of psychology, including integrity, deportment, professional identity, accountability, lifelong learning, and concern for the welfare of others.
- Actively engage in classroom and/or agency activities.
- Demonstrates cognitive flexibility and capacity to adapt to changing circumstances and information.
- Engage in self-reflection regarding one's personal and professional functioning;
- Engage in activities to maintain and improve performance, well-being, and professional effectiveness.
- Recognize when supervision or consultation is needed, and actively seek same.
- Demonstrate openness and responsiveness to feedback and supervision.
- Respond professionally to challenging situations with a degree of independence that is appropriate to current level of training.

#### **PWC 5. Communication**

- Communicate in an effective, constructive, and culturally/contextually sensitive manner in professional encounters.
- Produce and comprehend written communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.
- Produce and comprehend oral communications that are informative and well-integrated, and that demonstrate a thorough grasp of professional language and concepts.
- Demonstrate the ability to manage difficult communication well.

#### **PWC 6. Assessment**

- Demonstrate current knowledge of diagnostic classification systems, functional and dysfunctional behaviors, including consideration of client strengths and psychopathology.
- Demonstrate understanding of and ability to integrate knowledge of functional and dysfunctional behaviors, in context, to the assessment and/or diagnostic process.
- Formulate relevant referral question(s) for psychological testing; select and apply assessment methods that draw from the best available empirical literature, reflect the science of measurement and psychometrics, and are appropriate to the diversity characteristics of the service recipient.
- Collect relevant data using multiple sources and methods that are appropriate to the referral question(s), and administer and score psychological measures competently and correctly.
- Integrate data from multiple sources and interpret assessment results, following current research and professional standards and guidelines, to inform case conceptualization, classification, and recommendations, while guarding against decision-making biases, distinguishing the aspects of assessment that are subjective from those that are objective.
- Communicate orally and in written documents the findings and implications of the assessment in an accurate and effective manner sensitive to a range of audiences.

#### **PWC 7. Intervention**

- Establish and maintain effective relationships with the recipients of psychological services.
- Demonstrate the ability to gather and integrate clinically relevant information through clinical interview and active listening.
- Demonstrate the ability to conceptualize a client's presenting problem within a clearly articulated theoretical context.
- Develop evidence-based and contextually appropriate intervention plans specific to the service delivery goals.
- Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
- Demonstrate the ability to apply the relevant research literature to clinical decision making.

- Modify and adapt evidence-based approaches effectively when a clear evidence base is lacking.
- Evaluate intervention effectiveness, and adapt intervention goals and methods consistent with ongoing evaluation.

### **PWC 8. Supervision**

- Demonstrate knowledge of supervision models and practices.
- Demonstrate ability to apply knowledge of supervision models and practices in direct or simulated practice with psychology trainees or other health professionals.

### **PWC 9. Consultation**

- Demonstrate knowledge of and respect for the roles and perspectives of other professions.
- Demonstrate knowledge of consultation models and practices.
- Demonstrate ability to apply knowledge of consultation models and practices in direct or simulated practice with individuals and their families, other health care professionals, interprofessional groups, or systems related to health and behavior.

### **Transfer Credit**

Students requesting course transfer credit must have attained a grade of "credit" or a letter grade of B or higher from an institution that is regionally accredited or has other recognized accreditation. When transfer credit is granted for a course completed at another institution, regardless of whether it was offered on the quarter or semester system, the maximum number of units transferred will equate to the number of units given for completing the corresponding doctoral course at JFK School of Psychology. Transfer credit will not be included as part of the cumulative University PsyD GPA. Courses eligible for transfer credit must have been taken within the last eight years. The maximum number of approved credits that may be transferred into the PsyD program from master level courses is 18. The maximum number of approved credit that may be transferred into the PsyD program from doctorate level courses is 30. If a student is transferring credits from both master level and doctorate level courses, the total transfer credits cannot exceed 30 units. Although transfer credits may reduce the cost of the program, it will not reduce the overall length of the program, due to the three years of the Integrated Professional Seminar (IPS I, II & III). The number of transferred credits permitted is at the discretion of the PsyD program.

### **Accreditation**

The Clinical Psy.D. program under the name National University, Pleasant Hill, CA / John F. Kennedy Teach-Out is "accredited, inactive" by the Commission on Accreditation of the APA. This accreditation status designates an accredited program that is no longer admitting students. This status was granted to accommodate teach-out students from John F. Kennedy University. Persons who were not enrolled in accredited John F. Kennedy programs are not to be admitted to the National University, Pleasant Hill, CA / John F. Kennedy Teachout "accredited, inactive" program.

Questions related to the program's accredited status should be directed to the Commission on Accreditation:

Commission on Accreditation  
Office of Program Consultation and Accreditation  
American Psychological Association  
750 First Street, NE  
Washington D.C. 20002-4242  
**Phone:**(202) 336-5797  
**Email:** apaaccred@apa.org  
**Website:** [www.apa.org/ed/accreditation](http://www.apa.org/ed/accreditation)

### **Program Disclosure Information**

#### **Current/Transferring Students**

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](#) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University's determination about the program's curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

<b>PROGRAM MEETS EDUCATIONAL REQUIRMENTS</b>	<b>PROGRAM DOES NOT MEET EDUCATIONAL REQUIRMENTS</b>	<b>CANNOT BE CONFIRMED IF PROGRAM MEETS EDUCATIONAL REQUIRMENTS</b>
California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

For students matriculated prior to January 1, 2021, the program is accredited by the Commission on Accreditation of the American Psychological Association (APA). Questions related to the accredited status of the program should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation American Psychological Association

750 1st Street, NE, Washington, DC 20002

Phone: (202) 336-5979/Email: [apaaccred@apa.org](mailto:apaaccred@apa.org) Web: <https://www.apa.org/ed/accreditation>

As an APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

It is strongly encouraged that students, applicants, and prospective students determine any additional (i.e., non-educational) requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

### **Future/New Students**

Thank you for choosing the JFK School of Psychology at National University Psy.D. program. In January 2021, this program was administratively transferred from National University affiliate John F. Kennedy University (JFKU) to National University.

The JFKU Psy.D. program had been American Psychological Association (APA)-accredited since 2003, and moved to "accredited, inactive" status in 2021. Meaning that while it remains APA-accredited for all students enrolled prior to 2021, new students will be admitted to an identical program (same curriculum and faculty), the JFK School of Psychology at National University Psy.D. program, which will seek APA accreditation on an accelerated timeline. **Until accreditation is achieved, the program will be unaccredited by APA.**

National University cannot guarantee that APA accreditation will be granted. There is a possibility that the program may not be accredited before you finish the Program, and if you transfer to another institution before National University obtains this accreditation, your credits may not be transferable. If the JFK School of Psychology at National University Psy.D. program becomes APA-accredited in the future, all students admitted will receive all the benefits of attending an APA-accredited doctoral program.

The JFK School of Psychology at National University Psy.D. program continues to be regionally accredited (by WSCUC), which means that eligible students may apply for federal loans, work-study funds, and other available benefits. Questions about WSCUC accreditation can be addressed at:

985 Atlantic Avenue, Suite 100  
Alameda, CA 94501  
Phone: 510-748-9001

As a program seeking APA-accredited program, our students are strongly encouraged to complete their internship at an APA-accredited site. Students are required to use the APPIC (Association of Psychology Postdoctoral and Internship Centers) system for application to internships and a minimum of 80% of student applications must be submitted to APA-accredited sites.

In the United States, each state makes its own rules regarding the educational requirements for licensure of psychologists. As such, requirements for professional licensure and certification can vary markedly by state. The JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) **meets** the educational degree completion requirements for licensure in the state of **California** as a Licensed Psychologist.

Since many states have unique licensing requirements, the JFK School of Psychology at National University, Doctoral Program in Clinical Psychology (Psy.D.) cannot confirm whether its Doctoral Program in Clinical Psychology (Psy.D.) degree meets all the educational, licensure, and certification requirements in **any state other than California**. Further, these requirements can change frequently and often without notice.

It is important to know that some states require that students have a degree from an APA-accredited program. In addition, some agencies of the federal government only hire graduates of APA-accredited programs. If you wish to work for such an agency, please contact them directly for further information on hiring requirements.

We advise you to contact your state licensing and certification body to ensure the degree will meet requirements for licensure in the state in which you seek to be licensed. For licensing board contact information and approval status, please see the [Association of State and Provincial Psychology Boards](#) website. For all students, applicants, or prospective students seeking licensure in any state, please review the chart below outlining the University's determination about the program's curriculum and how it relates to the state educational requirements for licensure or certification in that respective state.

PROGRAM MEETS EDUCATIONAL REQUIRMENTS	PROGRAM DOES NOT MEET EDUCATIONAL REQUIRMENTS	CANNOT BE CONFIRMED IF PROGRAM MEETS EDUCATIONAL REQUIRMENTS
California		All other states, including the District of Columbia and the US protectorates, as defined in 34 CFR §600.2.

It is strongly encouraged that students, applicants, and prospective students determine any *additional (i.e., non-educational)* requirements for licensure in the state in which they seek to be licensed. Many licensure boards require more than successful degree completion to obtain a license, such as completion of an examination(s), test(s), background check(s), internship/practicum hours, and other requirements determined by the respective state board. It is the responsibility of the student completing the licensure program to check with the respective state licensing board(s) for the most recent information, rules and requirements.

**Program Learning Outcomes:**

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

- Relationship and Intervention- Students develop, articulate, and maintain constructive and contextually sensitive working relationships with clients, colleagues, supervisors, and others with whom they interact professionally. Students engage in contextually appropriate activities that promote, restore sustain, or enhance positive functioning and a sense of well- being in clients through preventive, developmental, or remedial services.
- Systemic and Theoretical Foundations- Students demonstrate knowledge of the foundational concepts and guiding principles of scientific psychology.
- Research and Evaluation- Students can conduct a systematic and culturally relevant inquiry involving problem identification, selection of appropriate methodology, analysis and interpretation of data, and clear and accurate communication of findings pertaining to psychological phenomena.
- Assessment- Students describe, conceptualize, characterize, predict, and present clinically relevant aspects of clients (e.g., character, behavior, strengths, challenges, symptoms, relationship quality, functioning) in sociopolitical and cultural context.
- Contextual Awareness and Professionalism- Students articulate, value, and work consciously with individual and contextual differences within intersecting systems, and conduct themselves in accordance with professional standards, laws, and ethics. "Contextual" includes, but is not limited to: race, ethnicity, class, immigration status, sexual orientation, gender, and ability.

**Degree Requirements:**

To receive the PsyD degree, the student must meet the following requirements:

- The Clinical Readiness Examination and the Clinical Proficiency Examination must be passed;
- Fifty hours of personal psychotherapy must be completed;
- All training logs and supervisors' evaluations must be submitted to the Training Office;
- The dissertation must be successfully defended and published to ProQuest;
- After admission to the PsyD program, all academic requirements must be completed in residence, except where transfer credit units have been awarded;
- A full-time load of 36 units must be carried for a minimum of one year, preferably in year one;
- A minimum grade of B is required in each course applied to meeting degree requirements;
- An overall grade-point average of 3.0 must be achieved in all work for the PsyD program; All program requirements must be completed within eight calendar years of matriculation; and

- Candidates for doctoral degrees are required to apply for graduation in or before the quarter in which they expect to complete all degree requirements.

**Curriculum**

**Prerequisites**

- Introduction to Psychology or Abnormal Psychology
- Theories of Personality or Developmental Psychology
- Diversity-related course
- Statistics

These courses or their approved equivalents are prerequisites to the Doctor of Psychology program. All prerequisite courses must be completed prior to attending the first-year Doctor of Psychology courses, with official transcripts documenting successful completion on file in the Registration Office. Prerequisite courses must have been taken at a regionally accredited, approved college or university within the past ten years with a grade of C or better in an undergraduate program or a B or better in post-undergraduate work.

**Total Degree Requirement (180 quarter units)**

**Core Requirements 1 Year One (10 courses; 29 quarter units)**

PSD 7011	Clinical Interviewing Skills <i>Historical-Review all addendums</i>	4.00
PSD 7227	Human Development <i>Historical-Review all addendums</i>	4.00
PSD 7015	Psychopathology I <i>Historical-Review all addendums</i>	2.00
PSD 7141	Ethical & Legal Issues Psych <i>Historical-Review all addendums</i>	3.00
PSD 7016	Psychopathology II <i>Historical-Review all addendums</i>	3.00
PSD 7122	Psychodynamic Theory & Applic <i>Historical-Review all addendums</i>	3.00
PSD 7114	Psychometrics:Psych Assessment <i>Historical-Review all addendums</i>	2.00
PSD 7009	Group Clinical Skills <i>Historical-Review all addendums</i>	2.00
PSD 7151	Research Methods & Stats I <i>Historical-Review all addendums</i>	3.00
PSD 7123	Cognitive Behavioral Theory <i>Historical-Review all addendums</i>	3.00

**Integrated Professional Seminar I Year One (15 quarter units)**

These courses must each be completed 3 times within the first 4 quarters to meet the needed unit requirements for the degree.

PSD 7035	Ethnographic Placement* <i>Historical-Review all addendums</i>	2.00
PSD 7046	Group Dynamics* <i>Historical-Review all addendums</i>	1.00
PSD 7047	Multicultural Awareness* <i>Historical-Review all addendums</i>	2.00

\*These courses must each be completed 3 times within the first year of the curriculum to meet the needed unit requirements for the degree.

**Core Requirements 2 Year Two (9 courses; 27 quarter units)**

PSD 7115	Assessment I: Intellect/Cognit <i>Historical-Review all addendums</i>	4.00
PSD 7116	Assessment II: Personality I <i>Historical-Review all addendums</i>	4.00
PSD 7117	Assessment III: Personality II <i>Historical-Review all addendums</i>	4.00
PSD 7124	Family Systems Theory & Applic <i>Historical-Review all addendums</i>	3.00
PSD 7250	Research Methods & Stats II <i>Historical-Review all addendums</i>	3.00
PSD 7251	Qualitative Rsch: Critical Rev <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7250	3.00
PSD 7252	Clinical Dissertation Prop I <i>Historical-Review all addendums</i> <b>Corequisite:</b> PSD 7251	2.00

PSD 7253	Clinical Dissertation Prop II <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7252	1.00
PSD 7131	Psych& Trtmnt of Substance Use <i>Historical-Review all addendums</i>	3.00

### Integrated Professional Seminar 2 Year 2 (12 quarter units)

PSD 7135	Beginning Practicum* <i>Historical-Review all addendums</i>	2.00
PSD 7147	Multicultural Proficiency* <i>Historical-Review all addendums</i>	1.00
PSD 7271	Applied Diagnosis <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7015; PSD 7016	1.00
PSD 7272	Case Formulation <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7171	1.00
PSD 7273	Informed Treatment Planning <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7172	1.00

\*These courses must each be completed 3 times within the second 4 quarters to meet the needed unit requirements for the degree.

### Core Requirements 3 Year Three (6 courses; 16 quarter units)

PSD 7104	Social & Cultural Bases Behav <i>Historical-Review all addendums</i>	3.00
PSD 7107	Biological Bases of Behavior <i>Historical-Review all addendums</i>	3.00
PSD 7108	Cognitive & Affective Bases <i>Historical-Review all addendums</i>	3.00
PSD 7160	Psychopharmacology <i>Historical-Review all addendums</i>	3.00
PSD 7180	Psychology of Trauma <i>Historical-Review all addendums</i>	3.00
PSD 7254	Clinical Dissertation Prop III <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7253	1.00

### Integrated Professional Seminar 3 Year Three (12 quarter units)

PSD 7235	Advanced Practicum* <i>Historical-Review all addendums</i>	3.00
PSD 7371	Integrative Case Planning <i>Historical-Review all addendums</i>	1.00
PSD 7372	Clinical Communication <i>Historical-Review all addendums</i>	1.00
PSD 7373	Profess Devel/Lifelong Learn <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7371; PSD 7372 with a minimum grade of I. Student may continue to 7373 if they are finishing an incomplete for 7372.	1.00

\*This course must each be completed 3 times within the third 4 quarters to meet the needed unit requirements for the degree.

### Core Requirements 4 Year Four (6 courses; 13.5 - 14.5 quarter units)

PSD 7003	History & Systems of Psych <i>Historical-Review all addendums</i>	3.00
PSD 7126	Applied Clinical Theory <i>Discontinued</i> <b>Prerequisite:</b> PSD 7122; PSD 7123; PSD 7124	3.00
PSD 7215	Foundations Prof Consultation <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7016	3.00
PSD 7230	Fundamentals Clinical Supervsn <i>Historical-Review all addendums</i>	3.00
PSD 7302	Dissertation Completion* <i>Discontinued</i> <b>Prerequisite:</b> PSD 7254	0.50
PSD 7303	Dissertation Completion** <i>Historical-Review all addendums</i> <b>Corequisite:</b> PSD 7254	0.00

\*PSD 7302 can be taken a maximum of 3 times for 1.5 quarter units total.

\*\*PSD 7303 can be taken a maximum of 20 times.

### Core Requirements 5 Year Five (36 quarter units)

Students must repeat any combination of the following two courses for a total of 36 quarter units.

PSD 7400	Full-time Internship <i>Historical-Review all addendums</i>	9.00
PSD 7401	Part-Time Internship <i>Historical-Review all addendums</i>	4.50

### Electives (17 quarter units)

PSD 7110	Integrated Foundationl Science <i>Historical-Review all addendums</i>	2.00
PSD 7118	Assessment Practicum* <i>Historical-Review all addendums</i>	1.00
PSD 7119	Neuropsychology Assm Practicum* <i>Discontinued</i>	1.00
PSD 7309A	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	1.00
PSD 7309B	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	2.00
PSD 7309C	Topics in Doctoral Psychology <i>Historical-Review all addendums</i>	3.00
PSD 7331	Externship <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7035; PSD 7046; PSD 7047; PSD 7016; PSD 7008; a minimum of 6 months' clinical experience. Training office approval required.	1.00
PSD 7601	Psych Career Skills Building <i>Historical-Review all addendums</i>	1.00
PSD 7701	Spousal/IPV Abuse Prev Assess <i>Historical-Review all addendums</i>	1.00
PSD 7702	Child Abuse Assessmt/Reporting <i>Historical-Review all addendums</i>	1.00
PSD 7703	Aging and Long-Term Care <i>Historical-Review all addendums</i>	1.00
PSD 7704	Suicide Prevention and Assess <i>Historical-Review all addendums</i>	1.00
PSD 7705	Human Sexuality <i>Historical-Review all addendums</i>	1.00

\*This course can be taken a maximum of 3 times for 3 quarter units total.

## Concentration in Correctional and Forensic

Forensic and Correctional Psychologists are one of the fastest growing areas of employment in the field of psychology. The Correctional/Forensic Concentration is designed to provide students with foundational discipline specific knowledge and focused clinical training for those interested in a career as a correctional or forensic psychologist. The concentration includes a forensic externship to provide hands-on experience conducting assessments within the correctional setting. Concentration courses also expand students understanding and application of forensic psychology in the areas of sex offender evaluation and treatment, child custody evaluations and mediation, police psychology, offenders with mental disorders, and evidence-based, trauma informed best practices. All courses are rooted in exploring the multicultural, contextual variables within the correctional and forensic setting. The concentration is designed to develop culturally responsive clinicians to serve correctional/forensic populations. This concentration prepares students to compete for highly sought out practicum positions and facilitate student entrance into APA accredited internships and postdoctoral fellowships in clinical forensic and correctional settings, as well as careers post-graduation to meet the ever-growing demand and need within our community. For more information regarding this Doctor of Clinical Psychology Concentration, please contact your advisor or Dr. Alette Coble-Temple at act@nu.edu.

### Concentration Requirements (10 quarter units)

PSD 7530	Corr Psych/Cultural Awareness <i>Historical-Review all addendums</i>	2.00
PSD 7531	Forensic Psych/Multicultural <i>Historical-Review all addendums</i>	2.00
PSD 7533	Forensic/Correctional Assess. <i>Historical-Review all addendums</i>	3.00



PSD 7535	Exprt Tstmny/Advncd Rprt Wrtnng <i>Historical-Review all addendums</i>	2.00
PSD 7539	Externship-Forensic/Correction <i>Historical-Review all addendums</i> <b>Prerequisite:</b> PSD 7046; PSD 7047; PSD 7011; PSD 7015; PSD 7016; PSD 7141; PSD 7115; PSD 7116; PSD 7117; PSD 7122; PSD 7123; PSD 7124; PSD 7131; PSD 7271; PSD 7147	1.00

## Concentration in Integrated Healthcare

The Integrated Healthcare Concentration provides students who are interested in pursuing a career in integrated healthcare, integrated behavioral health, or integrated primary care, an opportunity to receive additional training in the classroom and in a clinical settings utilizing an integrated healthcare approach to managing acute and chronic illnesses. The training in in this concentration is unique in that students have the opportunity to train in a team setting with medical, nursing, social work, physical therapy, and podiatric medicine students from other universities. The training in this concentration is in compliance with the Interprofessional Practice and Education (IPE) guidelines of Division 38 of the APA, as well as the AHRQ Academy for Integrating Behavioral Health and Primary Care. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in integrated healthcare and primary care settings. For the specific requirements for applying to this concentration, please see your faculty advisor or academic counselor.

### Concentration Requirements (12 quarter units)

PSD 7521	Fndmntls Integrated Healthcare <i>Historical-Review all addendums</i>	1.00
PSD 7522	Health Psychology <i>Historical-Review all addendums</i>	2.00
PSD 7524	Behav Health in Primary Care <i>Historical-Review all addendums</i>	1.00
PSD 7423	Motivational Interviewing <i>Discontinued</i>	1.00
PSD 7520	Interprofess Prac/Educ-IGNITE <i>Discontinued</i>	2.00
PSD 7525	Neurobiology of Trauma <i>Historical-Review all addendums</i>	2.00
PSD 7529	Externship - Integrated Health <i>Historical-Review all addendums</i>	3.00

## Concentration in Neuropsychology

This concentration provides students who are interested in pursuing a career in clinical neuropsychology an opportunity to receive additional training in the classroom and in a clinical setting in neuropsychological assessment and neurorehabilitation, as well as opportunities to work closely with practicing neuropsychologists in the area. The concentration is in compliance with the Houston Conference Resolutions which define the educational standards and training required for practice in professional clinical neuropsychology. The concentration is also designed to facilitate student entrance into APA accredited internships with rotations in clinical neuropsychology and integrated healthcare settings. For the specific requirements for applying to this concentration, please see your academic counselor.

### Concentration Requirements (8 courses; 13 quarter units)

PSD 7170A	Functional Neuroanatomy <i>Historical-Review all addendums</i>	2.00
PSD 7170B	Neuropathology <i>Historical-Review all addendums</i>	3.00
PSD 7170C	Neuropsychological Principles <i>Historical-Review all addendums</i>	3.00
PSD 7171	Neuropsychological Rehab <i>Historical-Review all addendums</i>	1.00
PSD 7174	Neuropsychology of Aging <i>Historical-Review all addendums</i>	1.00
PSD 7173	Overview of Pediatric Assess. <i>Historical-Review all addendums</i>	1.00
PSD 7178	Multicultural Issues in Assess <i>Historical-Review all addendums</i>	1.00
PSD 7119	Neuropsychology Assm Practicum <i>Discontinued</i>	1.00

## Credentials

## Clear Administrative Services Credential Induction Program (California)

**Academic Program Director:** Wayne Padover; 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 qu 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.

**Degree Requirements:** The program is for credentialing purposes, only. Once all four courses are successfully completed, the University can recommend the student to the Commission for a credential.

**(4 courses; 18 quarter units)**

EDA 610	Induction Seminar	4.50
EDA 611	Pro Development Seminar I <i><b>Prerequisite:</b> EDA 610 with a minimum grade of S. Must have the knowledge and skills gained in EDA 602 to be successful in this course. All courses in this program build upon the knowledge gained in the previous class.</i>	4.50
EDA 612	Pro Development Seminar II <i><b>Prerequisite:</b> EDA 611 with a minimum grade of S. Courses in this program scaffold learning.</i>	4.50
EDA 613	Assessment Seminar <i><b>Prerequisite:</b> EDA 612 with a minimum grade of S. Courses in the program scaffold knowledge.</i>	4.50

## Inspired Teaching and Learning Preliminary Multiple Subject Teaching Credential and Internship Option (California)

**Academic Program Director:** Cynthia Schubert-Irastorza; cschubert@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 and Subject Matter Competency Requirement **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-hours requirement through one of two pathways. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; meet basic skills; Subject Matter Competency; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### **Program Disclosure Information**

The Preliminary Multiple Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

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

### **Degree Requirements:**

To receive a California Preliminary Multiple Subjects Teaching Credential, candidates must complete at least 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 Basic Skills and Subject Matter 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-hours requirement through the following pathway, complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass Basic Skills and Subject Matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

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, then, National University is required to provide additional ongoing support and supervision to the intern. Additionally, 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 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.

**Introductory Core Course (1 course; 4.5 quarter units)**

ITL 600	Becoming a Teacher	4.50
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All students must complete ITL 600, and credential packet prior to beginning ITL 604.

**Foundation Core Requirements (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

All Foundation Courses meet CTC requirements for Intern Pre-Service coursework.

**Multiple Subject Methods Courses (5 courses; 22.5 quarter units)**

ITL 510	Language-Literacy: Foundations	4.50
ITL 512	Language/Literacy: Strategies <i>Prerequisite: ITL 510</i>	4.50
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 512</i>	4.50
ITL 518	Science Integrative Design <i>Prerequisite: ITL 516</i>	4.50
ITL 530	Optimized Learning Community*	4.50

\*Upon issuance of the University Intern Credential, this course must be taken first.

**Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5–31.5 quarter units)**

Candidates will complete the clinical practice experience through student teaching or the 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 K12 classrooms.

ITL 550A	Student Teaching A* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25
ITL 550B	Student Teaching B* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

\*Does NOT grant graduate credit

**Internship (4–8 courses; 13.5–31.5 quarter units)**

Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the subject matter 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 two-years and requires the candidate to be employed in the district and enrolled in National University's intern teacher credential program. As long as the candidate holds the intern credential and is employed, they have up to two-years to earn multiple subject credential. For a third year as an intern, the Commission must approve an extension of the intern credential and the candidate must obtain an approved petition from National University by documenting a medical emergency or other extreme circumstances necessitating an 'exception to policy'. Consideration on a case by case basis. If the petition is granted, the intern will be required to complete one or both courses of the following courses during the third year: ITL 650E, ITL 650F, respectively.

ITL 650A	CP Internship A: Year 1* <b>Corequisite:</b> ITL 651A	4.50
ITL 651A	CP Intern Seminar A <b>Corequisite:</b> ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 651B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 651B	CP Intern Seminar B <b>Corequisite:</b> ITL 650B; <b>Prerequisite:</b> ITL 651A	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50

ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> <i>ITL 650D</i>	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> <i>ITL 650E</i>	4.50

\*Does NOT grant academic credit.

## Inspired Teaching and Learning Preliminary Single Subject Teaching Credential and Internship Option (California)

**Academic Program Director:** Lorine Saito; lsaito@nu.edu

Inspired Teaching and Learning with a Single Subject Teaching Credential and internship option is designed for candidates who are dedicated to inspiring all K-12 learners by ensuring for them: social-emotional thriving, meaningful academic achievement, and equitable and inclusive learning communities. The program and courses meet the California Commission on Teacher Credentialing (CTC) requirements for a Preliminary Single 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 and Subject Matter Competency Requirement **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. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; pass basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

### GoReact

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Inspired Teaching and Learning Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### Program Disclosure Information

The Preliminary Single Subject Teaching Credential and Intern Option program is currently operating using credential guidelines for California only. Students who wish to use this program for credential in other states must contact the appropriate regulatory board for more information.

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

### Program Learning Outcomes:

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

- Integrate the knowledge needed for engaging/supporting all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for creating/maintaining effective learning environments for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for making subject matter comprehensible for all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for designing/planning learning experiences for all K-12 learners, including those with diverse learning needs.

- Integrate the knowledge needed for assessing all K-12 learners, including those with diverse learning needs.
- Integrate the knowledge needed for being a legal, ethical, and professional educator for all K-12 learners, including those with diverse learning needs.
- Reflect critically about professional beliefs and practices in the application of teaching and learning principles needed to inspire K-12 learners as well as being an inspired teacher.

### **Degree Requirements:**

To receive a California Preliminary Single Subject Teaching Credential and Intern Option, candidates must complete at least 54 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 Basic Skills and Subject Matter 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 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. Complete the foundation sequence of ITL 600, ITL 604, ITL 606, ITL 608; basic skills and subject matter; and have a school or district letter verifying a teaching position job offer as the 'teacher of record'.

The CA Education Code stipulates a minimum of 144 hours of support and supervision must be provided to the candidate each year of intern employment and documented. Interns without a valid English Learner (EL) Authorization from CTC will be required to receive an additional 45 hours of EL preparation support each year of intern employment (Total 189 hours).

The Internship Option is designed to be completed within two years and the university may not extend intern documents beyond that time. The CA Commission on Teacher Credentialing (CTC) requires an intern-candidate holding a valid University Internship Credential to be continuously enrolled in clinical practice support and supervision. During the first-year, the intern will take ITL 650A and ITL 651A, ITL 660B and ITL 651B. By the start of the second year, if the intern's employment continues and the program's requirements have not been met, then, the Commission requires National University to provide the intern with ongoing, K12 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 (13 courses; 54 quarter units)**

Includes all foundation core, credential area methods, and those clinical practice courses granting graduate credit.

### **Introductory Core Requirements (1 courses; 4.5 quarter units)**

Students must complete ITL 600, and credential packet prior to beginning ITL 604.

ITL 600	Becoming a Teacher	4.50
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### **Foundation Core Requirements (3 courses; 13.5 quarter units)**

ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50

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, Basic Skills and Subject Matter, and meet any other related program requirements.

ITL 520	Academic Language & Literacy	4.50
ITL 522	Content Area Literacy <i>Prerequisite: ITL 520</i>	4.50
ITL 526	SS Integrated Design I <i>Prerequisite: ITL 522</i>	4.50
ITL 528	SS Integrated Design II <i>Prerequisite: ITL 526</i>	4.50
ITL 530	Optimized Learning Community*	4.50

\*Upon issuance of the University Intern Credential, this course must be taken first.

### **Clinical Practice Pathways: Student Teaching or Internship (Student Teaching—4 courses; 13.5 quarter units or Internship—4-8 courses; 13.5 – 31.5 quarter units)**

Candidates will complete the clinical practice experience through student teaching or 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 K12 classrooms are made through a collaborative partnership of the university and respective school district. The student teaching placements must align to the CSET credential sought. Student teaching is unpaid and composed of at least 600 instructional hours (16-18 weeks of full-time student teaching) in designated K12 classrooms.



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

ITL 550A	Student Teaching A* <b>Corequisite:</b> ITL 551A	4.50
ITL 551A	Student Teacher Seminar A <b>Corequisite:</b> ITL 550A	2.25
ITL 550B	Student Teaching B* <b>Corequisite:</b> ITL 551B; <b>Prerequisite:</b> ITL 550A	4.50
ITL 551B	Student Teacher Seminar B <b>Corequisite:</b> ITL 550B; <b>Prerequisite:</b> ITL 551A	2.25

OR

\*Does NOT grant academic credit.

### Internship (4–8 courses; 13.5–31.5 quarter units)

PRIOR to beginning the intern courses below, the candidates must successfully complete all Core courses, pass CBEST, pass CSET, and meet all CTC requirements related to the University Intern Credential. Placement in an internship occurs as a result of the candidate holding employment in an approved CA public school and in partnership with National University. Intern placements must align to the CSET credential, be in compliance with the 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 K12 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* <b>Corequisite:</b> ITL 651A	4.50
ITL 651A	CP Intern Seminar A <b>Corequisite:</b> ITL 650A	2.25
ITL 650B	CP Internship B: Year 1* <b>Corequisite:</b> ITL 651B; <b>Prerequisite:</b> ITL 650A	4.50
ITL 651B	CP Intern Seminar B <b>Corequisite:</b> ITL 650B; <b>Prerequisite:</b> ITL 651A	2.25
ITL 650C	CP Internship C: Year 2* <b>Prerequisite:</b> ITL 650B	4.50
ITL 650D	CP Internship D: Year 2* <b>Prerequisite:</b> ITL 650C	4.50
ITL 650E	CP Internship E: Year 3* <b>Prerequisite:</b> ITL 650D	4.50
ITL 650F	CP Internship F: Year 3* <b>Prerequisite:</b> ITL 650E	4.50

\*Does NOT grant academic credit.

## Preliminary Administrative Services Credential (CA Option)

**Academic Program Director:** Glenn Sewell; 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.

### Degree Requirements:

To receive a Preliminary Administrative Services Credential (CA Option), students must complete at least 40.5 quarter units of graduate work.

To be successful in this program, it is highly recommended to take program coursework in the sequence described below.

### Requirements for Program (8 courses; 36 quarter units)

EDA 652	Visionary Leadership	4.50
EDA 655	School Improvement Leadership	4.50
EDA 653	Curriculum Leadership	4.50
EDA 654	Instructional Leadership	4.50
	<b>Prerequisite:</b> EDA 653; EDA 655	
EDA 600A	Applications in Leadership	4.50
	<b>Prerequisite:</b> EDA 654	
OR		
EDA 690A	Master Guided Study	4.50
	<b>Prerequisite:</b> EDA 654 with a minimum grade of B. Meets min requirement for degree	
EDA 656	Professional Growth Leadership	4.50
EDA 657	Org/Systems Leadership	4.50
EDA 658	Community Leadership	4.50

### Internship Option Requirements (2 courses; 4.5 quarter units)

EDA 602A and EDA 602B are aligned to the Internship Credential. Additional support for EDA Internship credential candidates.

EDA 602A	EDA Internship A <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.	2.25
EDA 602B	EDA Internship B <b>Prerequisite:</b> Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Internship credential.; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.	2.25

## Preliminary Education Specialist Authorization: Extensive Support Needs Teaching Credential with Internship Option (California)

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The preliminary education specialist Extensive Support Needs (ESN) credential program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC, approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Credential: ESN Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have extensive learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate education practices and provides strategies that can be immediately applied in teaching practices.

The preliminary education specialist Extensive Support Needs (ESN) credential program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

### Admission

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### Field Experience

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### Clinical Practice

Candidates must complete one of two clinical practice options: Student Teaching or Internship option.

Student Teaching requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

Internship is an alternative credential path which is a cooperative effort between a school district and an institution of higher education. The program allows credential candidates to be employed while completing a credential program. The Internship program is a minimum of 8 months in length. Participants serve as the 'teacher of record' under an internship credential.

CCTC Mandates that Interns as well as Student Teachers be supported during the internship or clinical practice experience.

## **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Extensive Support Needs (ESN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601**, **SED 605**, and **ITL 604**.

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a 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.

## **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

## **Program Disclosure Information**

The Preliminary Education Specialist Credential Extensive Support Needs is currently operating using credential guidelines for California only. Candidates who wish to use this program for credential or licensing in other states must contact the appropriate regulatory board for more information.

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

## **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all extensive support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with extensive support needs.
- Synthesize and apply knowledge of how to organize subject matter for learning of students with extensive support needs.
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with extensive support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with ESN
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with ESN.
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with extensive support needs.
- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

## **Degree Requirements:**

The Preliminary Education Specialist Credential Extensive Support Needs (ESN) program is designed to address the new Education Specialist Standards, including the new 52 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs' six domains and Teacher Performance Assessment (TPAs) associated with the new Education Specialist CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)

**Please Note:** Students need to satisfy/pass the Basic Skills Requirements (e.g., CBEST) and Subject Matter Competency Requirements (e.g., CSET) early into their program (prior to Credential Area Methods coursework) to avoid interruptions to the program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education information section of the catalog.

**Total Degree Requirements (18 - 22 Courses; 72-81 quarter units) Units: 49.50**

Core Requirements Extensive Support Needs (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 601</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design* <i>Prerequisite: ITL 512</i>	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50
SED 615	Special Education Law <i>Prerequisite: SED 610</i>	4.50

\*Pre-requisite requirement not applicable to students enrolled in Special Education programs.

**Extensive Support Needs Specialized Requirements (3 courses; 13.5 quarter units). Units: 13.50**

ESN 639	Fudtns for Instr. Assm. Coll <i>Prerequisite: SED 615</i>	4.50
ESN 640	Assmnt & Differentiation <i>Prerequisite: ESN 639</i>	4.50
ESN 641	Collab. & Case Mnemnt. <i>Prerequisite: ESN 640</i>	4.50

**Student Teaching Extensive Support Needs (4 courses; 9 quarter units) Units: 9.00**

ESN 659A	Seminar A <i>Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A</i>	2.25
ESN 655A	Student Teaching A <i>Prerequisite: ESN 641; Corequisite: ESN 659A</i>	2.25
ESN 659B	Seminar B <i>Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B</i>	2.25
ESN 655B	Student Teaching B <i>Prerequisite: ESN 655A; Corequisite: ESN 659B</i>	2.25

<b>OR</b>		<b>Units:</b>
<b>Internship Extensive Support Needs (4 courses; 9 quarter units)</b>		<b>Units: 9.00</b>
ESN 659A	Seminar A <i>Prerequisite: ESN 641; Corequisite: ESN 655A, or ESN 657A</i>	2.25
ESN 657A	Internship A <i>Prerequisite: ESN 641; Corequisite: ESN 659A</i>	2.25
ESN 659B	Seminar B <i>Prerequisite: ESN 659A; Corequisite: ESN 655B, or ESN 657B</i>	2.25
ESN 657B	Internship B <i>Prerequisite: ESN 657A; Corequisite: ESN 659B</i>	2.25

**Additional Clinical Support (1- 4 courses; 2.25 - 9 quarter units) Units: 9.00**

CTC mandates that interns and student teachers must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of ESN 655B or ESN 657B, will be required to enroll in additional clinical supervision support classes until all hours are satisfied.

ESN 657C	Internship C <i>Prerequisite: ESN 657B</i>	2.25
ESN 657D	Internship D <i>Prerequisite: ESN 657C</i>	2.25
ESN 657E	Internship E <i>Prerequisite: ESN 657D</i>	2.25
ESN 657F	Internship F <i>Prerequisite: ESN 657E</i>	2.25

## **Preliminary Education Specialist Authorization: Mild to Moderate Support Needs Teaching Credential with Internship option (California)**

**Academic Program Director:** Sharen Bertrando; sbertrando@nu.edu

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is aligned with the new Education Specialist Authorizations and Standards of the California Commission on Teacher Credentialing CCTC. Approved in 2022. The program allows candidates to obtain a Preliminary Education Specialist Mild to Moderate Support Needs: (MMSN) Credential with Intern Option (CA). The program provides the knowledge and skills needed to successfully teach and impact the lives of students who have mild to moderate learning support needs. This program explores the range of educational learning problems and applies the latest teaching strategies to enhance the performance of students, no matter their abilities. The program focusses on practical field-based experience that helps candidates understand and critically evaluate educational practices and provides strategies that can be immediately applied in teaching practices.

The preliminary credential Mild to Moderate Support Needs (MMSN) program is designed for courses to be taken in sequential order and provides candidates with the opportunity to gain professional understanding, integrate research-based teaching practices with appropriate assessment of student work, meet the needs of diverse learners, and learn and apply the principles of specially designed instruction in the 21st century classroom and global learning community.

**Please Note:** Students need to satisfy/pass the Basic Skills Requirements (e.g., CBEST) and Subject Matter Competency Requirements (e.g., CSET) early into their program (prior to Credential Area Methods coursework) to avoid interruptions to the program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education information section of the catalog.

### **Admission**

Several requirements must be completed prior to beginning the credential courses. A credential packet must be completed during SED 601. Further information regarding graduate admission and evaluation can be found in the academic Information for Graduate Degree section of the Catalog. To earn a California Preliminary Education Specialist Teaching Credential, candidates are required to successfully complete the core courses, specialization (advanced) courses, and a clinical practice path to supervised teaching (Student Teaching or Internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements.

### **Field Experience**

Field Experience is a required component of the program. Each Education Specialist Credential course includes a required up to 10-hour field experience in a K-12 classroom representing the candidate's credential area and a diverse student population.

### **Clinical Practice**

Candidates must complete one of two clinical practice options: student teaching or internship option.

**Student Teaching** requires 16-18 weeks working in a classroom with a teacher with a valid Education Specialist Credential. Student teaching is conducted at the completion of the required 14 courses.

### **Internship Option**

Candidates choosing the Internship option to obtain the Preliminary Education Specialist Credential: Mild to Moderate Support Needs (MMSN) will need to meet the Internship Eligibility requirements. Courses required include **SED 601, SED 605, and ITL 604.**

The CCTC mandates that all approved internship programs require a minimum of 120 hours of pre-service coursework prior to becoming a 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.

### **GoReact**

GoReact is an online video coaching and collaboration platform designed to improve professional practice. All Student Teachers and University Interns are required to utilize GoReact during their Student Teaching/ Clinical Practice and Seminar courses. Student Teachers and Interns will need a subscription which covers all supervision classes. The fee is \$50 per year.

### **Program Disclosure Information**

The preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is currently operating using credential guidelines for California only. Candidates who wish to use this program for credentials or licensing in other states must contact the appropriate regulatory board for more information.

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

### **Program Learning Outcomes:**

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

- Integrate knowledge/skills to engage and support all mild/moderate support needs students in learning
- Integrate knowledge/skills to create and maintain effective environments for learning for students with mild/moderate support needs
- Synthesize and apply knowledge of how to organize subject matter for learning of students with mild/moderate support needs
- Integrate knowledge needed for planning instruction and designing learning experiences for Students with mild/moderate support needs
- Integrate knowledge /skills to administer and analyze formal and informal assessments to determine eligibility, inform instruction, and identify research-based interventions for all learners with mild/moderate support needs
- Integrate the knowledge to meet legal, ethical, and professional obligations to advocate for all learners with mild/moderate support needs
- Reflect critically on the application of professional beliefs and teaching/learning principles necessary to work collaboratively with all stakeholders including families, other professionals, and community members serving students with mild/moderate support needs.

- Critique current research in special education theory and practices within inclusive and culturally responsive frameworks.

**Degree Requirements:**

The Preliminary Education Specialist Credential Mild to Moderate Support Needs (MMSN) program is designed to address the new Education Specialist Standards, including the new 40 Teacher Performance Expectations, Teacher Performance Assessment, and the California Standards for Teacher Performance. In addition, this program adheres to the CCTC Universal Teaching Performance Expectations (TPEs) composing the TPEs’ six domains and Teacher Performance Assessment (TPAs) associated with the new CALTPA model. The TPEs and TPAs form the backbone of the program and are translated into the Program Learning Outcomes. To earn a Preliminary Education Specialist Credential, candidates are required to successfully complete the core courses, the specialization (advanced) courses, a clinical practice path to supervised teaching (student teaching or internship) and meet the Education Specialist California Teaching Performance Assessment (EdSp CalTPA) requirements. 18 courses: (72 quarters)

**Please Note:** Students need to satisfy/pass the Basic Skills Requirements (e.g., CBEST) and Subject Matter Competency Requirements (e.g., CSET) early into their program (prior to Credential Area Methods coursework) to avoid interruptions to the program progress and/or financial aid arrangements.

For additional information on credential requirements, please see the Sanford College of Education information section of the catalog.

**Total Degree Requirements (20-22 Courses; 76.5 - 81quarter units) Units: 49.50**

Core Requirements Mild/Moderate (11 courses; 49.5 quarter units)

SED 601	Special EDU Foundations	4.50
SED 605	Class/Behavior Management <i>Prerequisite: SED 601</i>	4.50
ITL 604	Learners and Learning I	4.50
ITL 606	Learners and Learning II <i>Prerequisite: ITL 604</i>	4.50
ITL 608	Design and Process of Teaching <i>Prerequisite: ITL 606</i>	4.50
SED 606	Health Care & Technology Sppt <i>Prerequisite: SED 605; ITL 608</i>	4.50
SED 607	Language/Literacy Basics <i>Prerequisite: SED 606</i>	4.50
SED 609	Lang & Lit Case Studies <i>Prerequisite: SED 607</i>	4.50
ITL 516	Mathematics Integrative Design <i>Prerequisite: ITL 512</i>	4.50
SED 610	Adv. Beh. Sppts. & SEL <i>Prerequisite: ITL 516</i>	4.50
SED 615	Special Education Law <i>Prerequisite: SED 610</i>	4.50

**Mild/Moderate Specialized Requirements (3 courses; 13.5 quarter units) Units: 13.50**

MMS 617	Intro Assm, Collab, & Instrt <i>Prerequisite: SED 615</i>	4.50
MMS 620	Assmnt, Differentiation M/M <i>Prerequisite: MMS 617</i>	4.50
MMS 623	Collaboration & Case Mgmt	4.50



*Prerequisite: MMS 620*

**Student Teaching Mild/Moderate (4 courses; 9 quarter units) Units: 13.50**

MMS 629A	Seminar A <i>Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A</i>	2.25
MMS 625A	Student Teaching for M/M: A <i>Prerequisite: MMS 623; Corequisite: MMS 629A</i>	2.25
MMS 629B	Seminar B <i>Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B</i>	2.25
MMS 625B	Student Teaching for M/M: B <i>Prerequisite: MMS 625A; Corequisite: MMS 629B</i>	2.25
MMS 627A	Internship A <i>Prerequisite: MMS 623; Corequisite: MMS 629A</i>	2.25
MMS 627B	Internship B <i>Prerequisite: MMS 627A; Corequisite: MMS 629B</i>	2.25

**OR  
Internship Mild/Moderate Support Needs (4 courses; 9 quarter units) Units: 9.00**

MMS 629A	Seminar A <i>Prerequisite: MMS 623; Corequisite: MMS 625A OR; MMS 627A</i>	2.25
MMS 627A	Internship A <i>Prerequisite: MMS 623; Corequisite: MMS 629A</i>	2.25
MMS 629B	Seminar B <i>Prerequisite: MMS 629A; Corequisite: MMS 625B OR; MMS 629B</i>	2.25
MMS 627B	Internship B <i>Prerequisite: MMS 627A; Corequisite: MMS 629B</i>	2.25

**Additional Internship Clinical Support (1-4 courses; 2.25-9 quarter units) Units: 9.00**

CTC mandates that interns must be supported during their entire clinical practice experience. Students who do not complete the credential program by the end of MMS 627B, will be required to enroll in additional clinical supervision support classes until all requirements are satisfied.

MMS 627C	Internship C	2.25
MMS 627D	Internship D	2.25
MMS 627E	Internship E	2.25
MMS 627F	Internship F	2.25

## **Pupil Personnel Services Credential School Psychology (California)**

**Academic Program Director:** Natasha Ferrell; nferrell@nu.edu

**THIS CREDENTIAL IS NOT ACCEPTING APPLICANTS AT THIS TIME**

Candidates who have completed an appropriate master's degree in Clinical Psychology, Educational Psychology, Social Work, or School/Educational Counseling 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. Students who are short in residency unit requirements must satisfy those unit requirements by completing additional elective courses.

The School Psychology program trains candidates to be change agents in the Pk-12 setting through research, practice, and advocacy. The program's curriculum aligns with California Commission for Teacher Credentialing (CCTC) standards and, the National Association of School Psychologists (NASP) Candidates in this program are prepared for the position of school psychologist in the state of California. Candidates are encouraged to be active in the local, state, and national professional organizations to stay relevant in the field of school psychology. Candidates accepted into the program earn a graduate degree for the Master of Science in School Psychology and are recommended for a Pupil Personnel Services credential (PPS: school psychology). Successful completion of the program encompasses passing of all coursework, practicum and internship, comprehensive exam, and a score of 147 on the School Psychology PRAXIS exam.

The School Psychology program is offered as an online program. The online modality provides students the ability to attend weekly recorded synchronous class sessions. Each course includes learning activities that are embedded within the online course shell. Candidates in the program are required to attend sixteen (16) mandatory all-day Saturday sessions for the four assessment courses. The Saturday sessions provide candidates the opportunity to engage in experiential hands-on training with assessment materials. In extenuating circumstances and with prior approval from the School Psychology Academic Program Director, exceptions may be granted for a candidate to miss an in-person Saturday session, which can be made-up through online synchronous or asynchronous attendance. Campus locations for the on-site Saturday sessions are Rancho Cordova, Fresno, Los Angeles, and San Diego.

### **Admission Requirements**

Prospective School Psychology candidates must complete the application process prior to program entrance.

- Completed online application form
- An earned bachelor's degree from an accredited institution with a minimum of a 2.5 Grade Point Average
- Master's or Doctorate degree in Clinical Psychology, Educational Psychology, Social Work, or School/Educational Counseling
- Successful passage of the California Basic Education Skills Test (CBEST) or Basic Skills equivalent.

### **Program Advisement**

All School Psychology PPS candidates will be assigned to a Regional Lead. Candidates will meet with the Regional Lead to review progress in the program on an annual basis. All candidates are expected to communicate with their assigned Regional Lead at the following times: (1) upon admission into the program, (2) at the beginning of their practicum course, (3) prior to starting internship, and (4) at the exit of the program.

Candidates are required to obtain a grade of "B" or higher to move forward in the program. Candidates who receive a grade of "B-" or below will be required to repeat the course (at the candidate's expense) and must meet with the Student Success Mentor and participate in a Candidate Assistance Plan (CAP) before continuing in the program. Candidates should understand that repeating a class may result in a significant delay in their program.

For additional information on credential requirements, please see the Sanford College of Education Credential Information section of the catalog.

### **Practicum Prerequisites**

In accordance with CTCC standards, candidates must complete a minimum of 450 practicum in a Pk-12 public school setting. Course credit for practicum will be provided through enrollment in PED 618A, PED 618B, and PED 618C. A credentialed school psychologist (with a minimum of three years in the field post internship) must be at the same campus as the candidate to supervise and evaluate the candidate's performance. Candidates must successfully complete all prerequisite courses, with cleared and submitted fingerprints, and a passing score on the CBEST prior to starting practicum. Students are required to be at their practicum site a minimum of 2- full days a week.

### **Internship Prerequisites**

Internship is the culminating experience in a school psychology training program. Candidates must complete all required practicum hours (450) and receive a passing grade in all practicum courses prior to starting Internship. Candidates must complete the internship experience under the supervision of a credentialed and experienced (minimum of three years) school psychologist. In PED 646 and 648 (Internship I and II), candidates will complete their internship hours (1,200) and experiences only in public school-based settings, in accordance with CCTC requirements. Candidate performance during internship will be evaluated by the site-based supervisor(s) and an assigned university supervisor.

### **Program Disclosure Information**

Master of Science in School Psychology with PPSP Credential Program adheres to the credential guidelines for California only. Students who wish to use this program for employment and/or credential in other states must contact the appropriate regulatory board in that state for more information.

For up-to-date information on program licensure eligibility requirements for the university, please visit: <https://www.nu.edu/licensuredisclosures/>. For up-to-date information on pupil personnel services credential for California preparation, please visit: [https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-\(CL-606C\)](https://www.ctc.ca.gov/credentials/leaflets/Pupil-Personnel-Credential-In-California-(CL-606C))

### **Program Learning Outcomes:**

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

- School Psychology candidates will demonstrate knowledge and skills in varied methods of assessment and data collection for the purpose of identifying strengths and needs, implementing evidence-based practices, progress monitoring, and evaluation at the student, classroom, and school-level.
- School Psychology candidates will demonstrate knowledge and skills in varied consultation methods, collaboration, and communication with all school-based stakeholders, families, and community agencies to effectively coordinate interventions and services across academic, social/emotional, and behavioral domains.
- School Psychology candidates will demonstrate knowledge and skills in direct academic interventions for children and families that consider the impact of culture, language, cognition, and social influences on academic skills and collaborate with others to implement evidence-based interventions and instructional strategies.
- School Psychology candidates through assessment, data collection methods and evidence-based strategies will demonstrate knowledge of direct interventions that focus on behavioral and social/emotional interventions for children and families in order to develop and implement mental health supports to promote social-emotional functioning and mental health.
- School Psychology candidates will demonstrate knowledge of school systems, programs, and services (direct and indirect services, school and systems structure, preventive and responsive services, dual language learners, multi-tiered systems of support, general and special education, technology resources and evidence-based school practices) that promote academic outcomes learning, social development, and mental health to create and maintain effective and supportive learning environments for children and others.
- School Psychology candidates will demonstrate knowledge of principles and research related to resilience and risk factors, mental health services, school response and recovery, discipline policies, evidence-based strategies for effective crisis response including treat and risk assessments to promote services that enhance learning, mental health, school safety, and physical well-being through protective and adaptive factors.
- School Psychology candidates will demonstrate evidence-based culturally responsive mental health and social-emotional counseling and interventions to enhance and support positive family-school interactions and facilitate strong family/school partnerships with the community.
- School Psychology candidates will demonstrate a social justice lens of equity and diversity for all students in schools and demonstrate skills of equitable practice through assessment, counseling, and intervention across general and special education settings.
- School Psychology candidates will demonstrate various data collection techniques and be knowledgeable about research design and analysis used in school settings to support evidence-based practices for the individual, group, and system.
- School Psychology candidates will demonstrate knowledge of special education law, ethics, professional practices, school psychology history, service models, professional standards, dispositions, and self-care.

### **Degree Requirements:**

The School Psychology credential program requires a total of 94.5 quarter units. A total of 13.5 quarter units of graduate transfer credit may be granted for equivalent graduate work completed at another institution. 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. Students who are short in residence unit requirements must satisfy those unit requirements by completing additional elective courses. Students must complete all coursework with at least a B, GPA of 3.0 or better. Any lower grade mark, B-(2.7) or below, will require a student to take the course again until the minimum passing grade is obtained (B, 3.0).

**Total Unit Requirements (23 courses; 94.5 quarter units)**  
**Core Requirements (20 courses; 81 quarter units)**

**Units:**  
**Units: 81.00**

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-year) school psychologist. Attendance is required online and/or face-to-face for all courses.

PED 606	Foundations in School Psych	4.50
PED 608	Ethics and Dispositions <i>Prerequisite: PED 606</i>	4.50
PED 610	Tests and Measurements <i>Prerequisite: PED 608</i>	4.50
PED 612	Special Education and Law <i>Prerequisite: PED 610</i>	4.50
PED 614	Academic interventions <i>Prerequisite: PED 612</i>	4.50
PED 616	Cognitive Assessments <i>Prerequisite: PED 614</i>	4.50
PED 618A	Practicum A <i>Prerequisite: PED 616</i>	1.50
PED 620	Developmental Milestones <i>Prerequisite: PED 616</i>	4.50
PED 622	Consultation in Schools <i>Prerequisite: PED 620</i>	4.50
PED 624	Academic and Processing Asmnts <i>Prerequisite: PED 622</i>	4.50
PED 618B	Practicum B <i>Prerequisite: PED 624</i>	1.50
PED 626	Rdg Assessment & Intervention <i>Prerequisite: PED 624</i>	4.50
PED 628	Intro to Research <i>Prerequisite: PED 626</i>	4.50
PED 630	Behavior & SEL Interventions <i>Prerequisite: PED 628</i>	4.50
PED 618C	Practicum C <i>Prerequisite: PED 630</i>	1.50
PED 632	Social Emotional Assessments <i>Prerequisite: PED 630</i>	4.50
PED 634	Individual and Grp Counseling <i>Prerequisite: PED 632</i>	4.50
PED 636	Mental Health & Crisis Response <i>Prerequisite: PED 634</i>	4.50
PED 638	Childhood Dev. Disorders <i>Prerequisite: PED 636</i>	4.50
PED 640	Special Population Assessments <i>Prerequisite: PED 638</i>	4.50

**Internship requirements ( 3 courses; 13.5 units)**

**Units: 13.50**

PED 642	Internship I <i>Prerequisite: PED 640</i>	4.50
PED 644	Internship Seminar	4.50

**Corequisite:** PED 642 *If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.*

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PED 646	Internship II <b>Prerequisite:</b> PED 642	4.50
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# Courses

## ABA-Appl Behavior Analysis

### **ABA 617 ABA Bridge** (1.50)

**Prerequisite:** ABA 600, ABA 601, ABA 602, ABA 603, ABA 604, ABA606, ABA 622 and ABA 624

This bridge course meets the new Tasklist 5 requirements set forth by the Behavior Analyst Certification Board® (BACB®) for students that have taken coursework from TaskList 4. The course combines standards from ABA 626 and ABA 634. It entails 5 hours of Behavior Assessment and 20 hours of Supervision and Management.

### **ABA 620 Philosophical Underpinning ABA** (4.50)

This course identifies the goals of behavioral analysis as a science, explains the philosophical assumptions underlying the science of behavior analysis, describes and explains behavior from the perspective of radical behaviorism and the dimensions of ABA, and distinguishes among the four branches of ABA.

### **ABA 622 Concepts and Principles of ABA** (4.50)

**Prerequisite:** ABA 620

Defines the field's fundamental elements: behavior and the environmental antecedent and consequential events that influence it; and introduces key terms and principles that describe relationships among these elements.

### **ABA 624 Measurement and Design** (4.50)

**Prerequisite:** ABA 622

Role of measurement in behavior analysis, how to assess the social significance of potential target behaviors, how to interpret graphically displayed data, options for setting criteria for behavior change, state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, and recommend interventions goals and strategies

### **ABA 626 Functional Behavior Assessment** (4.50)

**Prerequisite:** ABA 624

Describes an assessment process that explores the purpose a behavior serves for a person, how to conduct a functional analysis of problem behavior, interpret functional assessment data, and the role in treating and preventing problem behaviors.

### **ABA 628 Behavioral Change Procedures** (4.50)

**Prerequisite:** ABA 626

Focuses on promoting improved significant social changes in an individual's life and defines the major types of generalized behavior change and strategies and tactics applied behavior analysts use to achieve them.

### **ABA 630 Developing ABA Interventions** (4.50)

**Prerequisite:** ABA 628

Describes how to state intervention goals in observable and measurable terms, identify potential interventions based on assessment results, and recommend interventions, strategies, and goals.

### **ABA 632 Ethics Compliance Code** (4.50)

**Prerequisite:** ABA 630

Outlines standards of professional practice a code of conduct for behavior analyst, describes strategies and tactics for providing ethically sound client services, and how to achieve, maintain, and to maintain and extend professional competence.

### **ABA 634 Supervision and Management** (4.50)

**Prerequisite:** ABA 632

The course focuses on providing the supervisor with instructions on how to facilitate ABA programming with supervisees, and to evaluate the effects of supervision.

### **ABA 636 Application of ABA Skills** (4.50)

**Prerequisite:** ABA 634

This course is designed to help students achieve fluency skills in applied behavioral skills..

### **ABA 670 ABA Capstone Project** (4.50)

**Prerequisite:** ABA 636

The course is designed to utilize within-subject design research strategies when conducting an applied behavior analytical experiment.

## ACC-Accounting

### **ACC 201 Financial Accounting Funds.** (4.50)

A survey of basic accounting theory and the application of accounting principles, this course includes the recording and summarization of business transactions in the form of financial statements under the rules of generally accepted accounting principles. (GAAP). It is designed for students who have little or no prior knowledge of financial accounting, this course corresponds to Principles of Accounting I at other colleges.

### **ACC 202 Managerial Accounting Funds.** (4.50)

**Prerequisite:** ACC 201

This course is an overview of the use of financial accounting and cost accounting data for the design and preparation of reports to aid management in organizing, directing, controlling, and decision-making functions. The topics include the fundamentals of cost accounting, budgeting and responsibility accounting for cost and profit centers.

### **ACC 410A Intermediate Accounting I** (4.50)

**Prerequisite:** ACC 201

Often referred to as "Intermediate Accounting," ACC 410A, B and C cover a substantial portion of the U.S. accounting standards known as GAAP (generally accepted accounting principles). In particular, ACC 410A entails a more in-depth and detailed study of the principal financial statements, accounting concepts, revenue and expense recognition, and accounting for cash, receivables, and inventories.

### **ACC 410B Intermediate Accounting II** (4.50)

**Prerequisite:** ACC 410A

Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410B covers accounting for plant, property and equipment, intangible assets, leases, current and long-term liabilities, and stockholders' equity and retained earnings.

### **ACC 410C Intermediate Accounting III** (4.50)

**Prerequisite:** ACC 410B

Often referred to as "Intermediate Accounting," (See ACC 410A for a series description.) ACC 410C covers earnings per share, investments, deferred income taxes, pensions, accounting changes and errors, preparation of the statement of cash flows, and full disclosures with emphasis on segment and interim reporting.

### **ACC 431 Advanced Accounting** (4.50)

**Prerequisite:** ACC 410C

An examination of advanced concepts of accounting for business combinations, with emphasis on the consolidation of parent/subsidiary balance sheet and income statement reporting. It also covers accounting for the formation, operation, and liquidation of partnerships, as well as special reporting requirements for multinational entities.

### **ACC 432A Taxation-Individual** (4.50)

**Prerequisite:** 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** (4.50)

**Prerequisite:** ACC 432A; ACC 431

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** (4.50)

**Prerequisite:** ACC 202

This course covers managerial accounting topics for decision-making including relevant costs, balanced scorecard, value added and non-value added costs, allocations of indirect costs using direct, step, and reciprocal methods, allocating joint cost, main and by-product costing, determination of Economic Order Quantity (EOQ), accounting for spoilage, transfer pricing, performance measurement, and capital budgeting techniques.

### **ACC 434 Government and Nonprofit Acct** (4.50)

**Prerequisite:** ACC 201

A study of the specialized accounting principles applicable to state and local governments and other non-profit organizations, with an emphasis on fund accounting principles used in the recording of assets, liabilities, equity, revenues and expenditures. Also covers the analysis and interpretation of financial statements of such governmental and nonprofit entities.

**ACC 435A Auditing I (4.50)**

**Prerequisite:** ACC 431

A study of financial statement audits in accordance with auditing standards promulgated by authoritative bodies. Topics include planning of the audit engagement, auditor's responsibility for fraud, review of internal controls, gathering substantive evidence using analytical procedures and test of account balances for the revenues, acquisition and expenditures, and inventory processes.

**ACC 435B Auditing II (4.50)**

**Prerequisite:** ACC 435A

A continuation of ACC 435A, this course focuses on sampling plan and techniques, gathering substantive evidence for cash and investment cycle, long-term debts and owners' equity, and contingent liabilities. It also covers audit work papers, audit opinions, attestation services, compilation and reviews, and auditor's legal liability associated with an audit engagement.

**ACC 436 Applied Tech for Accountants (4.50)**

**Prerequisite:** ACC 201

Emphasis on the design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems.

**ACC 515 Accounting Ethics (4.50)**

Studies the fundamentals of accounting ethics focusing on case and scenarios analysis, discussions, identification of possible solutions focusing on students acquisition of good ethical judgement. The objective of the course is to increase a students ethical sensitivity to major areas of ethical concern in the study of accounting. At the present time, completion of the course provides credit for CPA licensing in the State of California.

**ACC 555 Data Analytics (4.50)**

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 (4.50)**

Internship Project is a supervised work experience for those students who have identified an employer offering an internship opportunity. It is designed to provide qualified applicants with practical experience, enable students to assess various career choices, advance in their careers, and apply concepts and ideas in a real world setting. Normally, 90 hours on-the-job are needed to qualify for 4.5 quarter units. Course is scheduled for each student individually, for two academic months, but can be extended for up to six months. International students are subject to special restrictions and should consult their international student admissions advisor. Grading is H, S, or U only.

**ACC 600 Financial Accounting for MBAs (4.50)**

An introduction to accounting for students with no recent previous exposure to the subject. This course prepares students to comprehend the relationship among the financial statements, ascertain how business transactions are reflected in the financial statements, and analyze solvency, profitability, and stability of a business enterprise to make informed operating decisions.

**ACC 601M Foundations of Financial Acc (4.50)**

Basic financial accounting theory, including the recording of business transactions and preparation of financial statements using "generally accepted accounting principles" (GAAP). Analysis and interpretation of financial data to assist users in their decision-making. Spreadsheets and accounting system software.

**ACC 604 Managerial Accounting (4.50)**

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 (4.50)**

**Prerequisite:** ACC 601M

The first of two courses covering a substantial portion of U.S. financial reporting principles known as GAAP, including an in-depth review of the conceptual framework and principal financial statements. Emphasis is on revenue and expense recognition, together with accounting for current assets.

**ACC 611M Financial Accounting II (4.50)**

**Prerequisite:** ACC 610M

The second of a two course sequence covering a substantial portion of U.S. financial reporting principles known as GAAP, accounting for tangible assets, natural resources and intangible assets, current and long-term liabilities, leases, and shareholder equity.

**ACC 615M Advanced Financial Accounting (4.50)**

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 (4.50)**

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 (4.50)**

A study of the statutory provisions, judicial doctrines, and implementation of the theory and practice of federal income taxation of "C" corporations, "S" corporations, and partnerships.

**ACC 630M Cost Accounting (4.50)**

**Prerequisite:** ACC 601M

This course discusses cost terminology, cost measurement concepts, cost accumulation systems, accumulating, and allocating overhead costs using various cost drivers.

**ACC 631M Advanced Managerial Accounting (4.50)**

Application of accounting concepts and reporting techniques applied in a management decision-making context and analysis of accounting data from a real-world case study and present their analysis, conclusions, and recommendations.

**ACC 640M Acc for Gov't & NFP Entities (4.50)**

Accounting principles used by governmental units and non-profit organizations. Concepts of fund accounting and the analysis and interpretation of the financial statements.

**ACC 651M Auditing Procedures (4.50)**

Auditing procedures (compliance and substantive) for cash, receivables, inventory, payables, long-term debt, equity balances and related income statement accounts. Writing of auditor's reports, including special reports, and review/compilation reports in accordance with AICPA standards.

**ACC 652M Forensic Accounting (4.50)**

A combination of accounting and investigative techniques used to discover financial crimes. Skills necessary to collect, analyze, and evaluate accounting evidence will be developed. Interpretation of suspicious activities and formal reporting thereof will be developed.

**ACC 653M Internal Controls (4.50)**

Mechanisms, rules, and procedures implemented by a company to ensure the integrity of financial and accounting information, promote accountability and prevent fraud. Committee of Sponsoring Organizations of the Treadway Commission control standards covered.

**ACC 654M Legal Issues in Accounting (4.50)**

Covers critical legal issues such as contracts, loan documents, and taxation. Emphasis on ensuring that experienced accountants make sound decisions based on sound financial and legal information.

**ACC 657 Accounting Information Systems (4.50)**

**Prerequisite:** ACC 601M

Study of the design and internal control perspectives of accounting information systems, including systems analysis, decision support systems, system implementation, and the audit of management information systems.

**ACC 672 International Acctg Standards (4.50)**

**Prerequisite:** ACC 501, or ACC 201

Anticipating the transition by U.S. companies from U.S. GAAP to International Financial Reporting Standards (IFRS), this course is designed to familiarize current and future accounting and finance professionals with the conceptual framework and major provisions of IFRS, with emphasis on differences between IFRS and U.S. GAAP.

**ACC 690 Guided Study (0.50-9.00)**

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 (4.50)**

**Prerequisite:** Completion of all core and elective courses

A capstone course in which students apply the knowledge and skills acquired in preceding coursework to their analysis of real life situations involving financial accounting and reporting, cost/managerial accounting, tax and/or auditing issues. Selected cases may require the researching of relevant authoritative pronouncements, laws, regulations and the like. Course is eligible for In Progress (IP) grading.

**ACEX-Athletic Coaching Education****ACEX 2100X History of Sport (4.50)**

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 (4.50)**

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 & Drug Counseling****ADC 205 Intro to Substance Abuse (4.50)**

**Prerequisite:** PSYC 100; 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 (4.50)**

**Prerequisite:** PSYC 100; 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 (4.50)**

**Prerequisite:** PSYC 100; 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 (4.50)**

**Prerequisite:** PSYC 100; 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 (4.50)**

**Prerequisite:** PSYC 100; SOC 100; 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 (4.50)**

**Prerequisite:** ADC 245

This course focuses on the application of the counseling techniques learned in ADC 245. Students will be expected to role-play techniques with volunteer(s) in their professional/social environment and submit videos of those sessions for discussion. Discussion of assessment techniques for clients with other psychiatric disorders will be covered.

**ADC 265 Group & Family Counseling (4.50)**

**Prerequisite:** PSYC 100; 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 (4.50)**

**Prerequisite:** PSYC 100; SOC 100

This course examines two inter-related concepts of counseling: personal awareness and growth with professional growth. This course is designed to assist students to begin the process of becoming aware of their personal issues and how those may impact their work with clients.

**ADC 285 Practicum in Substance Abuse (4.50)**

**Prerequisite:** Satisfactorily complete 5 courses in the major and Program lead faculty approval

A two-part field practicum in which students work in an approved practicum site doing 255 hours of substance abuse counseling. They also participate in an academic seminar where they discuss their field work. This course is a minimum of 6 months in length.

**ADC 295 Guided Study (1.50-4.50)**

Individual study of a selected topic or content area under the guidance of the instructor.

## ADR-Alt Dispute Resolution

**ADR 400 Alternative Dispute Resolution (4.50)**

This introductory course will provide students with a broad understanding of ADR. The course will cover Negotiation, Mediation, Arbitration how each is used, and the advantages and disadvantages of each method. The course utilizes role plays, simulations, and case studies.

**ADR 405 Negotiation Fundamentals (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)****Prerequisite:** AGE 602

Wellness and Engagement in Older Adults examines the coping, expressive, contributive, and influence needs of older adults. Topics include holistic geriatric care, reminiscence and autobiography, wisdom and creativity, lifelong learning, spirituality and contemplative practice, and social and civic engagement.

**AGE 611 Psychology of Older Adults (4.50)****Prerequisite:** AGE 602

Psychology and Neuropsychology of Older Adults will examine age-related changes in neurological and psychological function and methods for assessing them. Specific areas of study will include the age-related changes in memory, intellectual development in older adults, motivation and emotion over the life course, personality, and aging and mental health.

**AGE 612 Public Policy and Aging (4.50)****Prerequisite:** AGE 601

Public Policy, Politics, and Aging reviews major legislation and programs impacting older adults, including the analysis of current legal and regulatory issues and examination of policy-making and political processes affecting development and implementation of aging services. Learners will compare United States aging policies to those of other countries and develop resources for effectively advocating for policy changes.

**AGE 613 Counseling Older Adults (4.50)****Prerequisite:** AGE 602

Counseling Older Adults examines current theories and applications of assessment and intervention techniques with older adults and their families. Topics include innovative treatment modalities, ethical and legal issues affecting clinical practice with this population, and personhood in aging and dementia.

**AGE 614 Cross-cultural Practice (4.50)**

**Prerequisite:** AGE 601

Cross-cultural Practice with Aging Populations focuses on the processes of aging and the problems of older adults in the United States and throughout the world from both theoretical and applied perspectives. Particular emphasis is given to understanding the relationship between non-Western and Western experiences in terms of social, cultural, economic, political, and demographic concomitants.

**AGE 615 Managing Aging Services (4.50)**

**Prerequisite:** AGE 601

Administration/Management in Programs for Older Adults applies theories of administration and system management to public and volunteer programs and services for older adults including residential institutions and community programs; emphasis is on bringing a person-centered, life course perspective to the development of competencies 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 (4.50)**

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 (4.50)**

**Prerequisite:** AGE 601 with a minimum grade of B-; AGE 602 with a minimum grade of B-

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 (4.50)**

**Prerequisite:** AGE 601 with a minimum grade of B-; AGE 602 with a minimum grade of B-; AGE 620 with a minimum grade of B-

The second course of a two-course sequence providing an interdisciplinary forum for exploring current issues in aging and culminating in a project that addresses a specific challenge or opportunity facing older adults and their communities. Topic areas will reflect the background and interests of students in the program.

## ANA-Analytics

**ANA 200 Intro to Data Science (4.50)**

Conceptual foundation for the field of Data Science, with emphasis on ethically using Data Science skills and tools in a variety of fields.

**ANA 230 Intro to Data Visualization (4.50)**

**Prerequisite:** ANA 200

Develop skills to acquire and visualize data to clearly communicate Data Science insights to a variety of project stakeholders.

**ANA 310 Data Acquisition (4.50)**

**Prerequisite:** ANA 200 and ANA 230

Students will apply Data Acquisition techniques for different kinds of data, including structured and unstructured data collected from a variety of sources.

**ANA 320 Data Management and Governance (4.50)**

**Prerequisite:** ANA 310

Application of the Data Management and Governance Process for Analytics including: Data Structure, Privacy, Security, and working with Customer-Centered Databases. Evaluation of how these data relate and aggregates in databases, data marts, data warehouses, and data lakes and how they are used by analytical decision tools will be explored through case studies and projects.

**ANA 330 Data Preparation (4.50)**

**Prerequisite:** ANA 320 and MTH 330

Develop skills to clean, transform, and prepare raw data for exploratory statistical Analysis. Transform and merge multiple data sources into a single useable data set for analysis. The progression will then focus on standardizing variable formats, investigating outliers, analyzing missing data, and in general conduct a thorough exploration of the dataset. This process will highlight the limitations, strengths, and potential biases of the dataset and how to reduce these biases.

**ANA 340 Data Mining (4.50)**

**Prerequisite:** ANA 330

Apply Data Mining Methods to reduce data dimensionality and build predictive models for linear regression and classification trees. Hands-on work on practical data mining problems will be part of the course curriculum.

**ANA 350 Data Modeling (4.50)**

**Prerequisite:** ANA 340

The process of data modeling and optimization will be continued with association analysis, cluster analysis, and other unsupervised learning methods. Hands-on work on practical data mining problems will be part of the course curriculum.

**ANA 420 Advanced Data Management (4.50)**

**Prerequisite:** ANA 350

Develop the skills to acquire, organize, and manage data with open-source Python tools including Jupyter notebooks, Panda, and NumPy.

**ANA 430 Advanced Data Visualization (4.50)**

**Prerequisite:** ANA 420

Develop Python skills to create high-quality visualizations and deploy interactive dashboards to effectively communicate data, methods, analysis, and results to maximize value for stakeholders of a Data Science project.

**ANA 480 Machine Learning Methods (4.50)**

**Prerequisite:** ANA 430

Develop Python Skills to create Machine Learning models for supervised and unsupervised learning in a variety of Data Science applications.

**ANA 485 Neural Networks (4.50)**

**Prerequisite:** ANA 480

Develop Python Skills to create models for deep learning and neural networking.

**ANA 499A Data Science Project I (4.50)**

**Prerequisite:** Prior completion of all Major Prep, Major, and Concentration classes in BS Data Science program are to be completed before registering for this course.; ANA 485, or CYB 456, or BIO 471

Initiation of the Data Science team project to encompass all parts of the Data Science Life Cycle. Team building, team collaboration, and conflict resolution are implemented in the proposal of a Data Science project. Technical aspects of Data Acquisition, Data Management, Data Preparation, Data Mining, Data Modeling, and visualization are proposed in a presentation to project advisors and stakeholders.

**ANA 499B Data Science Project II (4.50)**

**Prerequisite:** ANA 499A

Continuation of Data Science Team project. Data Acquisition, Data Cleaning, and Analytic Methodology are implemented and presented to project advisors and stakeholders in a written project report.

**ANA 499C Data Science Project III (4.50)**

**Prerequisite:** ANA 499B

Completion of Data Science Team project. Technical aspects of Data Analysis, Data Mining, Data Modeling, and Data Visualization are implemented and presented to project advisors and stakeholders in a written project report.

**ANA 500 Python for Data Science (4.50)**

**Recommended Preparation:** Prior experience in computer programming languages such as R is helpful.

Learn python programming language and apply to data science applications.

**ANA 505 AI & Optimization Topics (4.50)**

Investigate advanced topics in Artificial Intelligence and Optimization in state-of-the-art applications.

**ANA 600 Fundamentals of Analytics (4.50)**

Introduction to statistical modelling and data analysis using R programming to explore data variation, model the data, and evaluate the models. Analysis and evaluation of different types of regression models and error analysis methods.

**ANA 605 Analytic Models & Data Systems**

(4.50)

**Prerequisite:** ANA 600

Forms of data, gap analysis, model building, and interpretation will form the foundation for students to ethically apply data analytics to facilitate modern knowledge discovery techniques.

**ANA 610 Data Management for Analytics**

(4.50)

**Prerequisite:** ANA 605

Application of the data management process for analytics including acquiring and auditing data, assembling data into a modeling sample, performing basic data integrity checks, cleansing data, feature engineering and data visualization.

**ANA 615 Data Mining Techniques** (4.50)**Prerequisite:** ANA 610

Application of data mining methods and predictive modeling. Design of objectives, data selection and preparation, analytic method selection such as classification and decision trees, and predictive modeling will be used for a variety of case studies and practical industry applications.

**ANA 620 Continuous Data Methods, Appl**

(4.50)

**Prerequisite:** ANA 615

Application of methods for analyzing continuous data for knowledge discovery. Analytic continuous data concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics, goodness-of-fit tests, correlation measures, single and multiple linear regression, and analysis of variance and covariance are covered. Applying continuous data methods using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 625 Categorical Data Methods, Appl**

(4.50)

**Prerequisite:** ANA 620

Application of methods for analyzing categorical data for knowledge discovery. Analytic categorical data analysis concepts and methods are developed with practical skills in exploratory data analysis. Descriptive statistics of discrete data, contingency tables, and methods of generalized linear models are covered. Applying categorical methods using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 630 Advanced Analytic Applications** (4.50)**Prerequisite:** ANA 625

Advanced application of data analytics methods for knowledge discovery. This course will explore several of the advanced topics in data analytics such as methods for longitudinal data, factor and principal components analysis, multivariate logistic regression, and multivariate analysis of variance (ANOVA). Application using case studies and real world data will leverage statistical assessment and interpretation.

**ANA 650 Database Design for Analytics** (4.50)

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**

(4.50)

**Prerequisite:** ANA 650

A course on how to design and develop a data warehouse application for "big data". Topics include user requirement collection, dimensional modeling, ETL (Extraction, Transformation, Loading) procedures, information access and delivery, as well as the optimization and long-term maintenance of a data warehouse.

**ANA 660 Advanced SQL Programming** (4.50)**Prerequisite:** ANA 655

An in-depth treatment of data manipulation with Structured Query Language (SQL). This course covers views, triggers, sequences, reporting, sub-queries, query optimization and how to use SQL for data warehouse manipulation.

**ANA 665 Data Mining & Machine Learning**

(4.50)

**Prerequisite:** ANA 660

This advanced data mining course focuses on various machine learning and artificial intelligence techniques. Topics include data mining methods ranging from classification rules, association rules, and instance-based learning to semi-supervised learning and multi-instance learning.

**ANA 670 Applied Optimization Methods (4.50)**

*Historical-Review all addendums*

**Recommended Preparation:** Python programming experience or ANA 500 Python for Data Science

Model optimization problems in a variety of applications in machine learning and artificial intelligence. Identify suitable optimization algorithms for different applications in industry.

**ANA 670 Applied Optimization Methods (4.50)**

**Prerequisite:** ANA 500

Model optimization problems in a variety of applications in machine learning and artificial intelligence. Identify suitable optimization algorithms for different applications in industry.

**ANA 675 Neural Network & Deep Learning (4.50)**

**Prerequisite:** ANA 670

Apply neural network analytical methods to a variety of applications in artificial intelligence using python. Analyze deep learning predictive models in industrial applications.

**ANA 680 Machine Learning Deployment (4.50)**

**Prerequisite:** ANA 675

Deploy machine learning models in the cloud. Optimize ML models for a variety of applications in industry.

**ANA 699A Analytic Capstone Project I (4.50)**

**Prerequisite:** All core and specialization courses in an analytics program with a minimum GPA of 3.0 or approval of Lead Faculty.

Master's level research in analytic project design, problem framing, and technical presentation. Team building, team collaboration, and conflict resolution are implemented in the proposal of a data science project. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are proposed and presented to project advisors and stakeholders.

**ANA 699B Analytic Capstone Project II (4.50)**

**Prerequisite:** ANA 699A

Continuation of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data acquisition, data cleaning, and analytic methodology are implemented and presented to project advisors and stakeholders.

**ANA 699C Analytics Capstone Project III (4.50)**

**Prerequisite:** ANA 699B

Completion of master's level research in analytic project implementation, technical writing, and project presentation. Strategic and technical aspects of data analysis and visualization are implemented and presented to project advisors and stakeholders in a written thesis.

## ANE-Anesthesia

**ANE 800 Advanced Principles of EBP (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** 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** (4.50)

**Prerequisite:** 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** (1.50)

**Prerequisite:** 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 provide hands on study of scientific models and dissection of biological organs and organisms as well as microscope studies of histology.

**ANE 818 Anesthesia Pharmacology I** (4.50)

**Corequisite:** ANE 824 with a minimum grade of B-. 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 blocker, adrenergic agents, and local anesthetics. Exploration of current evidence related to pharmacologic therapies will serve as the course underpinning.

**ANE 819 Anesthesia Pharmacology II** (4.50)

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** (4.50)

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** (4.50)

Nurse Anesthesia Physiology II is the second of a three course physiology series. In this course a comprehensive examination of cardiovascular, immune, endocrine and gastro-intestinal physiology with particular emphasis on how these topics relate to anesthesia management will occur. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

**ANE 822 Anesthesia Physiology III** (4.50)

**Prerequisite:** ANE 821 with a minimum grade of B-. 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 relate to anesthesia management. Doctoral nurse anesthesia graduate students will also investigate the pathophysiology of various disease states regarding these respective systems and the underlying biochemical mediators involved.

**ANE 823 Anesthesia Physical Assessment** (4.50)

Development of advanced clinical reasoning and assessment skills to determine client health status and needs. Application of physiological, pathophysiological, and psychosocial concepts with implications for Nurse Anesthesia.

**ANE 824 Principles of Anesthesia I (4.50)**

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 (1.50)**

**Corequisite:** ANE 824 with a minimum grade of B-. 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 (4.50)**

**Prerequisite:** ANE 824 with a minimum grade of B-. Required grade for matriculation 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 (1.50)**

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

**ANE 828 Principles of Anesthesia III (4.50)**

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 (1.50)**

**Corequisite:** ANE 828 (Lab component of the Principles of Anesthesia III lecture course.)

Advanced high fidelity simulation is designed to complement didactic learning, mirror clinical environments, and to provide learning through transformation of experience. Advanced high fidelity simulation learning activities are specifically used to enhance critical thinking, problem solving, and skills development appropriate for the doctoral nurse anesthesia student.

**ANE 830 Principles of Anesthesia IV (4.50)**

**Prerequisite:** ANE 824 with a minimum grade of B-. Minimum course grade for any anesthesia course is a B-, Curriculum in a cohort, lock-step model

Detailed study of anesthesia care preoperative planning, implementing, and perianesthetic management for complex anesthesia delivery. Specialty anesthesia practice foci of neuro-cranial and neuro-spine, trauma, critical care, transplant, hepatic, and renal surgery will be covered.

**ANE 831 Advanced HiFi Sim IV (1.50)**

**Corequisite:** ANE 830 with a minimum grade of B-. B- is the minimum allowable grade for matriculation in the program

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 (4.50)**

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 (4.50)**

**Prerequisite:** *Satisfactory completion of the didactic phase of the program.*

Provides supervised clinical practicum experience for the student nurse anesthetist to begin administering anesthesia to patients with minimal co-morbidities or complex anesthesia requirements. The student will engage in the entire perioperative course under the direct supervision of a CRNA or Anesthesiologist.

**ANE 851 Implementing EBP in Anesthesia (4.50)**

**Prerequisite:** *ANE 800 with a minimum grade of B-. Program policy for matriculation*

Implementing evidence in nurse anesthesia practice extends knowledge of the basic principles of evidence-based practice. This on-line course examines the use of research in practice. Understanding, appraising and using evidence for practice are addressed. Evaluation of clinical practice guidelines and systematic reviews form the foundation for implementing change in anesthesia practice. Professional advocacy and methods for change are evaluated.

**ANE 855 Clinical and Seminar II (4.50)**

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 (4.50)**

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 (4.50)**

A clinical and seminar course that continues to add increasing anesthesia complexity, comorbidities, and autonomous clinical decision making. Scholarly inquiry of complex anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review.

**ANE 861 Systems Analysis-Communication (4.50)**

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 (4.50)**

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** (4.50)

**Prerequisite:** ANE 801 with a minimum grade of B-. B- required for matriculation in the program  
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** (4.50)

**Corequisite:** ANE 865 with a minimum grade of B-. Minimum allowable grade for matriculation  
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** (4.50)

This course will analyze healthcare economics and finance as it relates to the Advanced Practice Registered Nurse (APRN). Exploration of the process of economic policy creation and anesthesia practice finances, will drive the course discussions related to interest groups, healthcare models, efficiency and quality. The course will evaluate regulatory policies and their impact on the healthcare economics and APRN practice related policy. Application activities of economics within nurse anesthesia will occur at the practice level and practice models.

**ANE 875 Clinical Rotation-Seminar VI** (4.50)

**Prerequisite:** ANE 870 with a minimum grade of B-. Minimum required for program progression  
Critique and intensive review of the principles and applications of perioperative nurse anesthesia practice with advancing complexity and comorbidities. Scholarly inquiry of specific anesthesia case studies and patient care management techniques. Thorough investigation of current evidence for anesthesia case management, to include critique of the current literature and development of case study review. Inquiry in this course builds upon prior clinical rotation/seminar courses, increasing in complexity, autonomy, of clinical anesthesia case management.

**ANE 876 Capstone Project** (4.50)

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** (4.50)

**Prerequisite:** ANE 870 with a minimum grade of B-. Minimum grade for matriculation  
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 (4.50)**

Advanced exploration of the Doctorate of Nurse Anesthesia Practice role, and contributions graduates are prepared to make in nurse anesthesia practice, leadership, and education. Students explore the history, social context, and philosophical basis of the DNAP role. Students will also develop an understanding of the value of transformative leadership in healthcare through use of critical exploration of the literature. Students engage with leaders in administration, education, policy, and research. The role of individuals, teams, and consultants in leading change will be topics of discussion

## **ANH-Health Analytics**

### **ANH 604 Clinical Research Analytics (4.50)**

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 (4.50)**

Application of health data analytics to guide decisions about the health of populations and individuals. Population and individual level data integration and analysis will be conducted to provide evidenced-based solutions in clinical trials and assessment of recovery time, patient stays, risk of complications, morbidity, and mortality.

## **ARL-Advanced Reading Literacies**

### **ARL 645 Dev. Fluency in Reading (4.50)**

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 (4.50)**

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.

## **ART-Art**

### **ART 100 Introduction to Art History (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

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 (4.50)**

**Recommended Preparation:** ART 100; ART 200

Inquiry and self-reflection presented through the visual arts. Students explore their past, present and future aspirations through learning and applying the fundamental strategies and techniques of painting and other visual media. Students investigate self-knowledge through journal writing, a sketchbook practice and visual art assignments. Students supply basic painting art materials.

**ART 315 Film as Art (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)**

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 (0.50-9.00)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**ASL-American Sign Language****ASL 120 American Sign Language I (4.50)**

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 (4.50)****Prerequisite:** ASL 120

A continuation of American Sign Language I. Students will learn intermediate ASL skills used in a variety of situations. The class is taught using American Sign Language. Voice and written communication are kept to a minimum. Deaf cultural studies are the thematic components throughout the course.

**ATP-Advanced Teaching Practices****ATP 600 Inspired Educator (4.50)**

Explore research literature on inspired and effective teaching to inform development of personalized teaching growth plan. Select two inquiry questions to explore during the specializations of choice. Create digital portfolio for program. Required first course in program.

**ATP 699 Capstone/Portfolio (4.50)****Prerequisite:** *Students must complete all major core and specialization courses prior to enrolling in the capstone course.*

Provide evidence of increasing depth of knowledge in instruction, assessment, and digital learning skills for research, curriculum design and professional growth by selecting and defending artifacts produced throughout the program. Grading is H, S, U only. Course is eligible for In Progress (IP) grade.

**BAN-Business Analytics**

**BAN 300 Intro to Business Analytics (4.50)**

Comprehensive approach to understanding Data Issues, Analytics, and Business Strategies. Topics include: types of data sets, different analytical methods, legal and ethical issues involving data and analytics, and tools for descriptive business analytics.

**BAN 400 Business Data Visualization (4.50)**

An overview of data visualization, key design principles and techniques for visualizing data, and the fundamentals of communication that are required for effective data presentation using Excel and Tableau. Including how to collect and process data; create interactive visualizations; critique visualizations; and present data effectively. Other topics may include ethical uses of information displays, storytelling, infographics, immersive visualizations, and information dashboard design.

**BAN 405 Regression and Forecasting (4.50)**

**Prerequisite:** *MNS 205 MTH215 or MTH220 could replace MNS205 for students transferring units. and MTH 210*

Basic principles and implementation techniques of statistical inference, analysis of variance, simple and multiple regression analysis, time-series analysis of trends, cyclical and seasonal components, and forecasting. Emphasizes an understanding of how these tools can support Business Analytics. Develop a high level of proficiency in Microsoft Excel.

**BAN 410 Data Mining for Bus Analytics (4.50)**

**Prerequisite:** *BAN 405*

Methods of data mining and how to apply them to business problems. Topics may include: association, classification, clustering, logistic regression, decision trees, neural networks, support vector machines, and market/basket analysis. Data preparation, visualization, and feature selection are also addressed, as are boosting and random forests.

**BAN 415 Mgmt Models and Simulations (4.50)**

**Prerequisite:** *MNS 407 and MGT 451*

Modeling tools and techniques for complex and dynamic business environments. Topics may include: linear, discrete, and nonlinear optimization, multicriteria decision making, decision analysis under uncertainty, and simulation.

**BAN 640 Performance MGT & SCM Process (4.50)**

Performance Management (PM) and Supply Chain Management (SCM) require metrics and indicators to measure value, weaknesses and opportunities through business intelligence. Using data to set objectives and measure the internal and external performances through analytics has been a proven method to business success. Business analytics provide a proactive approach to identify and solve problems before it takes place. Data improvement, data quality assessment, data cleansing and normalization, methods and process improvements will be discussed.

**BAN 645 Prediction in Marketing (4.50)**

New technologies have opened new arenas in prediction and marketing. Subjects of predictive analytics topics and its role in enterprise marketing will be discussed. The course applies predictive analytic tools to derive the organization's strategic direction. Market and product analysis will be used to illustrate the development process. Results will be drawn from actual predictive analytics applications and interpreted in the context of business impact.

**BAN 650 Probabilistic Finance Models (4.50)**

Financial world faces uncertainty that affects the outcome of sound investments. Leaders are utilizing probabilistic analytic models that alleviate ambiguity on making decision for profitable returns. Theories and practical tools focusing on model building; constructing, processing, and presenting probabilistic information will be discussed. Utilization of analytical software to solve problems on axioms of probability, conditioning and probability trees, random variables and distributions expectation.

**BAN 655 Analytical Security & Ethics (4.50)**

Every step of online transactions should be considered with security in mind. Accessing the organizations' data requires operators to apply the proper security and privacy while the data is stored, transmitted, accessed and when it is worked on. Work with confidential data involves strong ethical practices to be aware of security breaches and how to mitigate threats.

**BER-Bereavement**

**BER 600 Intro to Bereavement Studies (4.50)**

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 (4.50)**

**Prerequisite:** BER 600

Examines the unique nature of anticipated death and dynamics between the dying patient and the family. The dying process is explored from biological, psychological, social and spiritual perspectives. Health care systems involved with death are also explored. Learners will acquire knowledge to support the dying patient and the family.

**BET-Biomedical Engineering Technology****BET 401 Medical Devices I (4.50)**

**Prerequisite:** EGR 240, or CEE 420; CEE 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 402 Medical Devices II (4.50)**

**Prerequisite:** BET 401; 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 401L Medical Devices I Lab (1.50)**

**Corequisite:** 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 report.

**BET 403 Medical Imaging Technology (4.50)**

**Prerequisite:** BET 401; 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 (4.50)**

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 (4.50)**

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 (4.50)***Discontinued***Prerequisite:** BGS 301 and four additional courses from the major.

Study of qualitative and quantitative research designs and methods including observation, interviews, surveys, primary and secondary data analysis and experimentation. Development of the critical ability to understand the ethical solutions to problems faced by contemporary researchers.

**BGS 499 Capstone Project (4.50)** *Historical-Review all addendums***Prerequisite:** Completion of other major requirements. Must be taken within last three classes prior to graduation.

Course focuses on the preparation of a digital e-portfolio integrating the student's general studies experience, interests, and research while emphasizing their diverse, complementary career capabilities. Grading is H, S or U only.

**BGS 499 Capstone Project (4.50)****Prerequisite:** BGS 301; Completion of other major requirements. Must be taken within last three classes prior to graduation.

Course focuses on the preparation of a digital e-portfolio integrating the student's general studies experience, interests, and research while emphasizing their diverse, complementary career capabilities. Grading is H, S or U only.

**BIL-Bilingual****BIL 540A Bilingual Student Teaching (4.50)****Corequisite:** BIL 541A

Constitutes the first half of bilingual student teaching experience (9 weeks) which will account for and document 300 hours out of 600 total hours. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET credential area to meet the Teaching Performance Experiences (TPEs) composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**BIL 540B Bilingual Student Teaching (4.50)****Corequisite:** BIL 541B; **Prerequisite:** BIL 540A

Constitutes the first half of bilingual student teaching experience (9 weeks) which will account for and document 300 hours out of 600 total hours. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET credential area to meet the Teaching Performance Experiences (TPEs) composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**BIL 540C Bilingual Clinical Practice (4.50)****Prerequisite:** BIL 620; BIL 622; BIL 624; BIL 626

This course on Bilingual Clinical Practice will allow Multiple Subject or Single Subject or Education Specialist credentialed candidates to complete 150 hours of Virtual Bilingual Clinical Practice to meet practice and teaching performance associated with earning a Bilingual Authorization to be added to a held base credential. Virtual Clinical practice will take place through virtual teaching, virtual observations of Bilingual/Dual Language classrooms depicting CA public school classrooms. Grading is S, U or In Progress (IP).

**BIL 541A Bilingual Clinical Prac Sem (2.25)****Corequisite:** BIL 540A, or **Prerequisite:** BIL 640A

Explores and applies all Teaching Performance Expectations (TPEs) in preparation to submit Cycle 1 of the California Teacher Performance Assessment (CalTPA 3.0) in a bilingual/dual language classroom. For bilingual interns, a seminar is taken after completing the BIL640A Bilingual Internship and concurrently taken with BIL640B. For bilingual student teachers, a seminar is concurrently taken with BIL540A Bilingual Student Teaching. Grading is S, U or Incomplete (I).

**BIL 541B Bilingual Clinical Prac Sem (2.25)**

**Corequisite:** BIL 540B, or BIL 640B; **Prerequisite:** BIL 541A

Explores and applies all Teaching Performance Expectations (TPEs) in preparation to submit Cycle 2 of the California Teacher Performance Assessment (CalTPA) in a bilingual/dual language classroom. For bilingual interns, a seminar is taken after completing the BIL640A Bilingual Internship and concurrently taken with BIL640B. For bilingual student teachers, a seminar is concurrently taken with BIL540B Bilingual Student Teaching. Grading is S, U or Incomplete (I).

**BIL 620 Hist Foundation BIL Ed in US (4.50)**

**Prerequisite:** ITL 600 Candidates must maintain a B (3.0) grade point average to successfully complete the Bilingual Authorization Program.; ITL 604; ITL 606; ITL 608; ITL 530; ITL 510, or ITL 520 and ITL 512, or ITL 522 and ITL 516, or ITL 526 and ITL 518

Historical Foundations of Bilingual Education in the United States Examination of historical foundations and context for bilingual education, bilingualism in the United States, including philosophical, theoretical, legal, and legislative foundations of bilingual education. Analysis of culture in terms of country of origin, geographic barriers, linguistic patterns and ways in which these trends impact migration, immigration and settlement in the United States.

**BIL 622 BIL/Dual Lang Teach Meth (4.50)**

**Prerequisite:** BIL 620

Examines the knowledge, skills, and abilities (KSAs) for bilingual methodology and culture. Provides candidates with a depth of knowledge regarding current research-based theories in academic and content literacy in two languages. Identifies the interconnectedness among four language domains, language forms and functions. Emphasis is placed on the understanding and knowledge of various Bilingual Programs with evaluation of PK-12 student academic achievement.

**BIL 624 Span Lit Learn and Instruction (4.50)**

**Prerequisite:** BIL 622

Literacy Learning and Instruction in Spanish/Enseñanza de la Lecto-Escritura en Español Examines how children acquire and develop literacy in Spanish as their native language in the context of a Bilingual/Dual Language education classroom in California. Provides an in-depth examination of research-based theories and best instructional practices for the development of listening and speaking and teaching reading and writing in Spanish as a primary language - Enseñanza de lecto-escritura en Español. Addresses the interconnectedness among four language domains, language forms and functions in Spanish as primary and second language in the classroom.

**BIL 626 Sociolinguistics Bil Lang Edu (4.50)**

**Prerequisite:** BIL 624

Sociolinguistics and Culture in Bilingual/Dual Language Education in the United States Examines sociolinguistics and culture in bilingual and dual language education in the USA. Addresses different aspects of the traditions, roles, status, and communication patterns of the culture of emphasis. Provides a context in Spanish (the target language) in which candidates will speak, read and write within the course work.

**BIL 640A Bilingual Internship A (4.50)**

**Corequisite:** BIL 541A

This course constitutes the first half of a Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIL 640B Bilingual Internship B (4.50)**

**Prerequisite:** BIL 640A; **Corequisite:** BIL 541B

This course constitutes the second half of a Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIL 640C Bilingual Internship C (4.50)**

**Prerequisite:** BIL 640A; BIL 640B

This course constitutes an additional segment of Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom to be completed while the candidate meets all pending internship program requirements. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIL 640D Bilingual Internship D (4.50)**

**Prerequisite:** BIL 640A; BIL 640B; BIL 640C

This course constitutes an additional segment of Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom to be completed while the candidate meets all pending internship program requirements. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIL 640E Bilingual Internship E (4.50)**

**Prerequisite:** BIL 640A; BIL 640B; BIL 640C; BIL 640D

This course constitutes an additional segment of Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom to be completed while the candidate meets all pending internship program requirements. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIL 640F Bilingual Internship F (4.50)**

**Prerequisite:** BIL 640A; BIL 640B; BIL 640C; BIL 640D; BIL 640E

This course constitutes an additional segment of Bilingual Internship experience (4 months) as a teacher of record in their own Bilingual/Dual Language Classroom to be completed while the candidate meets all pending internship program requirements. Clinical practice placement in a district-university approved California K-12 bilingual/dual language classroom corresponding to the designated CSET area plus six Teaching Performance Experience (TPE) domains composed of 45 TPE elements. Grading is S, U or In Progress (IP).

**BIM-Business Information Management****BIM 400 Info Mgmt in Organizations (4.50)**

Overview of Information Systems (IS) infrastructure and its utilization in today's global business environment. The use of technological tools and the role of information systems will be discussed from the organizational strategic, tactical and operational view. Students learn how to choose and utilize information and knowledge to gain competitive advantage in the industry.

**BIM 600 Human-Computer Interaction (4.50)**

The theory and practices of Human-Computer Interfaces (HCI) from information systems angle are discussed. Various industry and web HCIs designs will be evaluated from the user-centered perspective utilizing information systems. Rapid prototyping and comparative evaluation of design are essential parts of this course. In addition, users' expectation of interface design, interaction and usability components and user-centered HCI evaluation and development will be covered.

**BIM 606 Info Mgmt for Leaders (4.50)**

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.

**BIO-Biology****BIO 100 Survey of Bioscience (4.50)**

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 (1.50)**

**Prerequisite:** *BIO 100 for non-science majors (GE), or BIO 163 for science majors*

Study of the unifying principles of life with emphasis placed on the following topics: molecular biology of the cell and cellular processes, including energy metabolism, membrane transport and cell division; classical and population genetics; as well as the mechanism of evolution and the evolutionary basis of species classification. Emphasis on the scientific method as applied in laboratory sciences, using demonstrations, experiments, and/or field trips. May include inquiry-based research activities.

**BIO 110 Introduction to Human Biology (4.50)**

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.

**BIM 610 Strategic Decision Systems (4.50)**

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 161 General Biology 1 (4.50)**

Fundamental concepts of biochemistry, cell biology, genetics. Concepts include important organic molecules, cell structure and function, metabolism and enzyme activity, cellular respiration and photosynthesis, DNA structure, meiosis and mitosis, Mendelian genetics. Intended for science majors.

**BIO 162 General Biology 2 (4.50)**

**Prerequisite:** *BIO 161*

Evolution, taxonomy, biodiversity, ecology. Concepts include evolutionary processes, taxonomy and phylogeny of the kingdoms of life, and ecological processes at the levels of the population, community and ecosystem. Intended for science majors.

**BIO 163 General Biology 3 (4.50)**

**Corequisite:** *BIO 169A; Prerequisite:* *BIO 161; BIO 162*

Morphology and physiology of multicellular organisms, particularly plants and animals. Concepts include plant structure and physiology, and comparative animal morphology and physiology. Intended for science majors.

**BIO 169A General Biology Lab (1.50)**

**Corequisite:** BIO 163; **Prerequisite:** BIO 161; BIO 162

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 191A Online Hum Anat and Phys I Lab (1.50)**

**Corequisite:** BIO 201; **Recommended: Prior completion of:** BIO 100; BIO 100A; CHE 101; CHE 101A

This course uses virtual labs and online resources to explore human anatomy and physiology. This first lab course in the series covers body plan, microscopes, cells, tissues, skin, bone, muscle, nervous system, and special senses. Students should verify that this course will transfer to their desired program.

**BIO 192A Online Anat and Phys II Lab (1.50)**

**Corequisite:** BIO 202; **Prerequisite:** BIO 191A with a minimum grade of C-. Passing grade required; BIO 201 with a minimum grade of C-. Passing grade required

This course uses virtual labs and online resources to explore human anatomy and physiology. This second lab course in the series covers autonomic nervous, endocrine, cardiovascular, immune, respiratory, digestive, urinary, and reproductive systems, along with clinical lab tests. Students should verify that this course will transfer to their desired program.

**BIO 193A Online Microbiology Lab (1.50)**

**Corequisite:** BIO 203; **Recommended: Prior completion of:** BIO 191A; BIO 201; CHE 101; CHE 101A

This course uses virtual labs and online resources to instruct students about biosafety procedures, as well as methods of isolation, quantification, and identification of microorganisms. Students will become familiar with light microscopy, preparation and analysis of stained slides. Students should verify that this course will transfer to their desired program.

**BIO 201 Human Anatomy and Physiol I (4.50)**

**Corequisite:** BIO 191A, or BIO 201A;

**Recommended: Prior completion of:** BIO 100; BIO 100A; CHE 101; CHE 101A

Areas of study include chemistry, 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 development and repair of the organs and tissues in these systems. BIO201 should be taken with the co-requisite section of either BIO191A or BIO 201A with the same instructor (and classmates).

**BIO 201A Human Anatomy and Physiol LabI (1.50)**

**Corequisite:** BIO 201; **Recommended: Prior completion of:** BIO 100; BIO 100A; CHE 101; CHE 101A or equivalent courses.

This laboratory course examines organ systems (skeletal, muscular and nervous). Students conduct cat/fetal pig dissections to identify and learn how skeletal muscles are organized according to body region. Sheep brain is used as a model to study human brain.

**BIO 202 Human Anatomy and Physiol II (4.50)**

**Corequisite:** BIO 202A, or BIO 192A;

**Prerequisite:** BIO 201 and BIO 201A

Organ systems (autonomic nervous system, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive), and their functional relation to each other. In each system, the function of any specific molecules, cells, tissues, and organs are considered along with any diseases that may impact each system and how repair occurs.

**BIO 202A Human Anatomy andPhysiol LabII (1.50)**

**Corequisite:** BIO 202; **Prerequisite:** BIO 201; BIO 201A

This laboratory course examines homeostasis in the heart, lungs, liver and kidneys, along with digestive, and urinary systems. Chromosomes, mitosis, meiosis, development and different types of inheritance through the testing of vision, hearing and taste and smell. Cat/fetal pig is used to study the internal organs.

**BIO 203 Introductory Microbiology (4.50)**

**Corequisite:** *BIO 203A* Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.;

**Recommended: Prior completion of:** *BIO 100 and BIO 100A; CHE 101 and CHE 101A or equivalent courses; BIO 201 and BIO 201A; BIO 202 and BIO 202A*

Biology of pathogenic and nonpathogenic microbes, including bacteria, fungi, protozoans, and viruses. The epidemiology of disease-causing agents is studied, along with the fundamentals of the human immune response. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

**BIO 203A Introductory Microbiology Lab (1.50)**

**Corequisite:** *BIO 203*; **Recommended: Prior completion of:** *BIO 100; BIO 100A; CHE 101; CHE 101A; BIO 201 and BIO 201A; BIO 202 and BIO 202A*

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. Students should take both lecture and lab courses concurrently and with the same instructor to ensure a consistent learning experience. Students who are retaking one of the two courses or present special circumstances should petition for exception to this requisite.

**BIO 253 Environmental Microbiology (4.50)**

**Prerequisite:** *BIO 100; BIO 100A; CHE 101; 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 (1.50)**

**Prerequisite:** *BIO 100; BIO 100A; CHE 101; 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 (4.50)**

**Prerequisite:** *BIO 100 and BIO 100A or equivalent* Survey of the scope and importance of biodiversity. Examines concepts of biodiversity, with emphasis on the importance of biodiversity to ecosystem functioning and human society. Threats to biodiversity are considered, as well as conservation and preservation solutions.

**BIO 305 Genetics (4.50) *Historical-Review all addendums***

**Prerequisite:** *BIO 163; BIO 169A; CHE 143; 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 305 Genetics (4.50)**

**Prerequisite:** *BIO 100 and CHE 101, or BIO 162 and CHE 142*

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 306 Survey of Molecular Biology (4.50)**

**Prerequisite:** *BIO 305*

A survey of Molecular Biology focused 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 310 Evolution (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; 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 (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; 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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;

**Corequisite:** 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 (1.50)**

**Corequisite:** BIO 406; **Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A

This course emphasizes techniques essential to cellular biology, including cell culturing, Western blotting, ELISA, and DNA, RNA, and protein extractions.

**BIO 407 Molecular Biology (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;

**Corequisite:** BIO 407A; **Prerequisite:** BIO 305

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 (1.50)**

**Corequisite:** BIO 407; **Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A; BIO 305

This course emphasizes techniques essential to molecular biology including DNA extraction, purification and quantification; polymerase chain reactions; and restriction enzyme digestion.

**BIO 414 Invertebrate Zoology (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;

**Corequisite:** BIO 414A

Comparative study of invertebrates: taxonomy, structure, physiology, reproduction, evolution, and behavior.

**BIO 414A Invertebrate Zoology Lab (1.50)**

**Corequisite:** BIO 414

Laboratory complement of invertebrate zoology, involving specimen investigations, demonstrations, and experiments. Contact hours (45.0) are based on a 3:1 ratio; i.e., 3 lab hours = 1 lecture hour equivalent.

**BIO 416 Vertebrate Zoology (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A;

**Corequisite:** 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 (1.50)**

**Corequisite:** BIO 416

Laboratory complement of vertebrate zoology, involving specimen investigations, anatomical examination, and live observations when feasible.

**BIO 420 Animal Behavior (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 100A

Study of animal behavior, integrating genetic, physiological, ecological, and evolutionary perspectives.

**BIO 430 Immunology (4.50)**

**Recommended Preparation:** BIO 203, or BIO 406, or equivalent courses.

Examination of the structure and function of the immune components, including the complement system, innate and adaptive responses, and immune cell signaling. Analysis of fundamental concepts such as antibodies, antigens, antigen-antibody complexes, allergic reactions, lymphatic and hematopoietic systems, cancer, and autoimmune and immunodeficiency diseases.

**BIO 440 Botany (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 169A; CHE 141; CHE 142; CHE 143; CHE 149A

Plant biology, including structure, function, evolution, taxonomy, and diversity of major groups of plants.

**BIO 450 Natural History of California (4.50)**

**Prerequisite:** BIO 161; BIO 162; BIO 163; BIO 100A, or BIO 100; 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 (4.50)**

**Prerequisite:** BIO 161 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 162 with a minimum grade of C. Student must have taken General Biology or equivalent ; BIO 163 with a minimum grade of C. Student must have taken General Biology or equivalent

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 (4.50)**

**Recommended Preparation:** BIO 162 with a minimum grade of C. Student must have a grade of C or higher

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 (4.50)**

**Corequisite:** BIO 470A; **Prerequisite:** BIO 161 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 162 with a minimum grade of C-. Student must have passed the class with a C- or better; BIO 163 with a minimum grade of C-. Student must have passed the class with a C- or better

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 (1.50)**

**Corequisite:** BIO 470

Techniques essential to bioinformatics. Topics include practical knowledge of databases, basic commands in Unix and R, sequence alignment and annotation, and gene-expression quantification.

**BIO 471 Adv. Bioinformatics (4.50)**

**Corequisite:** BIO 471A; **Prerequisite:** BIO 470

Advanced analysis of Biotechnology-related information using programming 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 471A Adv. Bioinformatics Lab (1.50)**

**Corequisite:** BIO 471; **Prerequisite:** BIO 470A

Advanced techniques are essential to Bioinformatics. Topics include: practical knowledge of databases, libraries in Python and/or R, verifying and evaluating analyses, developing a research project, and communicating results to Biologists.

**BIO 480 Studies in Biology (4.50)**

Project-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.

**BIO 485 Contemporary Topics in Biology (4.50)**

**Prerequisite:** BIO 305, or BIO 310, or BIO 330

Examination of current topics in biology. Emphasis on evaluation, discussion, and analysis of peer-reviewed literature.

**BIS-Interdisciplinary Studies****BIS 301 Intro to Interdisc. Studies (4.50)**

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 (4.50)**

**Prerequisite:** BIS 301 and four additional courses from the major

This course is a sequel to the introductory course interdisciplinary studies, BIS 301. It is the second of three course courses in the Bachelor of Arts program. It is a "how-to course" on interdisciplinary inquiry designed to provide students with an opportunity to use digital tools to explore and examine the assumptions and the relevance of connectivity between and among various disciplines 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 (4.50)**

**Prerequisite:** 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 (4.50)**

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 Mgmt**

**BKM 400 Business Knowledge Mgmt Strat**

(4.50) *Discontinued*

In the quest for sustainable global competitive advantage companies have finally come to realize that technology alone is not what sustains knowledge. Knowledge lies in your company's people, processes, and experience. The student will learn the process of conducting knowledge audits, knowledge analysis, and how to fill any knowledge gaps found through exploration and exploitation. The ability to identify tacit and explicit knowledge assets within an organization is related to how to capture knowledge, how to transfer it, how to share it, and how to manage it. BKM 400 provides the student with practical guidance on linking knowledge management to business strategy rather than approaching KM from a technically biased perspective.

**BKM 615 Knowledge Audits & Managing Kn**

(4.50) *Discontinued*

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** (4.50)  
*Discontinued*

An in-depth study of the integration and transfer methods as part of a culture-based process by which adaptive organizational knowledge that lie in people'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**

(4.50) *Discontinued*

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**

(4.50) *Discontinued*

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** (4.50) *Discontinued*

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

**BKM 680 Proto & Deploy Using Prj Mgt** (4.50) *Discontinued*

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 305 Media Storytelling** (4.50) *Discontinued*

**Prerequisite:** ENG 102 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** (4.50)

*Discontinued*

**Prerequisite:** BRO 305, or JRN 310

Provides an introduction to television studio production and the roles and responsibilities of the production team staff. Offers hands-on experience in production design, lighting, studio camera operations, audio recording, and directing.

**BRO 350 Graphics for Video** (4.50) *Discontinued*

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** (4.50) *Discontinued*

**Prerequisite:** BRO 305; BRO 310; MUL 300; MKT402A; 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-Bio Statistics**

**BST 322 Intro to Biomedical Statistics** (4.50)

An introduction to concepts, procedures and software used in the statistical analysis of data in the health professions.

**BUS-Business**

**BUS 485A Capstone Strat Bus Policy I (4.50)**

**Prerequisite:** MNS 205, or MTH 215, or MTH 220 and MTH 210; ECO 203; ECO 204; ACC 201; ACC 202; LAW 204; BIM 400; MGT 309; MGT 400; FIN 310; MNS 407; MKT 302A; IBU 430; MGT 451

Students 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. This is the first part of a two-part sequence. The focus of part A is on scanning and evaluating a current business situation for strategic planning.

**BUS 485B Capstone Strat Bus Policy II (4.50)**

**Prerequisite:** BUS 485A with a minimum grade of C. C is the minimum satisfactory grade to complete the first part of the capstone. Students need to have the business scanning complete in order to create business strategies for the next five years in the second part of the capstone.

Second part of the BBA capstone sequence. It builds on BUS 485A by focusing on 5-year strategies, as well as implementation, evaluation, and control of the strategic plan. Students also take the BBA program comprehensive exam in this class.

**CED-Counselor Education****CED 602 Societal Issues in the Schools (4.50)**

**Prerequisite:** CED 607

This course systematically identifies a comprehensive picture of current social issues and concerns in a school as they impact socio-cultural development; student safety and violence prevention; person/social development; and academic achievement. Issues include but are not limited to poverty, achievement motivation, dropouts, homelessness, teen pregnancy and parenting, eating disorders, obesity, child abuse, substance abuse, physical and mental abuse, gang violence, bullying, HIV/AIDS and suicide. Practicum experience is required.

**CEE-Computer and Electrical Engineering****BUS 500A Intermediate Algebra (0.00)**

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 (0.00)**

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.

**CED 611 Group Counseling (4.50)**

**Prerequisite:** CED 610

Candidates will identify, compare and apply basic knowledge of the roles, functions and dynamics among group leaders and group participants. The course covers group process theory and the research pertaining to group processes. Students participate in and analyze the interaction within a group. Practicum experience is required.

**CEE 300 Advanced Engineering Math (4.50)****Prerequisite:** CSC 209 and CSC 310;

This course introduces the mathematical fundamentals and numerical methods for engineering practice. Emphasis is placed on mathematical modeling using differential equations and associated numerical methods for solutions. The topics include complex numbers, differential equations, systems of linear differential equations, Laplace transform and their applications in engineering. MATLAB is introduced as a tool for solving mathematical problems that require numerical solutions.

**CEE 310 Circuit Analysis (4.50)****Prerequisite:** CEE 300; **Corequisite:** CEE 310L

An overview of basic circuit design and analysis. Introductory topics include: Ohm's law, Kirchhoff's Laws, the mesh-current method, and Thévenin and Norton Equivalent circuits. Students will apply these topics to RL, RC, and RLC circuit analysis. Advanced topics include the understanding and application of operational amplifiers.

**CEE 310L Circuit Analysis Lab (1.50)****Corequisite:** CEE 310

Centers on experiments covering the theoretical material in CEE310. Students will design, implement and analyze basic circuits. Experiments include: Ohm's law; Kirchhoff's laws; series and parallel resistors; voltage and current dividers; delta-wye configurations; mesh-current and node-voltage analysis; superposition and Thevenin equivalents; inverting and non-inverting amplifier circuits; series RC and RL circuits.

**CEE 324 Linear Systems and Signals (4.50)****Prerequisite:** 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 (1.50)****Corequisite:** CEE 324

This lab course provides a collection of hands-on experiments for supporting the lectures of CEE 324. The experiments are designed to enable students to understand the theory behind signals and systems as well as validate the theory with real-world examples. The lab will cover time-domain and frequency-domain characterization of signals and systems, transforms, filtering and sampling.

**CEE 340 Embedded Systems (4.50)****Prerequisite:** CSC 208 and CSC 252, or CSC 262;**Corequisite:** CEE 340L

Exploration of design and interfacing of microcontroller based embedded systems. It covers various aspects of 8051 C and assembly language programming and interfacing. The course examines the architecture of the 8051 microcontroller along with a study of the I/O ports, addressing modes, interrupt routines, timings and the serial data communication in 8051.

**CEE 340L Embedded Systems Lab (1.50)****Corequisite:** CEE 340

This lab course provides a collection of experiments for supporting the lectures in CEE 340. The labs are designed to familiarize students with various aspects of hardware and software for microcontroller applications such as interfacing with various devices, programming I/O ports and interrupts and working with sensors.

**CEE 420 Microelectronics (4.50)****Prerequisite:** CEE 310; **Corequisite:** CEE 420L

Describes the fundamentals of semiconductor devices and microelectronic circuits. Students will explore the terminal characteristics of p-n junction and Zener diodes, diode circuits, and transistors and transistor circuits. Specifically, discussion includes principles of MOSFET and BJT operations, biasing technology, and their application in transistor circuit analysis.

**CEE 420L Microelectronics Lab (1.50)****Corequisite:** CEE 420

This lab course is designed to supplement the material of CEE420, to assist students in obtaining a better understanding of the operation of microelectronic circuits. Laboratory activities include the design, construction, computer simulation, and analysis of transistor circuits, multi-stage amplifiers, operational amplifiers, current drivers and other semiconductor circuits.

**CEE 430 Digital Signal Processing (4.50)****Prerequisite:** CEE 324

Describes all the necessary tools and techniques required to understand and design digital signal processing systems. Topics include: transformations of discrete time signals, the fast Fourier transform, and the z-transform. Advanced topics include: A/D and D/A converters and digital signal filtering.

**CEE 440 VLSI Design (4.50)****Prerequisite:** CEE 420

VLSI design introduces students to fabrication and layout techniques necessary to design large scale systems. Specific topics include: CMOS logic, MOSFET theory, layout design rules including all the factors required for an effective circuit design. Advanced topics include: capacitance requirements, clocking, and power consumption, circuit simulation and performance estimation.

**CEE 498 Capstone Design Project I (4.50)****Prerequisite:** Complete all core courses except CEE499 capstone courses OR permission by 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 (4.50)****Prerequisite:** CEE 498

A second course of a three-course sequence in which students continue to develop their products/systems, refine their specifications, then assemble and debug their products/systems. At the end of the course each group of students demonstrates a product prototype. The students grading is H/S/U only. Course is eligible for In Progress (IP) grade.

**CEE 499B Capstone Design Project III (4.50)****Prerequisite:** CEE 499A

A third course of a three-course sequence in which students finalize their designs and product specifications, and complete the design project. With the mentoring of the faculty, each group of the students completes the written report, presents and demos their capstone design project. Grading is H/S/U only. Course is eligible for In Progress (IP) grade.

**CEN-Construction Engineering****CEN 320 Surveying, Metrics and GIS (4.50)****Prerequisite:** EGR 219

Land and topographic surveying with global position systems and geographic information systems (GIS). Fundamentals of distance, leveling angles, theodolites, transverse surveys and computations. Hands-on with ArcView GIS to understand the basic GIS concepts and applications in land planning.

**CEN 323 Structural Analysis (4.50)****Prerequisite:** EGR 220 and EGR 225

Introduction to analysis of wood, steel and concrete structures. Basic structural loads, forces and moments in beams, columns and trussed systems. Internal reactions and method of sections. Stress, shear and deformation in beams and columns. Basic design fundamentals.

**CEN 325 Soil Mechanics and Foundation (4.50)****Prerequisite:** CEN 323

An introduction to soil mechanics and foundation engineering. The course teaches the students how to solve certain fundamental problems related to consolidation, shear strength, and design of shallow and deep foundations; and familiarizes students with relevant terms and soil tests so that they can work effectively with geotechnical engineering specialists. The course features soil basics, including their derivation, identification and classification. The principles of water flow in soils, settlement and heave, and shear strength of soils will be discussed. Consolidation problems, factors of safety for foundations, and foundation settlement prediction will also be covered.

**CEN 410 Constr Materials and Methods (4.50)****Prerequisite:** MTH 215

An overview of the basic materials and methods utilized in construction projects. Wood, steel, masonry, glass, and concrete and other material are introduced along with their associated construction systems in foundations, framing, cladding, windows, doors, finishes and roofing.

**CEN 413 Plans and Specifications (4.50)****Prerequisite:** EGR 219

Drawing and interpretation of plans, sections, details, symbols, notes and details in architectural, construction and shop drawings. Coordination and reference between drawings. Specification creation incorporating material properties, construction techniques and legal factors. Industry standards from AIA and CSI are presented.

**CEN 416 Mech and Electrical Systems (4.50)****Prerequisite:** MTH 215

The impact of M/E systems on the design and construction process including energy considerations. Fundamentals of HVAC, plumbing, fire protection, electrical distribution, lighting, information systems, and vibrations in the building system.

**CEN 419 Est., Scheduling and Control (4.50)****Prerequisite:** CEN 410

An introduction to the fundamentals of construction management, estimating, scheduling and control. Quantity takeoff estimations for material, time, equipment and overhead are presented. Activity durations, scheduling and project updating for control are covered.

**CEN 420 Est., Scheduling & Control II (4.50)****Prerequisite:** CEN 419

An advanced course built on the fundamentals of construction management, estimating, scheduling and control introduced in CEN 419. Topics concerning quantity takeoff estimations for material, time, equipment, overhead, critical path, and precedence networks for activity durations, scheduling, and project updating for control are presented.

**CEN 421 Constr, Acct, Finance and Law (4.50)****Prerequisite:** ACC 201

Application of business accounting and financial principles to the construction industry. Construction accounting systems, depreciation and financial analysis are introduced. Labor, overhead, and profit management are presented. Cash flow, time value of money, and legal aspects specific to construction industry contracts are introduced.

**CEN 422 Field Inspection and Safety (4.50)****Prerequisite:** CEN 410

Integration of safety and productivity into daily field operations through inspection and accountability. Examines accident costs and contributing factors and techniques for risk minimization. Presents the relationship between safety and quality and techniques for site, structure, general and mechanical and electrical system inspections.

**CEN 425 Design & Const Process Integra (4.50)**

An introduction to the detailed processes of construction management and the relevant tools, processes and techniques that are involved. Students will be developing skills and knowledge to integrate and manage the overall construction process including the project proposal and design, cost estimate, contract document drawings and specifications, construction schedule, and project presentation.

**CEN 480 Sustainable Construction (4.50)**

An introduction to the basic principles of sustainability as it applies to construction. Sustainability encompasses the 3Es of economics, environment and equity. Sustainable construction is examined in all stages of a building life-cycle from design to commissioning and beyond. This course provides both broad knowledge of sustainable construction techniques and uses in-depth design tools for integrating sustainable principles into modern construction management processes.

**CEN 486A Construction Senior Project I (4.50)**

**Prerequisite:** Completion of 10 core courses in construction program.

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the first part of a three-part sequence. Students will form teams and begin research leading to a senior project proposal.

**CEN 486B Construction Senior Project II (4.50)**

**Prerequisite:** CEN 486A

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the second part of a three-part sequence. Students begin to implement the project that was proposed in CEN 486A.

**CEN 486C Construction Senior Project III (4.50)**

**Prerequisite:** CEN 486B

A team capstone project that demonstrates a synthesis of learning accumulated in the construction program. This is the third part of a three-part sequence. Students finalize the project that was proposed in CEN 486A and CEN 486B.

**CHD-Chemical Dependency****CHD 440 Drugs, Values and Society (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**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 (1.50)**

**Prerequisite:** CHE 101, or CHE 141 for science majors

This laboratory course will complement the student's knowledge of chemistry with demonstrations and experiments.



**CHE 120A Intro to Chemistry Lab for Eng (1.50)****Prerequisite:** CHE 101

An online-only laboratory class that introduces engineering students to the fundamentals and procedures of chemistry laboratory. Open only for students in the Master of Science in Environmental Engineering, and is not a substitute for the course CHE 101A.

**CHE 141 General Chemistry 1 (4.50)****Prerequisite:** MTH 215 or equivalent

General chemistry topics important for higher level chemistry and science courses: thermodynamics, reaction kinetics, and quantum mechanics. Successful completion of a college algebra course is required for enrollment in this course.

**CHE 142 General Chemistry 2 (4.50)****Prerequisite:** CHE 141

Second course of general chemistry, covering: bonding, solutions, chemical kinetics, chemical equilibrium, acids/bases, and thermodynamics.

**CHE 143 General Chemistry 3 (4.50)****Corequisite:** CHE 149A; **Prerequisite:** CHE 142

Third course of general chemistry, covering: electro, nuclear, organic, bio, and coordination chemistry. Chemistry of metals and non-metals is also covered.

**CHE 149A General Chemistry Laboratory (1.50)****Corequisite:** CHE 143

Augments student understanding of important concepts in chemistry through hands-on experiments. Students will become proficient in advanced chemistry laboratory techniques, will learn how to operate modern instruments, will acquire the necessary skills to collect data accurately and to perform error analyses.

**CHE 150 Introductory Organic Chemistry (4.50)****Prerequisite:** CHE 101 and CHE 101A, or CHE 141 and CHE 142 and 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 (1.50)****Corequisite:** CHE 150

This course is designed to introduce students to the practical aspects of organic chemistry. This course covers basic techniques for handling, analyzing, and identifying organic compounds. In addition, students will learn how to synthesize simple and practical small organic molecules.

**CHE 350 Organic Chemistry I (4.50)****Prerequisite:** CHE 142

Introduces students to the chemistry of carbon compounds and their properties, structures and reactions. It emphasizes the study of the properties and reactions of aliphatic, halides, alcohols, esters, thiols and sulfides, and aromatic compounds, which in conjunction with selected experiments, gives an understanding of the mechanisms of organic reactions.

**CHE 350A Organic Chemistry I Lab (1.50)****Corequisite:** CHE 350 Minimum C

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 (4.50)****Prerequisite:** CHE 350

Study of the properties and reactions of aromatic compounds, aldehydes, ketones, carboxylic acids, amines, and amides. In addition, students are introduced to the use of modern spectroscopic techniques to analyze and predict structures of organic molecules.

**CHE 351A Organic Chemistry II Lab (1.50)****Corequisite:** CHE 351 Minimum C

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 (4.50)**

**Prerequisite:** CHE 350; CHE 350A; 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 (4.50)**

**Prerequisite:** CHE 360

A continuation of CHE 360. This course concentrates on the principles of cellular regulatory processes and synthesis of biological molecules.

**CIH-Complementary Integrative Health****CIH 600 Foundations of CIH (4.50)**

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 (4.50)**

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 (4.50)**

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 630 The Energetic Body (4.50)**

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 (4.50)**

Challenges to establishing and maintaining a positive, healthy lifestyle across the life span will be examined by addressing proper nutrition for wellness and appropriate physical exercise. Assesses the physical and psychological effects of physical activity and movement for maintaining health and well-being. The various types of physical activity and factors of an effective exercise program are introduced. Course examines the use of computer apps and devices as a supplemental aide to improving lifestyle management skills.

**CIH 650 Healing Envir & Modalities (4.50)**

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 670 Integrated Healing Modalities (4.50)**

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 685 Mindfulness & Stress Mgt (4.50)**

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 699 Integrative Health Capstone (4.50)**

**Prerequisite:** CIH 630; CIH 640; CIH 650; CIH 660; CIH 670; CIH 680; 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 (4.50)**

Overview of core concepts related to the emerging interconnections between technology, the organization, and information management.

**CIS 310 Technology Project Management (4.50)**

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 (4.50)**

Comprehensive introduction to the planning, analysis, design, and implementation of contemporary information systems. Students will examine the role and responsibility of a System Analyst. Several approaches to system requirements are also covered.

**CIS 350 Database Management Systems (4.50)**

Fundamentals of database systems. An introductory approach to developing database applications; students learn to evaluate a business situation and then build and design a database application. The focus is from systems design to distribution and integration of the system through hands-on experience. Core theories and ideas of database management systems are also covered.

**CIS 420A Information Systems Project I (4.50)**

**Prerequisite:** CIS 310 and 80 percent of courses in the major, except CIS 420B

A precursor to the final IS/IT product development capstone course. Students research their area of interest and learn how to apply project management tools in the preliminary development process of their final project product. Grading is by H, S or U only.

**CIS 420B Information Systems Project II (4.50)**

**Prerequisite:** CIS 420A

A capstone hands-on project in the student's area of interest. Students apply skills learned, principles, topics and tools that have been taught throughout the program to develop an IS/IT specific product. Grading is H, S or U only.

**CIS 421 Enterprise Architecture (4.50)**

**Prerequisite:** CIS 301

Explores the design, selection, implementation and management of enterprise IT solutions. The focus is on applications and infrastructure and their fit with the business. Students learn frameworks and strategies for infrastructure management, system administration, data/information architecture, content management, distributed computing, middleware, legacy system integration, system consolidation, software selection, total cost of ownership calculation, IT investment analysis, and emerging technologies.

**CIS 422 IT Infrastructure (4.50)**

**Prerequisite:** CIS 421

An introduction to IT infrastructure issues for students majoring in Information Systems. It covers topics related to both computer and systems architecture and communication networks, with an overall focus on the services and capabilities that IT infrastructure solutions enable in an organizational context. It also prepares the students for organizational roles that require interaction with external vendors of IT infrastructure components and solutions. The course focuses strongly on Internet-based solutions, computer and network security, business continuity, and the role of infrastructure in regulatory compliance.

**CIS 423 IS Strategy, Mgt & Acquisition (4.50)**

**Prerequisite:** CIS 422

This course takes a management perspective in exploring the acquisition, development and implementation of plans and policies to achieve efficient and effective information systems. Students will address topics relating to defining the IS infrastructure and the systems that support the operational and strategic needs of the organization. The course examines developing a framework that will allow leaders of organizations to assess existing IS infrastructures and emerging technologies as well as how these technologies affect organizational strategy.

**CIS 425 Programming for IT Environment (4.50)**

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 (4.50)**

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 434 Wireless LAN Administration (4.50)**

**Prerequisite:** CIS 350; CIS 423

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.

**CIS 440 Systems Quality Assurance (4.50)**

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 454 Local Area Network (4.50)**

**Prerequisite:** CIS 350; CIS 423

Network management principles, practices, and technologies for managing networks, systems, applications, and services. This course reviews the current industry standard computer network technologies. Topics include the network communication process, network hardware and media, protocols and standards, and IP addressing.

**CIS 455 Wide Area Network (4.50)**

**Prerequisite:** CIS 454

This course focuses 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 operating systems, and troubleshooting and supporting networks.

**CIS 460 Human Factor /Ergonomic Design (4.50)**

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 (4.50)**

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 474 Information Systems Security (4.50)**

**Prerequisite:** CIS 350, or CIS 423 and CSC 422

This course covers the 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 CIS 475, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

**CIS 475 IS Security Technology (4.50)**

**Prerequisite:** CIS 474

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 CIS 474, may help students prepare for the Certified Information Systems Security Professional (CISSP) exam.

**CIS 480 Health Information Management (4.50)**

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 Principles of Info. Systems (4.50)**

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

**CIS 606 End User Information Systems (4.50)**

**Prerequisite:** CIS 601

Study of the end-user approach to systems analysis, addressing the links between information systems technology and organizational goals. IS design, analysis and implementation, with a focus on shaping information systems to enhance employee performance and carry out business strategies.

**CIS 611 Student Publications (1.00)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

The purpose of this course is to enable students to participate as student-scholars in Information Systems. They will submit, secure acceptance, and present a student paper at an academic conference. They may work with up to one other student as co-authors.

**CIS 616 Scholarly Publications (2.00)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

The purpose of this course is to enable students to participate as scholars in Information Systems. They will submit, secure acceptance, and present a paper at an academic conference. They may work with up to one other co-authors.

**CIS 621 Systems Development/Deployment (4.50)**

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

**CIS 631 Data, Information and Content (4.50)**

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

**CIS 641 IT Infrastructure (4.50)**

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

**CIS 650 IS Management and Operations (4.50)**

**Prerequisite:** CIS 641 with a minimum grade of B. The grade in CIS 641 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 655 Enterprise Architecture (4.50-4.40)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 656 Innov., Org. Change, Entrepre. (4.50)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 657 Bus Cont and Info Assurance (4.50)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 659 IS Strategy and Gov (4.50)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 671 Current Topics (4.50)**

**Prerequisite:** CIS 650 with a minimum grade of B. The grade in CIS 650 must be at least a B as that is the required grade for completion of a Graduate Program.

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

**CIS 688 Philosophy of Information (4.50)**

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

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

**CJA-Criminal Justice Admin**

**CJA 229 Introduction to Policing (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

Exposes students to the basic trends of criminal intelligence as it relates terrorism around the world. The focus will be on the domestic and international threats of terrorism and the basic security issues that surround terrorism today. The student will gain an understanding of terrorism and the many factors that support and drive the terrorist movements throughout the world. The students will also analyze the laws and special forces which nations within the international community have created to meet this challenge. This course also presents an overview of computer crimes and the use of the internet to disrupt computer services throughout the world. The student will learn about emerging laws and digital solutions to block the use or spread of digital crimes or terrorism.

**CJA 431 Criminology (4.50)**

This course exposes the students to the basic tenets of criminal behavior, the causative and contributory factors of behavior. It explores the general personality, intellectual and social perspectives of criminal behavior.

**CJA 434 Survey of Forensic Sciences (4.50)**

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 (4.50)**

This course will expose the students to elite and corporate deviance, the incidence and prevalence of white collar and organized crimes. The course explores the theoretical foundations of all types of occupational crimes, with a comparative, analytical global look at these crimes. It also exposes the students to the forms and causes of these crimes, the legal and law enforcement and societal responses to such crimes.

**CJA 443 Curr Issues in Law Enforcement (4.50)**

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 (4.50)**

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 (4.50)**

An exploration of methods, patterns and meanings of individual and collective violence. Focuses on gangs, terrorists and the assaultive individual. Students analyze the causes of violence, attitudes toward violence and methods of controlling violence as well as the impact of gun control.

**CJA 453 Ethics and the C J System (4.50)**

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 (4.50)**

A review of the criminological literature and theoretical applications of the law and criminal justice as seen from a racial, gender specific, class and ethnic orientation.

**CJA 458 Financial Investigations (4.50)**

Investigates the accounting steps required to effectively pursue financial crimes. Topics include the five standards of proof, different classifications of evidence as well as the intricacies involved in how an investigator might develop the evidence necessary for a forfeiture proceeding.

**CJA 459 Crime and the Media (4.50)**

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 (4.50)**

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 (4.50)**

A study of the fundamentals of the U.S. Constitution, the rights and protections of the accused; an exploration of the case law and the judicial system, the rights and responsibilities of the police and citizenry.

**CJA 465 Practicum in Criminal Justice**

(1.50-4.50)

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 (4.50)**

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 (4.50)**

**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** (1.50)

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** (4.50)

Visit foreign countries and investigate the origins of modern courts, corrections, and law enforcement that are historical precursors of the current U.S. legal and criminal justice system. Students develop a thorough understanding of the emergence of criminal justice and forensic science through lectures and presentations by experts and historians of the criminal justice systems in the host countries. Grading is Satisfactory/Unsatisfactory only.

**CJA 605 CJ Theory, Practice & Policy** (4.50)

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 608 Leadership in CJ** (4.50)

**Recommended: Prior completion of:** CJA 605  
Exploration of the theory and application of leadership in various forms. The course will analyze leadership as a complex process and will draw upon diverse positions, ethical considerations and applied approaches, particularly in the area of criminal justice. Leadership will be evaluated from multiple dimensions and perspectives. An examination of emerging forms of 21st century leadership, influence and power, chaos, and collaboration. Students will experience using leadership problem-solving skills with real-life classroom scenarios.

**CJA 615 Legal Issues in CJ** (4.50)

**Recommended: Prior completion of:** CJA 608  
An assessment of legal issues, legal terminology and analysis of court decisions involving criminal justice agencies; and exposure to criminal or civil liability involving wrongful death, wrongful termination, police corruption, and discrimination lawsuits.

**CJA 624 Professional Ethics in CJ** (4.50)

**Recommended: Prior completion of:** CJA 615  
A study of ethical, legal, and professional controversies, and 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 628 Critical Issues in CJ** (4.50)

A focus 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 cooperation of citizens in law enforcement by the criminal justice manager.

**CJA 630 Const Law & Criminal Procedure** (4.50)**Recommended: Prior completion of:** CJA 624

An exploration of the history of the U.S. Constitution, separation of powers, and the rights and protections of the accused; an exploration of case law, the judicial system and judicial review, and the rights and responsibilities of the government and citizenry.

**CJA 641 Comparative CJ Systems** (4.50)

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 645 Advanced Criminological Theory** (4.50)

**Recommended: Prior completion of:** CJA 630  
An overview 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 670 Violence and Victimization (4.50)**

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 690A Capstone I (4.50)**

**Prerequisite:** *Students must have successfully completed three core courses in the MCJ program prior to being enrolled into CJA 690A.*

A capstone project course in which students develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

**CJA 690B Capstone II (4.50)**

**Prerequisite:** *CJA 690A*

This is the second half of the capstone project course in which students continue to develop solutions to identified problems. In the capstone course students will learn to identify problems or issues in the criminal justice arena and develop solutions or responses to those problems. The course will culminate with a final presented project.

**CLD-Cx-Cult Lang&Acad Dvlpmt****CLD 627 Meth. Crosscult. Instr. (4.50)**

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 Sciences****CLS 301 Clinical Biochemistry (4.50)**

**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 (4.50)**

**Recommended: Prior completion of:** *CHE 101; BIO 161; 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 (4.50)**

**Recommended: Prior completion of:** *CHE 101; BIO 161; 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 (4.50)**

**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 (4.50)**

Exploration of financial, personnel-related, operational and marketing issues affecting the clinical laboratory.

**CLS 401 Quantitative Analysis (4.50)**

**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 (4.50)**

**Recommended Preparation:** CLS 301 with a minimum grade of B.; CLS 305 with a minimum grade of B.; CLS 315 with a minimum grade of B.  
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 (4.50)**

**Recommended Preparation:** CLS 301 with a minimum grade of B.; CLS 315 with a minimum grade of B.; CLS 305 with a minimum grade of B.  
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.

**CNS-Conscious/Transformative****CNS 5010 Paradigms of Consciousness (3.00)**

A paradigm is a model of reality, or aspects of reality, held by a community, and affirmed and enacted through communal behavior. Society today is shaped by past paradigms of consciousness as well as those which are newly emerging. This course explores the nature of paradigms, how they emerge, how they are sustained and how they are changed. We give particular attention to the evolution of various paradigms of consciousness and reality – from indigenous to modern, postmodern, holistic, and integral – and examine the potential of each to contribute to personal, social, and global transformation.

**CLS 490 Individual Seminar/Research (4.50)**

**Prerequisite:** Requires prior approval from the Academic Program Director and Department Chair. ; **Recommended Preparation:** Must have completed all required Core classes and have a 2.5 overall GPA.

A student-initiated opportunity to participate in an online seminar or individual research for academic credit with, and under the direction of a faculty member. Projects are expected to involve experimental approaches in the field of Clinical Laboratory Science or a related Subject Area. Requires prior completion of a Guided Study Application.

**CLS 495 Clinical Lab Science Capstone (4.50)**

**Prerequisite:** Must have completed all required core classes.

A student initiated project in the field of clinical laboratory science or a closely related subject area which culminates in a scholarly professional written report and an oral presentation. Grading is by H, S or U only. Course is eligible for an "IP" grade.

**CNS 5012 Emotional Intelligence (3.00)**

This course focuses on emotional intelligence—the capacity to recognize, understand, regulate, and creatively channel the wisdom and energy of emotional experience, as well as to empathize and relate to others' emotions. Students learn what emotions are and how they arise physiologically, experientially, and behaviorally. A phenomenological approach enables students to connect with and describe emotions in order to enter more directly into the multi-layered, visceral experience of their emotional lives. The practice of mindfulness allows students to observe, track, and comprehend their experience with openness, curiosity, and acuity. Mindfulness also enables students to identify and work with habitual cognitive schemas and emotional reactions.

**CNS 5013 Social Intelligence (3.00)**

**Prerequisite:** CNS 5012

This course applies emotional intelligence, along with intuition, social knowledge, and cultural competence, to interpersonal contexts. Students practice techniques of effective listening and understand how emotional triggers can block interpersonal connection. The course also focuses on effective communication, the capacity to attune to another's experience while remaining connected to one's own. Students explore how emotional triggers through relationship and provide an opportunity for the expansion of self-awareness and integration. Topics include the principles of nonviolent communication, conflict resolution, and the process of coming into conscious relationship.

**CNS 5014 Spiritual Intelligence (1.00)**

Coming out of the theory of multiple intelligences, the concept of spiritual intelligence appeared with the new millennium, originally defined as "a dynamic wholeness of self in which the self is at one with itself and the whole creation." A more behaviorally-focused definition, accompanied by 21 specific skills, focuses on "the ability to behave with wisdom and compassion, while maintaining inner and outer peace, regardless of the situation." The 1- unit course will compare the various conceptualizations of spiritual intelligence. Students will complete a spiritual intelligence inventory and identify specific skills as areas for personal growth. We also consider the vital role of the body in spiritual intelligence.

**CNS 5015 Body Consciousness/Body Wisdom (2.00)**

This experiential course gives students the opportunity to explore their authentic body experiences from a variety of somatic modalities, and in so doing to contact their own lived body wisdom. Students develop greater body consciousness through exercises addressing parts of the body, body systems, and their body in relationship to self, other and the natural world. A variety of movement practices promote creativity and self-expression, supporting the development of emotional intelligence and interpersonal communication. Students integrate a repertoire of body-centered skills to apply to personal challenges, spiritual growth and life enrichment.

**CNS 5017 Human Dev & Consciousness (2.00)**

This course imparts a meta- perspective on human development and on the evolution of human consciousness. Developmental models assist us in perceiving the growth potentials across the human lifespan, culminating in conscious leadership. The course introduces various models of human development, such as Erikson's psychosocial development, Kohlberg and Gilligan's moral development, Fowler's faith development and Kegan's adult development. The course also explores basic elements of Ken Wilber's integral theory, including the four quadrants, the difference between states and stages, and premodern, modern, and postmodern altitudes. Topics include models of consciousness, the relationship of Self/self, and the potential of integral psychology to deepen our understanding of and engagement with personal psycho-spiritual development as well as social/global change.

**CNS 5018 Enneagram Personality Typology (2.00)**

This course explores the principles and dynamics of the Enneagram, an ancient personality typology system that fosters psychological and spiritual development. The 9 personality types, along with each type's associated strength and stress types, offer a map for personal growth and understanding the differences of others. Today the Enneagram is a popular coaching and leadership tool for interpersonal and team work. The course emphasizes insights and applications for improving and deepening relationships with oneself and others.

**CNS 5020 Archetypal Mythology (3.00)**

**Prerequisite:** CNS 5125

This course explores the role, weight, and significance of life's mythic dimension from the standpoint of depth psychology. Freud, Jung, Hillman, Campbell, Downing, and a host of theorists, practitioners and writers have claimed that mythic presences, events, and situations are not dead or extinct, but alive and addressing us continually. This course explores this claim through discussions, dream work, film, stories, and writing projects that disclose the deep myth-making layers of the psyche, demonstrating the ways mythology and mythic thinking are highly significant modes of understanding self, other, and the world.

**CNS 5023 Shamanic Traditions (2.00)**

Shamanic traditions and practices, as an expression of the human relationship with self, community and the earth, are integral to the human story, yet sorely missing in modern culture. Shamanic traditions, with their animistic worldview and emphasis on nature as the matrix for human life, are of renewed importance in our ecological age. Within each person's ancestral lineages can be found evidence of earth-based spirituality, nurtured and supported through shamanic traditions. Course topics include shamanic world-views, shamanism as a healing modality, and the role of shamans in indigenous and Western cultures. In this class, students research shamanic practices within their ancestral lineages with the intention of integrating these practices with one's life purpose and work.

**CNS 5025 Cosmology & Consciousness (3.00)**

**Prerequisite:** CNS 5010

Cosmology is the study of the origin, structure, evolution, and eventual fate of the universe. Perhaps the most mysterious and intriguing aspect of the universe is the fact that it has evolved to include living beings with experience and even self-consciousness. Using the principles of systems theory, we can view the evolution and development of human consciousness not as separate from the rest of the cosmos, as is usually thought, but as integral parts of the experiential expansion of the cosmos. In this view, experience is as fundamental a feature of the universe as is space, time, energy, and matter. This participatory cosmology asks us all to become aware of our subjective states as causal elements in the continuing unfolding of the cosmos.

**CNS 5027 Non-Ordinary States of Consc (2.00)**

This course introduces the history and contemporary study of the great variety of non-ordinary states of consciousness that humans experience. The neurophysiology associated with these states of consciousness is addressed. Students apply a developmental view of consciousness to their own and others' non-ordinary experiences by learning how to integrate such experiences into their daily lives. Emphasis is placed on Stan Grof, Chris Bache, Ken Wilber, entheogens, and the comparison of mystical experiences from East and West.

**CNS 5030 Consciousness of Sleep & Dream (2.00)**

Students examine recent scientific research in sleep and dreams and explore different phenomena of the dreaming mind. The course incorporates a variety of understandings and techniques for working with dreams, including Freudian, Jungian, and Gestalt psychological approaches, contemporary dream interviewing, content analysis, lucid dreams, "psi" dream phenomena and indigenous approaches to dreams. Students also explore their own dreams, using different experiential and creative explorations.

**CNS 5035 Philosophy of Mind (2.00)**

**Prerequisite:** CNS 5010

This course provides a scholarly grounding in the core philosophical issues surrounding the study of consciousness. The course explores the three main "problems" in philosophy of mind: (1) the "mind-body" problem (how does consciousness relate to the physical world? (2) the "problem of other minds" (how can we know if other people, animals, plants or even rocks have consciousness?) and (3) the "problem of free will" (do we really have choice, or are we determined by genetics and environment).

**CNS 5037 Neuroscience & Mindfulness (2.00)**

**Prerequisite:** CNS 5010

The human brain, with its ultimate purpose for ensuring survival, organizing information, and meaning making, is also deceptive and limiting by its own nature. In order not to overload consciousness with billions of bits of seemingly irrelevant data, the brain constructs and projects a reality that we assume and believe is ultimate reality. Our default mode network operates to ensure we are focused on bits of information that serve the self, for the sake of survival and personal thriving. Yet when the brain is introduced to meditation, mindfulness practices, or psychedelics, we find consistent reported states of unity consciousness, ego dissolution, ah-ha moments, flow, increased empathy towards others, the planet, and one's self, and greater creative problem-solving ability. Ample neuroscientific, therapeutic, and phenomenological evidence indicates that meditation, mindfulness practices, and psychedelics expand human consciousness, positively change world-views, and offer profound experiences of well-being. This course covers how meditation, mindfulness practices, and psychedelics operate on neurological and personal spheres. It also addresses how the integration of neuroscience, psychology, psychedelic sciences, and meditation practices is the cutting edge of human potential and healing.

**CNS 5039 Consciousness & Pop Culture (1.00)**

Explores 1) how themes of consciousness, spiritual transformation, and the paranormal are portrayed in popular media -- through novels, comics, film, TV, video games, and art -- and 2) how our consciousness, spirituality, and transformative potentials are impacted and expanded through these popular representations. Examine themes such as: how superhero stories help us realize our higher selves, or alien encounter stories help us explore the deepest reaches of our soul, and how science fiction might help us chart the sacred, or change the world. Assignments include watching films and TV clips, and reading popular stories, with an eye towards exploring how they influence attitudes about, or help us positively transform, self, consciousness, and culture.

**CNS 5041 Ancestral Consciousness (2.00)**

Ancestral stories, family traditions, and the great teaching stories from our cultures shape us and condition our perceptions of self and world. In this course, we examine the gifts, patterns and "breaking points" in our ancestral heritage—the places where our ancestors thrived with and/or suffered a loss of connection to place, community, language, ritual, traditions, and spirituality. Students become aware of and accountable for multi-generational patterns of perception, thought and behavior. Through readings, class discussion, and personal research, students learn how to access and reclaim the strengths and wisdom within one's ancestral heritage.

**CNS 5042 Writing Your Story (1.00)**

This course offers a creative, transformative and healing writing practice that integrates personal narrative, voice and connection. The writing method fosters empathy, discernment, trust and confidence, and offers clear guidelines for cultivating a safe writing environment through the use of positive, non-judgmental feedback, deep listening and witnessing. Research has shown that writing about one's deepest thoughts and feelings can improve health and well-being. The unique events of life are sacred stories that need to be shared and witnessed, and they can become a person's greatest source of creativity. This class allows students to discover, tell and write their personal life stories.

**CNS 5043 Psychology of Happiness (1.00)**

For most of its modern history, psychological research has primarily been focused on studying maladaptive emotions and behaviors while paying little attention to happiness and optimal human functioning. For the past two decades, the relatively new field of positive psychology has been redressing this imbalance by researching the fulfilled individual, the thriving community, and other features of a flourishing life. This course explores the latest research in the psychology of happiness and well-being. Students learn powerful insights and practices that enhance a person's quality of living by cultivating empathy, compassion, love, hope, forgiveness, gratitude, creativity, kindness, generosity, and resilience. Through lectures, discussions, videos, and hands-on exercises, students gain knowledge of how to help themselves and others live satisfying and meaningful lives that contribute to the greater good.

**CNS 5046 Creativity & Transf: Self-Expl (2.00)**

This course explores the links between creativity and transformation at both the individual and collective levels. Through lecture, discussion, and experiential exercises, we investigate the nature of creativity, intuition, and transformation; the characteristics of the creative personality; the stages of the creative process; and the transformative benefits of creative expression for self and society. Students learn diverse methods for understanding and overcoming creative obstacles, for optimizing creative consciousness and expression, and for harnessing creative power for transformative purposes. Students engage in creative expression as a transformative practice and explore the inner states and outer behaviors that arise from this experiential work.

**CNS 5047 Inner Guidance (1.00)**

For millennia, spiritual and psychological thinkers have sought to discern, understand, and follow their inner guidance and help others do so. Whether understood in spiritual or psychological terms, this guidance is invaluable to personal healing and living an independent, creative, and fulfilling life connected to others and contributing to the larger world. This 1-unit course explores transpersonal, psychological, and somatic perspectives and practices for activating, testing, and living this inner guidance and helping others do the same. Most approaches agree on the crucial need to identify, heal, release, or transform psychosocial factors that obstruct the perception and actualization of inner guidance.

**CNS 5048 Spiral Dynamics&Social Change (1.00)**

**Prerequisite:** CNS 5017

Spiral Dynamics is a model of conscious, cultural evolution that differentiates eight distinct stages of personal and cultural development and carries great explanatory power when applied to the complexities of our emerging global world. These eight stages of development are values-based, delineating core values around which the eight world-views are organized: safety; power; order; success; equality of people; process-orientation; synthesis- orientation. Understanding the underlying values and world-views held by individuals and different cultural groups, and how change emerges through the spiral of conscious cultural development, is a powerful leadership tool for facilitating personal and social change. Students apply the 8-stage model to real-world situations on a contemporary issue of strong personal interest.

**CNS 5120 Diversity, Community, Leadership (3.00)**

**Prerequisite:** CNS 5013

This course explores the multiple meanings of diversity, leadership, and community and directs students in a self- inquiry process about — who am I, who am I becoming, who are we, and who do we want to be as leaders in an emerging paradigm of global citizenship, interrelationship, interconnection, and compassion? Students explore diversity, community development, leadership skills, new breakthrough ideas, and technologies for expressing their highest and deepest values as agents of transformative change in the personal lives, families, and communities.

**CNS 5125 Transpersonal Psychology (3.00)**

Transpersonal psychology explores the higher and deeper dimensions of human experience and relationship, including religious visions, sacred encounters, mystical moments, synchronicities, past-life memories, near-death experiences, cosmic consciousness, ecstasy, psychic phenomena, and prophetic dreams. This course explores major transpersonal concepts, theories, practices, and research findings. Topics include transpersonal models of human consciousness and development, the relationship of Self to self, non-ordinary states of consciousness, the perennial philosophy, meditation, lucid dreaming, entheogens, shamanic journeys, parapsychology, neurophenomenology, transpersonal therapies, spiritual emergency, and spiritual bypassing. Through readings, contemplative exercises, written assignments, and in-class discussions, students deepen insight into their own and others' psychological and spiritual experience and development.

**CNS 5126 Professional Project A (1.00)**

**Prerequisite:** CNS 5013

The 4-course professional project sequence is designed to support students' attainment of right livelihood. The project serves as a creative and practical bridge to help students to translate and apply their CTS experience to their post-CTS professional life. By a process of intensive self-reflection and extensive career research, students create a transformative career plan as well as a specific work project to support the plan. They reflect on their personal and occupational histories as well as insights, practices, skills, and ways of knowing and being developed in the CTS program. In Professional Project A students conduct preliminary reflection and research to clarify their career field(s), mission(s), vision(s), and values.

**CNS 5127 Professional Project B (2.00)**

**Prerequisite:** CNS 5126

In this second course in the professional project sequence, students conduct a self-assessment as well as analyze the forces and trends impacting their career fields. They identify not only strengths and areas of improvement but also opportunities and challenges. They also conduct market and competitive analyses and consider the occupational impact of larger socioeconomic factors

**CNS 5212 Psychology of Dreams (2.00)**

**Prerequisite:** CNS 5030

This course examines Western psychological traditions of dream interpretation. The pioneering work of Sigmund Freud and Carl Jung, both of whom were directly inspired by their own dream experiences, is explored, along with later research on the role of dreaming in human development, creativity, and healing. Students will be encouraged to think critically about these psychological theories, to test them in connection with their own dreams, and to seek new creative integrations with the dream theories of other cultures and traditions, including indigenous approaches to dreams.

**CNS 5230 Metaphors & Symbols Transform (2.00)**

This course explores the importance, meaning, and purpose of metaphors and symbols in both mapping and catalyzing psychological and spiritual growth. Students examine symbols and metaphors of transformation experienced by mystics and spiritual practitioners across time, cultures, and religious traditions. These concepts and images—such as enlightenment, liberation, rebirth, unfoldment, journey, and metamorphosis--have enabled individuals and communities to express the inexpressible and invoke the invisible. Students also apply these principles to personal, community, and planetary transformation. The course includes experiential exercises and applications to daily life. CNS 5270 Issues in Science and Consciousness 1-3 In-depth research and analysis of specific topics in science and consciousness. Topics may include genetics, chaos, synchronicity, complexity, and biology of consciousness.

**CNS 5275 Living Sys & Crea Potential (2.00)**

This course introduces the basic principles of Living Systems Theory using theoretical and experiential components. Students apply these principles and practices to a selected area of interest (ecology, psychological development, community/cultural development, education, business or spiritual leadership, etc.). We also explore feedback processes, the interdependence of all life, creative emergence, individual development, family systems and the impact of systems thinking on organizational transformation and social change.

**CNS 5280 Dreams, Archetypes & Mythology (2.00)**

**Prerequisite:** CNS 5030

As Sandor Ferenczi, Hungarian psychiatrist and friend of Freud and Jung, said, "Dreams are the workshop of evolution." This course allows participants to share and explore their own dream memories, using group projective methods, ("...in my imagined version of this dream..."), with particular attention to the underlying themes and recurring motifs embedded in these narratives. In turn, these recurrent symbolic patterns disclose the basic shape(s) of the dreamer's previously unconscious "personal mythology" – an unconscious symbolic "story" that continually influences the dreamer's waking life perceptions and life decisions.



**CNS 5286 World Spirituality, Evolving** (2.00)

What paths lie ahead for religion and spirituality in the 21st Century? How might the insights of modernity and post-modernity impact, inform, and complement humanity's ancient wisdom traditions? How are we to enact, together, new evolutionary, integral, participatory spiritual visions and contemplative practices – independently, or within or across our respective traditions – that can respond adequately to the personal, social, and planetary challenges of our times? This experientially focused course will explore these questions through an integral, inter-spiritual, and cross-cultural selection of readings, meditations, personal and group inquiries, fieldwork assignments, and rituals.

**CNS 5335 Diamond Approach** (2.00)

The Diamond Approach is a contemporary spiritual path to inner realization developed over the past 40 years by A.H. Almaas and Karen Johnson. It is resonant with the deepest levels of traditional mystical traditions, including Buddhism and Sufism, while also incorporating modern psychological process, thereby providing an effective path to the development and realization of our full potential as human beings. A central orientation of the Diamond Approach is to see how our immediate experience – no matter what it is – can be either a barrier or a doorway to the depth of who and what we are. The practice of inquiry helps us to uncover the conditioning and beliefs that gradually restrict our consciousness as our egoic self develops during childhood and reveals our access to deeper qualities of being such as love, joy, vitality, power, and trust. The course will introduce some of the central teachings and practices of the Diamond Approach, giving students a taste of its unique combination of spiritual practice, metaphysical exploration, and psychological insight, all in the service of an immediate, intimate, and open-ended journey of discovery.

**CNS 5347 Spirituality, Symbols & Dreams** (2.00)

**Prerequisite:** CNS 5030

Dreams have awakened human beings to religious experience and spiritual perception since the dawn of humanity. This course examines perennial spiritual themes that appear in our dreams, such as: the presence of the numinous or the sacred; experiences of the religious emotions; the dynamics of fragmentation and oneness, healing and balance in the psyche; the developmental and transformative role of dreams; dreams of fate, purpose and destiny; dreams of life and death; earth and nature dreams; cosmic dreams; and dreams and the subtle body. Students are expected to engage with dreams as a spiritual practice and the subjective states that arise through dreaming throughout the course.

**CNS 5348 Psycho-Spiritual Development** (1.00)

This course surveys the integral and evolutionary developmental philosophies of Ken Wilber, Steve McIntosh, Terri O'Fallon, and Otto Laske, with significant experiential emphasis on a new, developmentally oriented integral meditation practice. Through reading, discussions and experiential exercises, students will examine the integral model as a unifying, comprehensive and self-organizing framework of psychological, social and spiritual knowledge, and inquire into how this framework can be a transformative tool for personal and social transformation.

**CNS 5349 Integral Life Practice** (2.00)

The complex challenges of our time demand that we give the best of ourselves to the world, yet many of these challenges leave us with little time for self-care or self-cultivation. An integral life practice, which draws on both ancient and modern insights and techniques as well as the principles of cross-training to maximize the effectiveness of our efforts, offers a streamlined approach to transformative practice and thriving. Through this course, students engage in individual and collective self-assessment exercises, and learn to design and implement an integrative program of practices to promote physical health, emotional balance, mental clarity, and spiritual awakening.

**CNS 5405 Transformational Leadership (2.00)****Recommended Preparation:** CNS 5275;**Prerequisite:** CNS 5017

This course explores principles and practices of Transformational Leadership, and application of these principles to personal and professional development. Course topics include: development of capacities such as a high level of self-awareness, deep listening personal accountability, integrity and emotional intelligence; challenging the status quo; encouraging creativity; fostering diversity, inclusion and supportive relationships; articulating a clear vision; managing conflict and motivating others to achieve their unique leadership potential; application of systems thinking/theory; creating vision and courage to implement change; embodiment of Wisdom and Compassion in Action, and strategies for actualizing and manifesting personal and professional intentions and goals. Course includes readings, experiential exercises, and application of leadership to personal and professional projects.

**CNS 5410 Presentation & Facilitation (2.00)**

In this course students learn to develop classroom teaching skills and activities for university- level adult learners, including presentation and facilitation skills, as well as leading discussions and experiential activities. Students develop lesson plans, assess their personal teaching styles, and discuss philosophical principles of holistic education.

**CNS 5411 Creating/Conducting a Workshop (2.00)****Prerequisite:** CNS 5410

With the skills acquired in CNS 5410, students plan, develop, market and present workshops on topics of their choice. The result is a workshop curriculum in an area of expertise that can be offered professionally in other settings.

**CNS 5414 Group Facilitation (2.00)****Prerequisite:** CNS 5013

This professional development course enables students to gain comfort and facility guiding both structured exercises and also sharing what arises for each member in a less structured context. Students learn to create, grow, and sustain a group so that its unfolding process is built on safety. This involves skillfully managing the natural ongoing process of self-disclosure, being mindful of how groups develop over time, learning basic skills of Non-Violent Communication, and giving and receiving feedback in emotionally healthy ways. Students learn about group facilitation from three distinct modalities: by participating in the small group of the class as facilitated by the instructor, by the theory related to formation and development of healthy groups, and by facilitating their own small group, with guidance and oversight provided by the instructor. Attention is given to creating group cultures that are holistic: body, mind, emotion, soul, and spirit.

**CNS 5428 Fundamentals of Coaching (2.00)****Prerequisite:** CNS 5012

The demand for coaching is ever increasing to meet the challenges of living in today's complex world. Discover what is needed to develop an effective and trusted coaching relationship that creates meaningful and sustainable change. Learn how to coach from an integral perspective that engages the complexity and potential of the whole person --mind, body, heart and spirit. The focus of this course will be on understanding the coaching process and developing basic coaching competencies. This course includes practical training.

**CNS 5430 Applied Coaching Skills I (1.00)**

Students continue to build and deepen their coaching skills through practice and review the coaching competencies. Other key topics include coaching agreements, use of intake questionnaires, self-care for coaches, and considerations for setting up a coaching practice. Student learn and practice skills that address the core competencies identified by the International Coaching Federation.

**CNS 5432 Applied Coaching Skills II (1.00)**

**Prerequisite:** CNS 5430

Students are observed coaching and receive detailed feedback from a coaching mentor. Written and practical examinations are administered as the final step in obtaining the Life Coaching Certificate/Specialization (depending on student's program) and to conform to the requirements of the International Coach Federation and other credentialing organizations.

**CNS 5452 Change Theory for Coaches (1.00)**

This course looks at what motivates people to make sustainable changes in their lives. Change theories covered include Bridges' Transition Theory, the Transtheoretical Model, Self-Determination Theory, and the Immunity to Change Model. We will also cover transformative learning theory, Kolb's experiential learning cycle, and Paulo Freire's concepts of praxis and critical consciousness as key models for working with adults. Coaching students explore how they can use these theories and models to help their clients realize their goals and achieve lasting change.

**CNS 5455 Prof. Identity & Life Purpose**

(1.00-3.00)

Using multiple soul-encounter technologies (Jungian Journaling, Entelechy Method, Guided Meditation, Cross Species Dialogue, 20-Years Process, and Voice Dialogue) students explore different aspects of their soul's calling in relation to work, including the eight dimensions of purpose: Vision, Values, Powers, Essence, Give-away, Mission, Message and Delivery System. Emerging from multiple soul-encounters, students uncover a picture of their optimum work life: where they know their unique gifts and how (and where) to deliver them, for whom they are meant for, and a strong business plan that allows for success in both the survival dance of making a living and the sacred dance of embracing one's true purpose.

**CNS 5465 Starting Your Own Business (2.00)**

Starting one's own business affords the opportunity to infuse one's work with consciousness principles and systems change. For those considering opening a practice as a consultant, coach, therapist or body worker, or developing any type of new startup company, this course examines the basics needed to turn a great idea into a business reality. This course honors the holistic framework within the context of starting a business and considers the mind, body and spirit as contributing equally to our work in the world. Among the topics covered are analyzing life values and priorities; determining business goals and strategies; launching and managing the business; building financial success; and marketing products and services.

**CNS 5520 Sexuality and Consciousness (1.00)**

Explores the relationship between sexual experience and consciousness. Engages inquiry into the nature of our sexualities and examine the role of sexuality in expanded states of consciousness, spiritual traditions, and psychospiritual healing. Explores the role of mindfulness in enhancing sexual health and wellbeing, with space made for approaching sexual trauma with care, and exploring how healing trauma can facilitate a greater flow of sexual energy. Grounded in a holistic approach to sexuality, with an alternative perspective to the narrow, genital focused understanding of sexuality that dominates American and Western culture by putting forward a whole-bodied understanding of sexual life.

**CNS 5610 Professional Project C (1.00)**

**Prerequisite:** CNS 5127

In this third course in the professional project sequence, students articulate their long-term, mid-term, and short-term goals, objectives, and strategies. They also identify occupational resources that they have or will need to obtain and develop contingency career plans.

**CNS 5611 Professional Project D (1.00)**

**Prerequisite:** CNS 5610

In this fourth course in the professional project sequence, students develop, carry out, and reflect on a specific work project that supports one of their short-term objectives. Examples of projects include designing a website, developing a brochure, and creating a professional presentation.

**CNS 5613 Consciousness Studies Integ (1.00)**

**Prerequisite:** CNS 5610

This course, taken at the conclusion of the program, offers students the opportunity to integrate their cumulative learnings from the Consciousness and Transformative Studies curriculum, with a focus on conceptual review and mastery of key concepts and major principles in the field of consciousness studies. The course is taught seminar style and focuses in depth on one of the Program Learning Outcomes. Additionally, students apply these concepts and principles in a personal essay exploring their own transformation of consciousness throughout the program.

**CNS 5616 Self-Marketing: Pub. & Trad. (1.00)**

This professional development course focuses on preparing, packaging and disseminating information to both general and specific audiences, with a specific eye on publishing projects and ideas that support consciousness growth and systems change. Course topics include writing book proposals and query letters; assessing markets and dealing effectively with contracts, agents, editors and publishers; self-publishing; presentation skills; self-promotion and marketing through traditional media (radio, TV, print, online magazines), personal and public relations, and interviews. Through written assignments with a practical purpose, students gain an understanding of how best to get their messages and material out. This class provides the groundwork for students towards the support of business development and creative outlets such as book publishing and media appearances. The practical knowledge and skills further students' professional development and credibility as experts in their own topic areas.

**CNS 5617 Self-Marketing: Social Media (1.00)**

This professional development course focuses on building an effective online business structure, selecting an audience and creating content designed to promote oneself and business via social media. Through class lectures and discussions, videos, readings, written assignments and experiential exercises, students gain an understanding of how best to get their messages and material out and promote themselves online. This class is dedicated to providing a participatory experience for students to create a strong, cohesive online presence designed to drive business and support further business development and creative outlets. The practical knowledge and skills gained further students' professional development and credibility as experts in their own topic areas, as well as support their creativity in projects aimed at consciousness growth and systems change.

**CNS 5620 Issues Consciousness Studies**

(0.00-3.00)

Issues in the field of Consciousness Studies are explored, with topics varying according to student interests. Credit/No Credit. May be repeated for credit with a change of topic.

**CNS 5670 Advanced Writing & Publishing**

(2.00)

**Prerequisite:** CNS 5010

This course enables students to share their vision, knowledge, and wisdom by getting published, and is intended for students who with the desire and potential to publish their work. The course assists students to refine and polish their writing and prepare a manuscript for publication. An internal prerequisite for this course is an already well-written paper of high quality, for which an A grade was received in a previous course. Students learn how to: structure the paper, identify their audience or readers, identify the value of their paper, fine-tune the text, write a pitch letter, and determine where to send multiple submissions. At the end of this course, students identify a suitable journal and submit their work for publication. Not all writers become authors without guidance; this course creates the container to step into authorship.

**CNS 5800 Issues in Philosophy (1.00-3.00)**

In-depth research and analysis of specific topics in philosophy and consciousness. Focus varies with instructor and student interest.

### **CNS 5832 Earth, Body, Spirit (2.00)**

**Prerequisite:** CNS 5030

This course examines the three broad stages of the human-nature relationship: the indigenous participatory worldview, the human-nature split of modern Western culture, and the reemerging participatory worldview. It addresses the overarching principle of balance in both indigenous and contemporary systems thinking. It experiments with consciousness-deepening dream, ritual and ceremonial practices that include aspects of the natural world. Taken from a variety of cultural traditions, such practices transform the objectification of nature into an appreciation of its presence, beauty, and powers of healing.

## **COH-Community Health**

### **COH 100 Personal Health (4.50)**

Designed to assist individuals to establish health behaviors for optimal physical, emotional, and sexual health and maintain a healthy environment.

### **COH 150 Healthcare Terminology (4.50)**

Presentation of healthcare service terminology and word forms. Includes language describing health and disease. Emphasizes development of medical vocabulary employing the building of terms for application in understanding and analysis of medical records.

### **COH 300 The Ecology of Public Health (4.50)**

**Prerequisite:** BIO 203A; COH 100; PSYC 100; SOC 100

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 (4.50)**

**Prerequisite:** ILR 260

Focus is on the influence of culture on illness, health, and rehabilitation. The relationship that culture plays in the health and wellness of both individuals and the community in which they live will be explored.

### **COH 315 Introduction to Epidemiology (4.50)**

**Prerequisite:** BST 322; 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 (4.50)**

**Prerequisite:** ENG 102; **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 (4.50)**

**Prerequisite:** ENG 102; **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 (4.50)****Prerequisite:** ENG 102; **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 (4.50)****Prerequisite:** ILR 260

Introduction to concepts of pathological process from a public health viewpoint. Consideration of historical and contemporary disease patterns based on an understanding of pathogenic, behavioral, and environmental dimensions.

**COH 321 Health Behavior (4.50)****Prerequisite:** ILR 260

Considers the significant influence that individual and collective behavior exerts on health status. Relationships of behavior and social variables are examined, including natural and built environments, economics, and public policy.

**COH 370 Alternative Healthcare (4.50)**

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 (4.50)****Prerequisite:** COH 300; COH 315; 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 (4.50)**

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 (4.50)****Prerequisite:** COH 300; COH 315; COH 400 and HTM 310

Designed for entry-level professionals, covers the evolving profession of health promotion. Principles and practice of health promotion included. Essential core knowledge and skills considered. Health promotion's link to other health and human service endeavors reviewed. Challenges to health promotion included.

**COH 415 HP & Stress Management (4.50)**

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 (4.50)**

Challenges to establishing and maintaining a physically active lifestyle in society examined. Physical, psychological, and social benefits of habitual physical activities considered. Public health impacts of sedentary living presented. Interventions to improve physical activity assessed.

**COH 422 Global Health Promotion (4.50)****Prerequisite:** COH 401

Behavioral, environmental, and public policy factors affecting populations. Transportation, emigration, and immigration patterns affect health status. Substantial differences in health status among world's population examined. Course presents a broad understanding of the global aspects of health promotion.

**COH 425 Health and Safety (4.50)**

Focus is on health and safety management in the workplace. Emphasis is on how to protect employees, reduce illness and injury on the job, and develop a safety culture. OSHA required training, inspections, and postings and labeling will be explored.

**COH 430 HP Strategies & Tactics (4.50)****Prerequisite:** COH 401

Methodologies to implement health promotion programs emphasized. Levels of intervention, from individual to society, are shown. Criteria for selecting methodologies presented.

**COH 435 PH Communications & Advocacy**  
(4.50)

**Prerequisite:** COH 430

Means for influencing social environments and public policy affecting public well being. Reaching identified target audiences through a variety of strategies examined. Successful communications and advocacy campaigns reviewed.

**COH 440 Preparedness & Disaster Mgmt** (4.50)

**Prerequisite:** COH 401

Introductory study of the public health response to disasters at all levels of county, state and federal government. Emergency planning and management relative to human made and natural disasters will be explored. Students complete risk analysis, manage disaster preparation efforts, identify and analyze potential disasters, provide corrective action, plan, organize and implement contingency and recovery programs.

**COH 494A Internship in Health Promotion**  
(4.50)

**Prerequisite:** COH 300; COH 315; COH 400; HSC 410 and a minimum completion of 36 quarter units of the Health Promotion core.

Practical application of knowledge and skills required for a health promotion professional in a community agency. Students assigned to agencies according to interests, abilities, and availability of approved internship sites. Two month requirement.

**COH 494B Public Health Capstone Project**  
(4.50)

**Prerequisite:** COH 494A and Evidence of valid CPR and First Aid certification.

Summative, integrative experience drawing student curricular and related experiences together. Student initiated written project required addressing a significant health promotion challenge. Completed written project may be presented orally.

**COH 499 Public Health Field Practicum** (4.50)

**Prerequisite:** COH 100; COH 300; COH 310; COH 315; COH 317; COH 318; COH 319; COH 320; COH 321; COH 380; COH 400; COH 401; COH 416; COH 422; COH 430; COH 435; COH 440

The public health field practicum is a culminating experience to demonstrate public health competencies through practical application of knowledge and skills. The 8-week (4.5 unit) course has several requirements including official documentation of at least 20 hours of approved public health experience, an electronic portfolio, a capstone paper and a presentation.

Documentation of approved hours can begin up to 9 months in advance after participating in orientation and receiving written approval from Lead Faculty (For more information email BSPH-Internship@nu.edu). Students are expected to initiate contact and interview with public health preceptors from currently affiliated agencies or full-time faculty in the Department of Community Health. Students may also request an affiliation agreement for a new agency including a current employer. Students seeking experience from their current employer must demonstrate that duties are separate from current job duties. Students may work with one or more preceptors according to interests, abilities, and availability and may complete approved certifications towards accumulation public health experience. Grading is S/U only. Course is IP eligible.

**COH 500 Global Health Experience** (4.50)

Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

**COH 550 Global Health Experience (3.00)**

Demonstrate attainment of public health foundational competencies and specialization competencies through applied practice experience in a global setting. Faculty-led short-term study abroad program. Exploration of the healthcare system and public health issues facing global communities. Tour location and experience the healthcare, economic, political, legal, and cultural environment of a host country. Development of thorough knowledge of global public health through combination of pre-departure study, service learning, on-site lectures and presentations by host country experts and healthcare leaders, post-tour analysis and reflection.

**COH 599 Public Health Foundation (1.50)**

Includes orientation to the Master of Public Health Program including history, philosophy, values, core functions and the critical importance of evidence in advancing public health knowledge. Introduction to the available options for attaining public health foundational competencies and competencies in their chosen MPH specialization. Can be taken concurrently with HCA 600: US Healthcare System. Grading is S/U only.

**COH 601 Global Public Health (4.50)**

**Prerequisite:** HCA 600

Analysis of global public health with emphasis on defining and evaluating preventive efforts to affect the quantitative, biological, economic, social, political, and behavioral determinants of health. Investigation of burden of disease, social justice and equitable health care. Emphasis on reproductive health, population dynamics, complex humanitarian emergencies, globalization and global cooperation.

**COH 602 Biostatistics (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** COH 604

Exploration of health status and issues in various communities. Application of the national agenda for health promotion and disease prevention in the United States. Emphasis on health disparities by socioeconomic status, ethnicity, gender, age, ability and literacy. Examination of diffusion of health innovations throughout communities.

**COH 606 Epidemiology (4.50)**

**Prerequisite:** COH 602, or ANA 630

The study of determinants and distribution of disease and disability in human populations. Empirical analysis of population data related to morbidity and mortality. Investigation of disease outbreaks, risk factors, health outcomes and causal relationships. Critical evaluation of public health literature and study design.

**COH 607 Public Health Program Develop (4.50)**

**Recommended Preparation:** COH 604

Development of community-wide interventions to promote health and prevent disease. Systematic design by application of the principles of epidemiology, health behavior and Evidence-Based Public Health. Includes Community-Based Participatory Research and investigation of ethical issues in conducting community-based public health programs.



**COH 608 Public Health & the Enviro** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** COH 606

Application of information systems and technology to public health practice and research. Information technologies that support and improve the status of individual and community health. Development, deployment and maintenance of these systems. Effective use of data, information and knowledge tools to build manage, merge, retrieve and analyze public health data.

**COH 614 Psychosocial Epidemiology** (4.50)

**Prerequisite:** COH 606

Analysis of the epidemiological study of mental illness. Investigation of contemporary applications of epidemiology in investigating disease distribution and etiology. Emphasis on the use of epidemiological studies to plan mental health services, design prevention programs and to evaluate the effectiveness of mental health programs.

**COH 616 Mental Health Promotion** (4.50)

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** (4.50)

**Prerequisite:** COH 604

Intimate partner violence, child neglect and abuse, assault, homicide, war and terrorism are explored from a public health perspective. Focus on risk factor reduction and prevention of deaths, disability and human suffering.

**COH 618 Health Promotion Strategies** (4.50)

**Prerequisite:** COH 605 and COH 609

Investigation and evaluation of strategies implemented to promote health in communities. Emphasis on community organization, coalition building, curriculum development, communication theory and technology, social marketing, mass media and ecological models. Critical analysis of interventions that implement each strategy through systematic analysis of public health literature.

**COH 619 PH Aspects of Human Sexuality** (4.50)

**Prerequisite:** COH 604

Exploration of biological, psychological, behavioral and social aspects of health sexuality throughout the lifespan. Community level interventions to promote healthy sexuality.

**COH 621 PH Aspects of Drug Addiction** (4.50)

**Prerequisite:** COH 602

Substance use disorders examined from the public health perspective. Prevention and treatment of substance use disorders to reduce deaths, disability and human suffering in communities.

**COH 623 Mental Health Services (4.50)**

US mental healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Focus on the availability, accessibility and acceptability of services to treat mental disorders in the US. Consideration of the effects of public policy on services for the treatment of mental disorders.

**COH 627 Mental Health Populations (4.50)**

Special focus on individuals with severe and persistent mental conditions. Special consideration will be given to how the contemporary mental health system relates to and is experienced by disadvantaged individuals.

**COH 693A Health Promotion Experience (3.00)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 693A.

Demonstrate attainment of public health foundational competencies and health promotion specialization competencies through applied practice experience. Students may either work in a public health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

**COH 693B Healthcare Admin Experience (3.00)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 693B

Demonstrate attainment of public health foundational competencies and healthcare administration specialization through applied practice experience. Students may either work in a healthcare agency applying leadership and management skills or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

**COH 693C Mental Health Experience (3.00)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 693C

Demonstrate attainment of public health foundational competencies and mental health specialization through applied practice experience. Students may either work in a mental health agency planning, implementing and/or evaluating a health promotion program or provide a portfolio that demonstrates alignment of volunteer work with the competencies. Grading is H/S/U only.

**COH 694A Health Promotion Capstone (4.50)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 694A

Two-month capstone project of original research related to the contemporary practice of public health promotion. Planning and completion of either a data-based analysis, an evaluation of a health promotion program or primary research related to public health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

**COH 694B Healthcare Admin Capstone (4.50)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 694B

Two-month capstone project related to the contemporary practice of public health administration. Completion of a training manual, policy statement, business plan, or a program or protocol evaluation report. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

**COH 694C Mental Health Capstone (4.50)**

**Recommended: Prior completion of:** all core and specialization courses prior to enrolling in COH 694C

Two-month capstone project of original research related to the contemporary practice of mental health promotion. Planning and completion of either a data-based analysis, an evaluation of a mental health promotion program or primary research related to mental health promotion. Student project may require Institutional Review Board (IRB) approval. Student produces a high-quality written product. Grading is S/H/U only.

**COM-Communications**

**COM 100 Intro to Mass Communication (4.50)**

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 103 Public Speaking (4.50)**

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 (4.50)**

An introduction to the principals and application behind effective interpersonal communication. Students will study various styles of interpersonal communication, apply different techniques, and evaluate their effectiveness. Important components of interpersonal communication that include listening, conflict management, and developing and maintaining relationships, will be addressed in the personal and professional setting.

**COM 220 Media Literacy (4.50)**

Teaches ability to access, analyze, and evaluate information received from the media. Investigates message design strategies, the effects of media consumption and information fatigue, and the influences of bias and economic forces on media content. Covers meaning formation, verbal and visual rhetorical structures and the effects of media convergence.

**COM 300 Interpersonal Communication (4.50)**

**Prerequisite:** ENG 102

Examines the theory and research behind interpersonal communication. Explores communication processes in dyads, small groups, and teams, and in organizational settings. Teaches skills to improve students' communication competence in both personal and professional environments. The course also covers self-awareness, self-disclosure, relational development, and conflict resolution.

**COM 305 Intercultural Communication (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102; 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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

Introduces the evolution of storytelling, from oral delivery to written and interactive texts, and transmedia publication. Examines the effects of this evolution on storytellers and participants. Offers hands-on creation of online identities and texts.

**COM 394 Strategic Writing (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** COM 385 and COM 394

Course examines 21st-century mediated communication systems and technology. Theory and methods used in creating, shaping, encoding, and transmitting mediated messages for personal and professional communications are examined. Software and skills for encoding mediated messages into text, graphics, audio, and video are learned and practiced.

**COM 402 Communication Technologies (4.50)****Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** COM 400

In-depth study of topics in media management, including managing media enterprises and units, business practices, content marketing and distribution, and technologies such as content and media asset management systems, as well as distribution and delivery networks. Students learn analytical techniques necessary to weigh business strategies and technology choices in bringing a variety of types of media content products to market.

**COM 410A Advertising Strategies (4.50)**

**Prerequisite:** COM 334 and COM 394

Presents strategies for the successful development of integrated advertising messages. Focuses on creative copywriting and art direction, and on analyzing clients, products, and audiences. Considers the challenges and rewards provided by advertising campaigns directed to increasingly diverse consumers and markets.

**COM 411A Advertising Campaigns (4.50)**

*Discontinued*

**Prerequisite:** COM 410A, or MKT 443 and COM 365, or COM 400

Students create and present a complete advertising campaign, and produce materials for multiple media platforms, including print, broadcast, and digital. Provides hands-on experience presenting a creative plan to a potential client.

**COM 420A Public Relations Strategies (4.50)**

**Prerequisite:** COM 334

Introduces the principles and strategies used by PR practitioners to plan and implement communication campaigns. Provides training in how to identify and reach audiences and to develop campaign plans in traditional and digital media.

**COM 421A Public Relations Campaigns (4.50)**

**Prerequisite:** COM 400 and COM 420A

Teaches the creation and production of public relations campaign materials across media platforms. Covers all forms of public relations materials, including news releases, public service announcements, media alerts, newsletters, backgrounders, brochures, audio, video, and interactive content.

**COM 430A Interactive Strategies (4.50)**

**Prerequisite:** COM 334

Examines the fundamental principles of communicating over the Internet to implement organizational objectives. Teaches use of the Internet as a marketing and persuasive medium. Students develop a new media communication campaign that includes traditional and digital media.

**COM 431A Interactive Campaigns (4.50)**

**Prerequisite:** COM 400 and COM 430A

Learners apply new tools and techniques to design, create, and implement interactive communication programs and campaigns. Offers hands-on experience producing multimedia content.

**COM 441 Communication Strategies (4.50)**

**Prerequisite:** COM 334

Synthesizes principles and strategies used to develop PR and integrated advertising messages used in the planning and implementation of communication campaigns. Focuses on analyzing markets, clients, products, and audiences and on creative copywriting and art direction. Provides training in how to develop campaign plans in traditional and digital media.

**COM 442 Communication Campaigns (4.50)**

**Prerequisite:** COM 441

Create and integrate campaign materials and media assets for a complete public relations or advertising campaign to be delivered across multiple media platforms. Materials produced include print, graphic, video, and other digital assets. Provides hands-on experience presenting a creative plan to a potential client.

**COM 443 Interactive & Mobile Campaigns (4.50)**

**Prerequisite:** COM 442

Apply and integrate new tools and techniques to design, create, and implement interactive communication programs and campaigns. Focuses on delivery through Social Media, location-based messaging, and personal mobile devices. Offers hands-on experience producing multimedia and mobile content.

**COM 444 Issues in Communication (4.50)**

**Prerequisite:** Satisfactory completion of 7 300 or 400 level COM courses.

Course examines the rhetoric and communication systems associated with current issues in communication. Analyzes the contextual, rhetorical, and communication systems that make an issue salient and contribute to its impact on society. Explores implications of technological changes on social, political, technological, economic, and global systems.

**COM 490 Independent Study (0.50-9.00)**

**Prerequisite:** Approval of Instructor and Department Chair.

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**COM 499 Communication Program Capstone (4.50)**

**Prerequisite:** Completion of 13 core and advanced core courses.

Students assemble and create materials necessary to produce an ePortfolio that demonstrates their research, analysis, strategic thinking, content production, and campaign evaluation skills. The ePortfolio demonstrates the student's experience and capabilities. It will be an asset in the job search and in career advancement. Grading is S or U only.

**COM 600 Comm in Global Environment (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50) *Historical-Review all addendums***

**Prerequisite:** COM 610; 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 630 Campaign & Program Evaluation** (4.50)

**Prerequisite:** COM 610, or COM 625

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** (4.50)

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** (4.50)

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** (4.50)

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.

## CPY-Counseling Psychology

### CSC-Computer Science

**CSC 208 Calculus for Comp. Science I** (4.50)

**Prerequisite:** 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-derivatives; 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** (4.50)

**Prerequisite:** CSC 208

Continuation of Calculus I with emphasis on understanding of concepts and developing problem solving techniques and strategies. Topics include integration of trigonometric functions, functions of several variables, convergence of series and sequences. Applications in the areas of series approximation, continuous probability distributions, random variables, and modeling are discussed and examined.

**CSC 220 Applied Probability & Stats.** (4.50)

**Prerequisite:** CSC 208, or MTH 220; EGR 220

Introduction to the theory and applications of probability and statistics. Topics include data and numerical summary measures, fundamental concepts of probability, conditional probability, random variables, common distributions, quality and reliability and statistical inference (estimation, hypothesis testing, and regression). The emphasis is on developing problem solving skills and application to business, social sciences and engineering.

**CSC 242 Intro to Programming Concepts** (4.50)

**Prerequisite:** MTH 215

This course introduces modern programming design techniques using C++. A study of fundamental control structures in C++ as well as syntax and semantics of the constructs in the language. The coverage includes data types, looping and decision statements, functions, and arrays. The course examines problem analysis, decomposition and modern programming paradigms and methodologies with introduction to object-oriented programming.

**CSC 252 Programming in C++ (4.50)****Prerequisite:** CSC 242

The course introduces the fundamentals of Object-Oriented Programming in C++ including class definition and object instantiation, inheritance and polymorphism. Detailed coverage of pointers, operator overloading, I/O and file streams, templates, and exception handling. Exposure to Data Structures and basic algorithms for sorting and searching.

**CSC 262 Programming in JAVA (4.50)****Prerequisite:** MTH 215

The course introduces the Java programming language and its features. Topics include introduction to object-oriented programming, basic control structures, Java graphics and GUI objects, exposure to event driven programming, arrays and strings in Java. Coverage includes inheritance, and polymorphism and exception handling

**CSC 272 Advanced Programming in Java (4.50)****Prerequisite:** CSC 262

A treatment of advanced programming techniques in Java using abstraction, encapsulation and inheritance. A deep dive with generic collection classes, coverage of regular expressions, file I/O operations, serialization, multi-threading, and Graphical User Interface design.

**CSC 300 Object Oriented Design (4.50)****Prerequisite:** CSC 252, or CSC 272

Covers the key concepts and methodologies required for object-oriented design, evaluation and development with focus on practical techniques such as use-case, and scenario based analysis. Coverage of Unified Modeling Language (UML) and domain analysis design. Exposure to software development process models and software management and security.

**CSC 310 Linear Algebra and Matrix Comp (4.50)****Prerequisite:** CSC 252, or CSC 272

The course includes the study of vectors in the plane and space, systems of linear equations, matrices, determinants, vectors, vector spaces, linear transformations, inner products, eigenvalues and eigenvectors. The course will approach the study of linear algebra through computer-based exercises. Technology will be an integral part of this course. Students will also develop experience applying abstract concepts to concrete problems drawn from engineering and computer science.

**CSC 331 Discrete Structures and Logic (4.50)****Prerequisite:** CSC 252, or CSC 272

(Cross-listed and equivalent to MTH 325) A theoretical foundation for computer science. Introduction to topics such as sets, propositional logic, Boolean algebra, counting techniques, recursive equations and solution techniques, graph algorithms with application to trees. Introduction to mathematical proofs. Students may not receive credit for both CSC 331 and MTH 325.

**CSC 335 Data Structures and Algorithms (4.50)****Prerequisite:** CSC 300; CSC 331

An overview of common data structures such as lists, stacks, queues, trees, and graphs. A discussion of various implementations, efficiency and applications of data structures. Course examines efficient storage structures such as Hash tables and Binary Search Tree. Coverage of searching, sorting and graph algorithms along with their implementation and efficiency analysis.

**CSC 338 Algorithm Design (4.50)****Prerequisite:** CSC 335

This course presents an introduction to algorithm design strategies and their application in solving some commonly encountered problems in computing. Topics include asymptotic behavior of algorithms, algorithm designs such as brute force and exhaustive search, divide-and-conquer, dynamic programming, greedy techniques, backtracking as well as branch and bound approach. A discussion of Intractability and NP-complete problems. The course includes an introduction to the theory of parallel and distributed computing.

**CSC 340 Digital Logic Design (4.50)****Prerequisite:** CSC 331; **Corequisite:** CSC 340L

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 (1.50)****Prerequisite:** CSC 331; **Corequisite:** 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** (4.50)

**Prerequisite:** CSC 340 and CSC 340L

An examination of advanced hardware design, analysis and low-level programming with emphasis on the structure of the machine. In addition, the machine cycles and instructions, pipelining, addressing modes, memory hierarchy, cache levels and virtual memory and architecture concepts are covered. A discussion of I/O architectures and data transmission modes, disk technologies, tapes and RAID concepts. Comparison of alternative architectures like RISC and parallel processing are presented.

**CSC 350 Computer Ethics** (4.50)

Analysis of the values, ethics and ideologies in computing and their applications to current issues in computer industry within the contemporary sociocultural setting. Focuses on ethical decision-making in computing matters. Students develop an ethical outlook on a wide variety of workplace issues in computing through case study, debate and readings.

**CSC 400 OS Theory and Design** (4.50)

**Prerequisite:** CSC 335

An introduction to operating system concepts including implementation, processes, deadlocks, communication, multi-processing, multilevel memory management, file systems, protection, resource allocation, and scheduling.

**CSC 421 Compiler Design** (4.50)

**Prerequisite:** CSC 335

An introduction to the theory of programming language processors focusing on lexical analysis, syntax analysis, and compile-time mechanics, including code generation and optimization, execution of interpretive representations, and management of data structures.

**CSC 422 Database Design** (4.50)

**Prerequisite:** CSC 300

A survey of principles, structure, analysis, and techniques of database design and implementation. Topics include physical and logical design, normalization, database models, security, integrity and queries.

**CSC 430 Programming Languages** (4.50)

**Prerequisite:** CSC 300

A comparative study of programming languages. Syntax, semantics and pragmatics are considered. Language features that support Object-Oriented programming are emphasized. Recent trends in programming language design and theories are studied.

**CSC 436 Comp. Communication Networks** (4.50)

**Prerequisite:** CSC 331

An in-depth study of fundamental concepts in the design and implementation of computer communication networks. Coverage of core problems such as framing, error recovery, multiple-access, flow control, congestion control, routing and end-to-end reliability. Topics include basics of switched communication networks, packet switch architecture, TCP/IP networking, routing algorithms, Quality-of-Service networks. Network tools are applied in quantitative modeling and analysis of networks.

**CSC 441 Web App Development** (4.50)

**Prerequisite:** CSC 300 and CSC 422

An examination of web application development technologies, tools, and frameworks. The course covers design and construction of secure, responsive web applications. Topics include HTML, CSS, JavaScript, and client/server-side technologies for building full-stack dynamic applications.

**CSC 443 Mobile App Development** (4.50)

**Prerequisite:** CSC 300 and CSC 422

Introduction to techniques and technologies in developing mobile applications. Coverage of mobile application platforms, development tools, implementation, and testing. Topics include app layout and widgets, activity lifecycle, menus and dialogs, data management and sensor interactions. An exposure to user interface design on mobile devices.

**CSC 447 Software Testing & Automation** (4.50)

**Prerequisite:** CSC 300

An introduction to software testing concepts, strategies, and tools. Coverage of unit testing, functional and structural testing of software. A study of selection, design and execution of appropriate test plans and activities for software systems. Discussion of software testing automation and use of opensource software for testing.

**CSC 449 Software Engineering** (4.50)

**Prerequisite:** CSC 300 and CSC 422

Coverage of software engineering techniques and processes for developing software products. Examination of software development lifecycle. Use of agile methodology and scenario-based user stories in object-oriented software design. Discussion of various software architectures. Topics include cloud-based software, security and privacy, code management, testing, and development operations.

**CSC 450 Artificial Intelligence (4.50)**

**Prerequisite:** CSC 335

An introduction to problem solving using modern artificial intelligence techniques. The course explores the latest challenges in the theory, practice, applications and implications of AI in the modern world with a focus on data science and machine learning. Examines the role of heuristics in problem solving. Concepts such as agents, production systems, and natural language communication are studied.

**CSC 452 Human Computer Interactions (4.50)**

**Prerequisite:** CSC 300, or CSC 272

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 (4.50)**

**Prerequisite:** EGR 220 and CSC 335

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

**CSC 455 Game Programming (4.50)**

**Prerequisite:** CSC 454

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

**CSC 480A Computer Science Project I (4.50)**

**Prerequisite:** Completion of requirements for the major and electives or permission of the program director.

Part I of a three-part capstone project course focusing on Software Engineering concepts. Coverage of software development processes with a focus on agile development models. An exposure to software project management concepts, including project scheduling. Students work collaboratively to gather requirements and generate UML using case diagrams for a realistic software project to be designed and constructed in parts II and III of the series. The emphasis is on the agile Scrum software development process model. Grading is by H, S or U only.

**CSC 480B Computer Science Project II (4.50)**

**Prerequisite:** CSC 480A

Part II of three-part series on Software Engineering concepts and practices. Students follow a formal software development process model to build a system with specified requirements. A study of software testing methodologies. The focus is on object-oriented design, implementation and testing of tasks and subsystems in sprints. Students engage in Scrum software development process model and sprint planning. Grading is by H, S or U only.

**CSC 480C Computer Science Project III (4.50)**

**Prerequisite:** CSC 480B

Part III of three-part capstone project course with focus on Software Engineering concepts and practices. Exposure to Software security engineering and software configuration management. Students continue to engage in Scrum agile software development process model and sprint planning. Conduct object-oriented design, implementation, testing and project write up to deliver and demonstrate the finished software product. Grading is by H, S or U only.

**CSC 600 Advanced Programming (4.50)**

**Prerequisite:** CSC 242 and 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 (4.50)**

The course introduces students to tools, techniques, and processes needed to develop a software product, system or application, in a systematic manner. The course will expose students to various software development life cycle frameworks and activities, including Software Process and Requirement modeling. Students will also learn about basic and advanced software project design principles and concepts that are generally used in the current software industry.

**CSC 605 Software Architecture Principl (4.50)**

**Prerequisite:** CSC 603

Students on this course will learn about tools and techniques to systematically create and implement software design to meet applicable requirements and customer needs. The course will introduce the students to various techniques used by the industry for quality assurance, testing and configuration control.

**CSC 606 Modern Operating Systems (4.50)**

**Prerequisite:** CSC 600

A study of relation between architectures, system software and application software. Topics include process, thread, and memory management issues, multiprogramming, timesharing, multithreading, multiprocessing, inter-process communication, synchronization, virtual machines, client-server systems, distributed systems, real time systems, resource allocation, shared resources, input output, file systems, computer security and related problems. Scope and limitations of current Operating Systems are considered.

**CSC 607 Security in Computing (4.50)**

**Prerequisite:** CSC 606

This course examines the use of security vulnerabilities and threats in computer programs, operating systems, networks, and databases. The use of cryptography and other countermeasures to provide confidentiality, integrity, and availability is then evaluated in depth, from the perspectives of both technical effectiveness and ethics of users and developers.

**CSC 670 User Interface Engineering (4.50)**

**Prerequisite:** CSC 600

A study of techniques in design and implementation of user interfaces. Emphasis will be on effective human computer interaction strategies that meet human cognitive capabilities and organizational practices and processes.

**CSC 675 Database Design and Impl. (4.50)**

**Prerequisite:** CSC 600

Introduction to Database. DBMS Architecture. High Level Conceptual Data Models: ERI, Relational, ER to Relational Mapping. Operations and Relational Constraints Violations. Database Design Theory and Methodology: Functional Dependencies and Normal Forms. SQL \*Plus environment and commands: Relational Algebra Operations, Creation and Modification of relations, Data Management and Retrieval using Multiple Tables.

**CSC 678 Advanced Database Programming (4.50)**

**Prerequisite:** CSC 675

This course teaches the skills for implementing and maintaining databases using Structured Query Language (SQL), including Data Design Language and Data Manipulation Language. Topics include creating databases, manipulate data, nest queries, views, and unstructured data.

**CSC 680 Database Web Interface (4.50)**

**Prerequisite:** CSC 678

This course addresses diverse issues arising when designing World Wide Web interface. Basic database concepts will be presented but the course will focus on discussion of interface issues specific to web databases, technologies for linking databases to web servers for delivery, discussion of various web-database applications, case studies, and industry trends. Students will design and develop front-end application using GUI/API, server-side and client-side programming.

**CSC 685 Topics in Computing (4.50)**

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 (4.50)**

**Prerequisite:** CSC 605 and CSC 607 and CSC 670 and CSC 680

A study of the software development practices. Emphasizes logical organization of system and communicating design through documentation suitable for generating a concrete implementation. Students construct an original project with practical applications utilizing software engineering concepts.

**CSC 687 Computer Science Project II (4.50)****Prerequisite:** CSC 686

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 (4.50)****Prerequisite:** CSC 687

In this course class meets twice a week. A continuation of the student project. Student teams complete the project in this phase. The project is coded, module-tested, system-tested and all documentation is completed. Grading is by H, S, or U. Course is eligible for In Progress (IP) grade.

**CYB-Cybersecurity****CYB 202 Introduction to Networking (4.50)**

This course provides an introduction to basic network concepts including local area networks, wireless networks, and wide area networks. Network security concepts are also introduced. Students will explore secure router configurations.

**CYB 204 Operating System Fundamentals (4.50)**

An introduction to the basic architecture and functions of an operating system. Computer hardware and software integration will be explored. Basic design and functionality of the Windows and Linux operating systems will be explored. In addition, core aspects of securing operating systems are covered.

**CYB 206 Introduction to Cybersecurity (4.50)**

An introductory survey course that explores the fundamental concepts of cybersecurity. Coverage includes the concepts of confidentiality, integrity, and availability, cybersecurity policy, and the ethical and legal aspects of cybersecurity.

**CYB 213 Data Fundamentals for Cybersec (4.50)****Prerequisite:** CYB 206

The principles of data security are introduced. Students will learn how to protect data in transit and at rest. The technical aspects of implementing encryption, authentication, and access control to protect data will be covered along with the development and implementation of associated policy. Basic database security concepts and guidelines will be covered.

**CYB 215 Fund of Virt and Cloud Comp (4.50)****Prerequisite:** CYB 202; CYB 204

This course introduces the fundamental concepts of cloud computing and virtualization. The core cloud deployment and service models will be covered. A comparison of public and private cloud deployments will be conducted. The concepts of devops and continuous integration will be introduced.

**CYB 216 Programming for Cybersecurity (4.50)****Prerequisite:** CYB 215

This course introduces the fundamental concepts of programming for cybersecurity professionals. A survey of program tools will be conducted. The use of PowerShell, scripting, and python to implement system security will be covered in this class.

**CYB 320 Tech Writing/Proj Mgmt for CYB (4.50)**

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 (4.50)****Prerequisite:** CYB 216

This course covers the secure administration of Linux based systems. Students will learn how to implement and assess standards based security measures on the Linux operating systems. Automating the implementation and assessment of security measures will be a core component of the class. Legal and ethical aspects of system administration will also be covered.

**CYB 332 Secure Windows Administration (4.50)**

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 (4.50)****Prerequisite:** CYB 331; 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 (4.50)****Prerequisite:** CYB 333

An explanation of the development and design of system architectures that meet cybersecurity requirements. Students will examine methods to translate technology and environmental conditions (e.g., law and regulation) into system and security design.

**CYB 341 Cyber Team Competition (1.50)****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 (4.50)****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 (1.50)****Prerequisite:** CYB 420 *And consent of the Program Lead Faculty*

Credit for student participation in cyber competitions like the National Cyber League and the National Collegiate Cyber Defense Competition.

**CYB 450 Cyber Threat Intelligence (4.50)****Prerequisite:** CYB 340

An exploration of the tools and techniques to collect and analyze cyber threat information. The class will cover the collection and analysis of log data, threat intelligence data, and Indicators of Compromise to detect malicious activity.

**CYB 451 Incident Handling/Response (4.50)****Prerequisite:** CYB 340

An examination of the tools and methods for incident response. Topics include preparation data collection, incident analysis preserving data, and recovery. The legal and ethical aspects of incident response will also be covered.

**CYB 452 Intro to Ethical Hacking (4.50)****Prerequisite:** CYB 340

This course examines common ethical hacking methods along with hands-on application of security tools to test network and systems security. The planning and execution of a penetration test will be covered. The legal and ethical aspects of penetration testing will be discussed.

**CYB 453 Network Defense (4.50)**

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 (4.50)****Prerequisite:** CYB 340

A detailed examination on the development of organizational cybersecurity policy that meet an organization's compliance requirements and business goals. The creation of a cost benefit analysis when developing policy and system requirements.

**CYB 455 Network Data Analysis (4.50)****Prerequisite:** CYB 453

A detailed examination of the collection and analysis of Computer and Network Log Data to detect cyber-attacks. Students will utilize a Security and Information Event Management (SIEM) tool to analyze various data. This course will focus on using a SIEM like Splunk or the ELK stack.

**CYB 456 Data Analytics for Cybersec (4.50)****Prerequisite:** CYB 455

A survey of modern Data Analytics tools and techniques to analyze and solve cybersecurity problems. Students will apply Machine Learning Techniques for log analysis and to solve a cybersecurity problem.

**CYB 460 Operating System Security (4.50)**

**Prerequisite:** CYB 420 and completion of all core CYB classes before starting the concentration; CYB 450; CYB 451; CYB 452; CYB 453; 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 (4.50)**

**Prerequisite:** CYB 460

An advanced examination of wireless and mobile security. Students will learn how to secure a wireless network against a common baseline. Planning and implementation of the secure deployment of mobile device in an enterprise will be covered. An examination of wireless attack methods and mobile malware will be conducted.

**CYB 462 Cloud and Virtualization Sec (4.50)**

**Prerequisite:** CYB 460

An advanced examination of cloud and virtualization security concepts. Students will learn common hypervisor security tools and techniques. Security issues related to the different cloud service models will be covered. Hypervisor threats and attacks will be examined. Students will secure images in a public cloud environment.

**CYB 463 Advanced Network Defense (4.50)**

**Prerequisite:** CYB 460

Students will learn advanced techniques for network defense including the use of intrusion detection systems, intrusion prevention systems, firewalls, and virtual private networks. Design and integration of different network defense tools will also be covered.

**CYB 470 Intro to Digital Forensics (4.50)**

**Prerequisite:** CYB 420 and completion of all core CYB classes before starting the concentration; CYB 450; CYB 451; CYB 452; CYB 453; 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 (4.50)**

**Prerequisite:** CYB 470

This course provides an overview for collecting digital evidence from a Windows, Linux, and Mac operating systems. Operating specific tools and techniques for collecting file information, log information, data artifacts, web history and computer memory are explored.

**CYB 472 Network Forensics (4.50)**

**Prerequisite:** CYB 470

In this class, students learn the tools and techniques to collect and analyze network data to support a digital investigation. Students will gain practical experience by analyzing network traffic captures. Legal and ethical requirements of a network forensics investigation are also covered. Correlation of data from other sources will also be examined.

**CYB 473 Mobile Device Forensics (4.50)**

**Prerequisite:** CYB 470

Students will learn how to collect and analyze digital evidence from mobile devices. The tools and techniques that are unique for mobile device forensics like acquisition, physical isolation, sim cards, and file system recovery will be covered. Extraction of geolocation data and other cellular data will also be explored.

**CYB 480 IT Hardware (4.50)**

**Prerequisite:** CYB 420; CYB 450; CYB 451; CYB 452; CYB 453; CYB 454

This course provides an understanding of the internal and external components of an information technology (IT) system. The course contains an overview of internal components and broadens out to an entire IT system. Students will be introduced to the proper installation, security, and administration of components of an IT system. In addition, network, mobile, IoT, and printer terminology, concepts, troubleshooting, and security fundamentals are also covered.

**CYB 481 Data/Database Security (4.50)**

**Prerequisite:** CYB 480

An in-depth exploration of various tools and controls designed to preserve and protect data and databases against compromises of their confidentiality, integrity, and availability. Included is an introduction to how databases are created, populated, administered, and secured.

**CYB 482 Network Administration (4.50)**

**Prerequisite:** CYB 481

This course expands on the skills and knowledge needed to administer, maintain, and secure an organizations LAN/WAN infrastructure. Topics include identifying threats, vulnerabilities, and assets that facilitate in planning, risk analysis, and implementation of security policies. In addition, legal, ethical, and professional challenges are examined.

**CYB 483 Cloud Management (4.50)**

**Prerequisite:** CYB 482

Introduction to cloud management from both a business and technical perspective. The focus will be on the management of cloud networks, including data storage, processing, and management. Topics include cloud services, architecture, deployment strategies, administration, security, and legal, ethical, and professional challenges.

**CYB 499A Cybersecurity Project I (4.50)**

**Prerequisite:** CYB 460; CYB 461; CYB 462; CYB 463, or CYB 470; CYB 471; CYB 472; CYB 473, or CYB 480; CYB 481; CYB 482; CYB 483

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 (4.50)**

**Prerequisite:** CYB 499A

This course is a continuation of CYB 499A and continues the application of knowledge in the selected topic. Grading is H, S or U only.

**CYB 499C Cybersecurity Project III (4.50)**

**Prerequisite:** CYB 499B

This course is a continuation of CYB 499B and continues the application of knowledge in the selected topic. Students will present their findings to a panel of academic and business professionals. Grading is H, S or U only.

**CYB 600 Cybersecurity Technology (4.50)**

Examines the fundamental concepts of cybersecurity and the associated technology. Includes securing the environment, security technologies in the environment, security threats, and security responses. Ethical and legal aspects of cybersecurity are also examined.

**CYB 601 Cyber Sec. Toolkit Utilization (4.50)**

**Prerequisite:** CYB 600 with a minimum grade of B.

An introduction to the tools and techniques utilized in cyber defense and offensive cyber operations. Use of technical tools will be demonstrated in virtual lab environments.

**CYB 602 Threat Modeling & Intel (4.50)**

**Prerequisite:** CYB 601

Analysis and evaluation of threat modeling and cyber threat intelligence to reduce risk and enhance organizational Cybersecurity posture. Development and use of threat models to identify threats to systems and applications. Methods for collecting and utilizing threat intelligence to identify organizational threats are also covered.

**CYB 604 Wireless and Mobile Security (4.50)**

**Prerequisite:** CYB 602

Concepts covered include a comprehensive wireless and mobile security overview including the design, planning, installation, and maintenance of wireless network security infrastructures. Emphasis is placed on information warfare countermeasures relative to government, military, terrorist and rogue, and private enterprise demographics.

**CYB 606 NetSec Monitoring and IR (4.50)**

**Prerequisite:** CYB 604

An introduction to the concepts of network security monitoring and incident response. Students will conduct an analysis and evaluation of network security monitoring tools and techniques. Students will examine the methods for conducting incident response.

**CYB 607 Cloud Security (4.50)**

**Prerequisite:** CYB 606

An introduction to the concepts of cloud computing. This course will examine the security implications of operating in a cloud computing environment. Tools and techniques to implement DevSec ops will be introduced.

**CYB 608 CyberSec Audit and Assessment (4.50)**

**Prerequisite:** CYB 607

This class focuses on the legal and regulatory requirements, ethical issues, basic methodology and technical tools to conduct cybersecurity audits and assessments. Students will explore the frameworks, tools, and techniques to conduct a cybersecurity assessment.

**CYB 612 Cybersecurity Policy (4.50)****Prerequisite:** CYB 608

Students will explore the development of cybersecurity policy for commercial and government organizations. The legal and regulatory requirements for cybersecurity policy development will be examined.

**CYB 613 Governance in Cybersecurity (4.50)****Prerequisite:** CYB 612

An examination of the functions and processes to implement and monitor cybersecurity controls across an organization. An exploration of commercial and government compliance requirements.

**CYB 616 CybSec Program Management (4.50)****Prerequisite:** CYB 613

An examination of the methods and frameworks for implementing and managing an enterprise cybersecurity program. Students will explore various frameworks and tools to develop and manage a cybersecurity program that supports an organization's mission.

**CYB 632 Ethical Hacking (4.50)****Prerequisite:** CYB 608

Students will apply principles of penetration testing to identify and exploit vulnerabilities in networked and cloud based information systems and make recommendations for mitigation.

**CYB 633 Red Teaming (4.50)****Prerequisite:** CYB 632

Red Teaming, or Alternative Analysis, is the practice of viewing a problem from an adversarial or competitor's perspective. The objective of Red Teams is to enhance decision making, practices of secured system protection applicable by establishing countermeasures of defense. Students will learn to employ actively open-minded/problem solving and unbiased thinking to conduct red team assessments.

**CYB 634 Advanced Penetration Testing (4.50)****Prerequisite:** CYB 633

Students will analyze and utilize advanced penetration testing tools and techniques. Web application attack tools and techniques will be examined.

**DEN-Design Engineering****DEN 308 Computer Aided Engineering I (4.50)****Prerequisite:** EGR 219

Introduction to simulation modeling and analysis, model development, intermediate and detailed modeling, modeling issues and techniques.

**CYB 699A Cyber Security Project I (4.50)****Prerequisite:** CYB 608 and completion of one specialization area.

A Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. The project will integrate the concepts of cyber security and information assurance taught throughout the program. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S, U only.

**CYB 699B Cyber Security Project II (4.50)****Prerequisite:** CYB 699A

Master's level project dealing with a student's area of specialization in the Cyber Security and Information Assurance program. The students will create an original project with practical applications using cybersecurity policy, regulatory, and testing frameworks. Project management techniques and collaboration will be emphasized along with the ethical and legal aspects of the project. Grading is H, S or U only.

**CYB 699C Cyber Security Project III (4.50)****Prerequisite:** CYB 699B with a minimum grade of S. Students to successfully complete 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 411 Computer Aided Engineering II (4.50)****Prerequisite:** EGR 219

Introduction to the computer aided design package SolidWorks for mechanical design applications, modeling and analysis.



**DEN 417 Computer Aided Engineering IV (4.50)****Prerequisite:** EGR 219

Introduction to the industry-standard engineering language provided by MATLAB latest versions for computation, analysis, and visualization, with emphasis on engineering graphics applications.

**DEN 420 Computer Aided Engineering V (4.50)**

**Prerequisite:** EGR 219; DEN 411 with a minimum grade of C. Student must have a working knowledge of the basics of SolidWorks to be successful in DEN 420; DEN 417 with a minimum grade of C. Student must have a working knowledge of the basics of MatLab to be successful in DEN 420

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 (4.50)****Prerequisite:** EGR 225

An introduction to the thermal, bonding, usage and machining characteristics of materials and manufacturing processes used in the production industry. The course introduces the basic concepts of manufacturing and emphasizes quantitative analysis of manufacturing processes and the relationships between material properties and the variables of manufacturing processes.

**DEN 423 Human Factors in Engineering (4.50)****Prerequisite:** MTH 215

Consideration of human characteristics in the requirements for design of the systems, products and devices. Human-centered design with focus on human abilities, limitations and interface.

**DEN 426 Reliability Engineering (4.50)****Prerequisite:** MTH 215

An introduction to reliability engineering with emphasis on practical applications and the mathematical concepts. Cover mechanical, electronic and software failure mechanisms, design and testing.

**DEN 429 Product Design Optimization (4.50)****Prerequisite:** MTH 215

This course focuses on analytical and empirical tools that allow designers and manufacturing engineers to predict the manufacturing and assembly cost estimates for optimized design.

**DEN 432 Concurrent Design Engineering (4.50)****Prerequisite:** MTH 210, or CSC 220

An introduction to the concepts, methodologies and practices of the concurrent engineering design environment for effective and efficient integration of products, systems and manufacturing processes.

**DEN 435 Design & Analysis of Experiment (4.50)**

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 (4.50)****Prerequisite:** EGR 440 and satisfactory completion of courses as specified by Lead faculty

A culminating capstone experience involving a substantive project that demonstrates a synthesis of learning accumulated in program studies. This is the first course in a two course sequence. Students will be working in teams and doing research leading to preliminary development of a final project product.

**DEN 496B Senior Capstone Project II (4.50)****Prerequisite:** DEN 496A

A continuation of DEN 496A. In this second part of the senior capstone project, students implement the designed project and present the prototype or results in a written capstone report and in an oral presentation.

**DHH-Deaf & Hard of Hearing**

**DHH 632 Charac of D/HH Learners (4.50)**

*Discontinued*

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 (4.50)**

*Discontinued*

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**

(4.50) *Discontinued*

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 (4.50)**

*Discontinued*

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 (4.50)**

*Discontinued*

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 (4.50) *Discontinued***

**Corequisite:** 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 (4.50) *Discontinued***

**Corequisite:** 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)**

*Discontinued*

**Corequisite:** 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)**

*Discontinued*

**Corequisite:** 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 (4.50) *Discontinued***

**Prerequisite:** SPD 608; SPD 614; 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 (4.50) *Discontinued***

**Prerequisite:** 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 Ed****ECE 201 The Growing Child: Zero to 8 (4.50)**

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 (4.50)**

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. (4.50)**

Focus on cultural pluralism and its impact on development and education in regards to teaching and learning strategies. Emphasis on self-examination, reflection, and integration of current processes involved in interactions and relationships in society.

**ECE 212 Principles and Practices (4.50)**

**Recommended Preparation:** ILR 260

Examines the underlying theoretical principles of developmentally appropriate practices as they apply to Early Childhood Education programs/ environments. Emphasis is on the key role of adult-child interactions and teaching strategies that support the development of all children. A review of the history of ECE and how, over time, it has evolved to include professional practices, advocacy, ethics and professional identity is included.

**ECE 213 Basics of Curriculum (4.50)**

Introduction to the knowledge and skills related to appropriate curriculum and environments for young children. Emphasis is on the role of the teacher in supporting development and fostering learning through use of effective strategies across content areas. Content areas include: Literacy, Social/Emotional development, Sensory learning, Math and Science.

**ECE 214 Oral Language & Read Aloud (4.50)**

**Recommended Preparation:** COM 103

Focus is on how to recognize and implement appropriate strategies that support oral language and early literacy development of young children. Emphasis is on improving knowledge of language development and acquisition, early literacy including read alouds, and involvement of families in the process. Field experiences required.

**ECE 215 Basics of Assessment (4.50)**

Focus on appropriate use of observation and assessment instruments to document development and learning in all domains in order to plan appropriate child-centered curriculum and effective instructional strategies for typical and atypical children.

**ECE 216 Intro to Special Education (4.50)**

An introduction to special education with an overview of suggestions to assist beginning early education teachers prepare to recognize and handle special needs of children and their families.

**ECE 217 Supervised Field Experience (4.50)**

**Prerequisite:** Candidates must have successfully completed all core courses with an average grade of "C" (2.0) or better and approval from the Faculty Lead. Current TB and finger-print clearance are required.

Successful Candidates have an opportunity of applying theory and practice into a child-centered curriculum which shows competence in selection of teaching strategies designed to create diverse developmentally appropriate, safe, healthy and learning environment in a preschool setting under supervision.

**ECE 220 Children Experiencing Poverty (4.50)**

Examine the short- and long-term impact of poverty and subsequent needs required to support young children and their families. Emphasis on the role, resources and responsibilities of Early Childhood Programs to best support young children in the classroom and community.

**ECE 222 Head Start History (4.50)**

Understand the purpose, structure, and importance of Head Start through its historical support of children, families, and research. Examines the impact of Head Start over time, to include current challenges and opportunities. Examine the impact of Head Start sponsorship and participation in Early Childhood Education research on the practice of all Early Childhood Programs and outcomes.

**ECE 301 Early Childhood Teaching (4.50)**

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 (4.50)**

**Prerequisite:** ECE 330

Focus is on infants and toddlers in group care settings. Emphasis is on close, caring relationships in the cultural context of the child and family, understanding developmental milestones, the identification of special needs, and current issues of health, safety and nutrition.

**ECE 330 Early Cognition (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** ECE 330

Focus on acquisition and developmental aspects of language related to emergent literacy skills. Emphasis on current research regarding language experiences that contributes to literacy acquisitions, including assessment and instruction.

**ECE 415 Designing Emergent Curriculum (4.50)**

**Prerequisite:** ECE 330

Focus on essential elements of curriculum design including writing of goals, learning outcomes, developmentally appropriate activities, assessment measures and integration of the arts. Alignment with national and state standards stressed.

**ECE 420 Nature, Numbers and Technology (4.50)**

**Prerequisite:** ECE 330

Focus on identification, design and delivery of developmentally age appropriate experiences that encourage active math, science and technology inquiry. Inquiry related to emerging notions of mathematical and scientific processes is basis for activities along with the inclusion of technology as a strategy.

**ECE 430 Play as Pedagogy (4.50)**

**Prerequisite:** ECE 330

Focus on play as the primary learning modality for young children. Theoretical basis for play as a means of teaching, role in learning and as a means of assessment emphasized.

**ECE 435 Music, Movement, Drama, Dance (4.50)**

Focus on enriching and enhancing young children's learning through the creative arts. Emphasis on integrating creative experiences within core subjects to create developmentally appropriate experiences.

**ECE 440 Observing, Assessing & Plannin (4.50)**

**Prerequisite:** ECE 330

Focus on acquiring and enhancing skills in the selection, administration, scoring, interpretation, reporting of screening assessment instruments. Emphasis on designing and implementing curricula based on assessment results.

**ECE 443 Children with Special Needs (4.50)**

**Prerequisite:** ECE 330

Exploration of variations in child development and identification of specific disabilities in young children. Inclusive early childhood programs, specific strategies for adaptation and accommodation of the core curriculum to meet the social, emotional, and academic needs of children who are at-risk or have special needs are examined.

**ECE 445 Strategies: Guiding Behaviors (4.50)**

**Prerequisite:** ECE 330

Focus on observation, identification, description, and assessment of challenging behaviors. Designing and implementing effective teaching and learning strategies to successfully guide these behaviors within a social and cultural context.

**ECE 446 Literature and Young Children (4.50)**

A survey of literature for young children in preschool through first grade. Emphasis on effective read aloud and story telling strategies for the developing language and listening skills, for developing concepts of print and vocabulary and for fostering a love of reading and early literacy skills.

**ECE 450 Academic Seminar/Field Experie (4.50)**

**Prerequisite:** Satisfactory completion of all core courses with an average grade of "C" (2.0) or better in the core.

Participation in a collaborative field/academic experience to reflect and actively practice material covered in core classes. Field experience must be in approved setting and arranged by student. Grading is S or U only.

**ECE 451 Infant/Toddler Observe/Assess (4.50)**

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 (4.50)**

**Prerequisite:** ECE 330

Focus on acquiring knowledge through current research and developmental theories to plan responsive environments that strengthen family-school partnerships. Will explore through case studies optimum communication techniques for building and maintaining positive relationships with family members.

**ECE 453 Infant/Toddler Curriculum (4.50)**

Focus on infant and toddler development and the role of the adult in supporting optimal outcomes through routines, curriculum planning, and implementation. Candidates will examine the primary components of quality care and education.

**ECE 454 Infant/Toddler Experiences (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

Focus on local, state and federal statutes and regulations in early education settings. Emphasis on ethical codes of conduct, including analysis of legal and ethical dilemmas and practice.

**ECE 465 Trauma-Informed Practice (4.50)**

Understand the impact of crisis, trauma and abuse on young children's development. Examine research-based classroom strategies to support and mitigate the impact on young children. Focus on building resilience through collaborative partnerships, community resources and advocacy.

**ECE 466 Planning Physical Environments (4.50)**

Guidelines on planning, designing and organizing physical learning environments for young children. Understanding, comparing, integrating theoretical frameworks on indoor and outdoor environments.

**ECE 490 Guided Study (1.50-4.50)**

An individual study course under the direction of a specified instructor. Requires prior approval of ECE lead faculty.

**ECE 650 The Early Childhood Educator (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Examines the critical role of the early childhood teacher leader. Analysis of beliefs and ethics on quality care. Explore history of social policy on the field of early childhood. Develop plan to support professional growth as an ECE Leader. Addresses NAEYC Advanced Standard 6: Growing as a professional.

**ECE 651 Current Issues in ECE (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Focuses on current issues in early childhood education and implications for the field. Conduct a literature review and develop a research agenda.

**ECE 652 ECE Learning & Development (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Focus is on current research in early childhood learning and development. Deepen understanding of young children thinking skills. Examine impact on curriculum and the educational community from multiple perspectives.

**ECE 653 Best ECE Teaching Practices (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Focus on research based effective teaching strategies for young children. Examines opportunities for integrating curriculum across content areas. Close attention paid to balancing standards and Developmentally Appropriate Practice.

**ECE 654 Collaborative Partnerships (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Examines interpersonal communication skills required for early childhood teachers and leaders. Examines strategies for enhancing parent-professional partnerships, consultation skills and issues relating to interactive teaming and the larger community.

**ECE 655 Inclusive ECE Practices (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Emphasis on variations in child development, identification of disabilities and the implications of cultural and linguistic diversity. Examines inclusive early childhood programs, strategies for 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 (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Focus on adult learning theories and principles of personal leadership to meet the specific needs of ECE leaders. Foundational knowledge and best practices for working with diverse learners in various capacities covered. Particular attention paid to the different roles and responsibilities for effectively facilitating adult learners in the field of ECE.

**ECE 657 Foundations of ECE Advocacy (4.50)**

**Prerequisite:** ATP 600, or MAE 610

Examines a variety of strategies to advocate for and advance the Early Childhood Education profession. Includes grant writing skills, awareness of public policy issues, and effective political action strategies.

**ECO-Economics****ECO 203 Principles of Microeconomics (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** ECO 203; 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 (4.50)**

**Prerequisite:** ECO 204

Building on the principles of macroeconomics, this course prepares students to analyze macroeconomic issues of the current time. Emphasis is placed on the measurement of income, prices and employment; monetary and fiscal policy; financial market; the public sector; international trade and international finance; and the current global issues.

**ECO 303 Data Analysis (4.50)**

**Prerequisite:** ECO 203; ECO 204

This course prepares students for analysis of economic data found in secondary sources such as the World Bank, The International Monetary Fund (IMF), Organization of European Community for Development (OECD), and various U.S. government sources. Emphasis is placed on learning the basic tools of mathematical and statistical analysis with a goal to applying those tools to analyzing data for meaningful conclusion.

**ECO 304 Economic Growth (4.50)**

**Prerequisite:** ECO 203; 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 (4.50)**

**Prerequisite:** ECO 203; 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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** ECO 203; 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 (4.50)**

**Prerequisite:** ECO 203 and ECO 204

Students will engage in a detailed study of the labor market. Students will learn about the relation of the labor market to other markets. Students will study the demand for and supply of labor, the causes of unemployment, labor market discrimination, what influences the productivity of labor, the effects of labor unions, and the determinants of wages, among other topics.

**ECO 420 International Economics (4.50)**

**Prerequisite:** ECO 203 and ECO 204

Students will apply what they have learned in previous economics courses to analyze the global economic environment. They will learn and apply the law of comparative advantage to understand how all people can gain from international trade. Trade agreements, such as GATT and NAFTA, will be discussed and analyzed. Students will learn about the currency markets and the different types of monetary systems.

**ECO 430 Economics and Philosophy (4.50)**

Students will learn about the relationship between philosophy and economics. They will study the philosophic foundations of market process economics, as well as other economic ideas. They will learn about the link between ethics and economics, as well as about the important role businesses play in the economy. Students will study topics such as why businessmen should be honest, the nature of antitrust laws, the virtue of integrity, the nature of government and rights, among others.

**ECO 447 Money and Banking (4.50)**

**Prerequisite:** ECO 203 and ECO 204

Students will study the U.S. monetary and financial systems. They will learn about the important role these systems play in facilitating the production of wealth in the economy. This class covers the principles of money; the Federal Reserve System; the determinants of interest rates, bond prices, and stock prices; the different types of financial institutions; monetary theory; and monetary policy.

**ECO 490 Guided Study (0.50-9.00)**

This is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

**ECO 602 Global Context of Business (4.50)**

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 (4.50)**

**Recommended: Prior completion of: MNS 601**

In this course, students study the price system, market structure, and consumer theory as they apply to managers in a variety of decision-making environments. This course covers the use of mathematical and economic decision-making tools for determining optimal levels of output, resource usage, and capacity planning.

**ECO 630 Global Economic Geography (4.50)**

**Prerequisite:** ECO 607

A survey of the global economy, this course examines how organizations identify and inventory resources in terms of manpower (demographics), industrial organization and development, sources of raw materials, and the current means of connectivity (e.g., language, as well as telecommunication and transportation infrastructures). It includes exposure to various sources of global economic information, such as the "Country and Industry Report," U.S. government reports, online computer information, and various private sources such as banks and credit card bureaus. Students compile reports that focus on country, region, and industry analysis of opportunity and prospects.

**ECO 631 Global Trade Policy & Procedure (4.50)**

**Prerequisite:** ECO 607

An examination of the development and current status of U.S. and foreign trade policies and procedures, this course focuses on GATT, NAFTA, European Integration, and other emerging regional trading blocs. It examines the impact of trade and foreign operations caused by national and regional antitrust laws. It surveys the procedures necessary for government approval of importing and exporting, including the legal options available to facilitate and overcome difficulties and disputes in foreign trade.

**ECO 635 Economics for Executive Mgrs (4.50)**

This course provides the executive with the tools necessary for decision-making in a variety of environments. Topics include elasticity, market structure, marginal analysis, monetary theory, the business cycle, exchange rates, international trade, among others. Emphasis will be on the applications of economic theory to strategic decision-making.

**EDA-Educational Admin**



**EDA 600A Applications in Leadership (4.50)**

**Prerequisite:** EDA 654

Supervised application of theoretical concepts in practical settings. Candidates complete a portfolio of administrative activities demonstrating competency as entry level administrators in areas identified in the California Performance Expectations as sanctioned by the Commission on Teacher Credentialing for awarding of the preliminary administrative services credential. A triad consisting of the University Supervisor, the Site Mentor/Administrator, and the candidate, develops a plan at the onset of the class. The plan stresses day-to-day administrative functions as well as policy analysis and implementation. Grading is S/U/IP only.

**EDA 601 Orientation and Advisory (1.50)**

Builds a broad understanding of the Educational Administration program and its requirements, facilitates a permanent advisory relationship between faculty and students, and examines the role of the professional administrator and opportunities for advancement in the field. Must be the students first class (may be taken concurrently with another course). Grading is by S or U only.

**EDA 602A EDA Internship A (2.25)**

**Prerequisite:** Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Services Internship credential.

There is a need to further support Educational Administrator Interns while they are working on completing their preliminary administrative services credential program. This course is designed to support administrator internship candidates by providing an instructor/coach for support with developing communication avenues and for providing daily practical experience support over and beyond the preliminary administrative services credential program courses. Grading is S or U only.

**EDA 602B EDA Internship B (2.25)**

**Prerequisite:** Candidate must provide documentation showing appointment to an educational administration position requiring the Administrative Internship credential; EDA 602A with a minimum grade of S. Students need to be successful in EDA 602A before moving into EDA 602B.

There is a need to further support Educational Administrator Interns while they are working on completing their preliminary administrative services credential program. This course is designed to support administrator internship candidates by providing an instructor/coach for support with developing communication avenues and for providing daily practical experience support over and beyond the preliminary administrative services credential program courses. This course, EDA 602B, is a continuation of EDA 602A. Grading is S or U only.

**EDA 610 Induction Seminar (4.50)**

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 (4.50)**

**Prerequisite:** EDA 610 with a minimum grade of S. Must have the knowledge and skills gained in EDA 602 to be successful in this course. All courses in this program build upon the knowledge gained in the previous class.

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 (4.50)**

**Prerequisite:** EDA 611 with a minimum grade of S. Courses in this program scaffold learning.

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 (4.50)**

**Prerequisite:** EDA 612 with a minimum grade of S. Courses in the program scaffold knowledge.

This is the capstone course in the Professional Administrative Services Credential Program. Candidates will be engaged in assessing their induction plan and providing evidence that they have completed the plan successfully. Critical issues will be addressed in this class are media relations, advocating in the political context for students, and career planning. Course is S/U grading basis only. This course is four months in length.

**EDA 617 Philosophy and Leadership (4.50)**

Foundational course for the Master's program. Connecting Plato, Aristotle, John Dewey and other philosophers to schools today as well as relating leadership scholars such as James MacGregor Burns, Peter Senge, and Thomas Sergiovanni to the continuum of thought in developing educational leadership studies.

**EDA 620C Degree Field Experience (4.50)**

**Prerequisite:** 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 620I Intern Field Experience (4.50)**

**Prerequisite:** May only be taken by students approved for the internship program.

Internship practicum for Administrative Services Credential program. Practicum/field work of day-to day administrative functions, policy analysis and implementation, collaboratively supervised by National University and the candidate's school district of employment for candidates holding an administrative position while completing course work. Grading is by S or U only. Course is eligible for an "IP" grade. Interns must remain in the course for 1 year.

**EDA 625 Technology and Data Analysis (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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/Learn (4.50)**

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** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** ILD 625

Provides the knowledge, skills, and protocols to generate and evaluate research relevant to various areas of professional education. Students produce a major action research and writing project focused on the practical needs of educators who wish to join the larger professional community in their field of specialty. This class is scheduled for three months one day a week and at the end of that time a grade of "IP" will be posted then the maximum length of time is 10 additional months. Class size is 10. Grading is H, S, or U only. Course is eligible for In Progress (IP) grade.

**EDA 640 Introduction to H.E. Admin.** (4.50)

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** (4.50)

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** (4.50)

This course familiarizes students with assessment, policy-making, and accountability in higher education. Practical and theoretical approaches are explored. Power influences will be identified and examine, both inside and outside institutions including university hierarchy, state, and federal entities. Student learning and assessment's impact on the present and future of higher education will be explored, including the roles of state and regional accreditors.

**EDA 643 Community Development in HE** (4.50)

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** (4.50)

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** (4.50)

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 (4.50)**

This course will examine the processes of institution-wide planning that examines internal and external variables. An analysis of all relevant data provides a crucial element in these processes. Data include those pertaining to student learning and learning assessment.

**EDA 647 Curriculum & Instruction in HE (4.50)**

**Prerequisite:** EDA 640

This course examines trends in curriculum and "andragogy" as they apply to higher education programs. This examination includes an in-depth analysis of modes of delivery such as online, onsite, and hybrid methods.

**EDA 648 Student Svcs & Enrollment Mgt (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

An examination of the importance of a shared vision to shape the culture and improve the climate of a school that serves a diverse population of students. Ethics and philosophy of leadership are used as lenses through which to better understand the interplay of the school's internal and external stakeholders as it pertains creating and managing the vision.

**EDA 653 Curriculum Leadership (4.50)**

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 (4.50)**

**Prerequisite:** EDA 653; EDA 655

This course provides a theoretical and practical framework for effective instructional leadership in the area of supervision and evaluation of instruction. It will examine the role of the instructional leader in the context of stewardship of all resources to promote effective instructional leadership practices. Methodologies are presented for engaging in the practice of supervision of instruction, pedagogical assessment, program quality, and standards-based instruction. The instructional leader will be encouraged to emphasize maintaining and increasing teaching effectiveness through providing research based and relevant professional development opportunities.

**EDA 655 School Improvement Leadership (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

This is an introductory course in educational law and ethics which examines education law, codes, and regulations and their school level applications. The focus is on areas of school law most likely to be used by beginning school administrators. Students are expected to complete all assigned readings. Because this course is part of a sequence leading toward a recommendation for the preliminary administrative services credential, it is understood that an honor system prevails and that all class work will be completed solely by the student.

**EDA 684 Resource Mgt in Charter School (4.50)**

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.

**EDC-Educational Counseling****EDC 600 Foundations of Professional EC (4.50)**

**Prerequisite:** 5 year CA Certificate of Clearance (CL-900) is needed before enrolling in the course.

This course examines the history of educational counseling and provides context for the current state of the profession, within a Diversity, Equity and Inclusion (DEI) lens. Core counseling theories will be presented and explored within the context of schools and colleges. American School Counselor Association (ASCA) and American Counseling Association (ACA) models will be introduced and examined.

**EDA 690 Guided Study (0.50-9.00)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**EDA 690A Master Guided Study (4.50)**

**Prerequisite:** EDA 654 with a minimum grade of B. Meets min requirement for degree

Master's degree guided study under direction of instructor. Requires prior approval of appropriate academic department. This course is intended for candidates seeking the Master degree in Educational Administration only, and not seeking the preliminary administrative services credential. Candidates will apply content learned, from program courses, and develop appropriate fieldwork activities to further develop their leadership skills. By completing the field activities, candidates will demonstrate mastery of the Course Learning Outcomes, which are aligned to the Program Learning Outcomes.

**EDA 694 Thesis (4.50)**

**Prerequisite:** EDA 649

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 (4.50)**

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.

**EDC 601 EDC Equity Driven Leadership (4.50)**

**Prerequisite:** EDC 600

The educational counselor's role as a leader, advocate, and systems change agent is explored. Theories and principles of equity within educational contexts is critiqued. The content identifies and addresses prejudice, power, personal biases, attitudes, oppression, and privilege that affect self and school communities, with the purpose of creating more safe, secure and nurturing learning environments.

**EDC 602 Ethics&Legal Mandates for EC (4.50)**

**Prerequisite:** EDC 601

Provides an introduction to the ethical and legal obligations to students, parents, administrators, and teachers. Provides knowledge of federal and state laws, county ordinances, and district policies related to the rights of historically marginalized populations. Professional and ethical boundaries in school counseling relationships are examined per guidelines created by American School American School Counselor Association, American Counseling Association.

**EDC 603 SEL & Academic Development (4.50)**

**Prerequisite:** EDC 602

Understanding of historical and contemporary theories across the lifespan. Utilizing a systemic perspective, the course examines academic, physical, cognitive, language, and moral development. Cultural assets and family configuration patterns, emphasizing social emotional learning as it relates to racial, ethnic, gender, sexual orientation and socio-economic status.

**EDC 604 Cultural Conscious Counseling (4.50)**

**Prerequisite:** EDC 603

Analysis and reflection of personal knowledge, bias, attitudes and beliefs about counseling diverse populations. This course highlights race, culture, gender and intersectionality and theoretical cultural responsive concepts are examined. Students will build and enhance culturally conscious competence and will gain an understanding of the impact poverty, social class, community, culture, and family have upon diverse groups of students. Students practice culture-centered counseling perspectives. Cultural wealth is recognized along with the attributes that facilitate a culturally responsive PK-16 school climate welcoming and appreciating the assets, strengths, and gifts that diverse students have.

**EDC 605A Individual/Group Counseling (4.50)**

**Prerequisite:** EDC 604

Course reviews and evaluates the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

**EDC 605B Individual/Group Counseling (4.50)**

**Prerequisite:** EDC 605A

Introduce and further develop the core counseling theories that work most effectively in schools, such as but not limited to: Adlerian Theory, Choice Theory, Cognitive Behavioral Therapy (CBT), Family Systems, Mindfulness-Based Stress Reduction (MBSR), Motivational Interviewing, Person-Centered Counseling, Rational Emotive Behavior Therapy (REBT), and Solution-Focused Brief Counseling (SFBC).

**EDC 606 Trauma Informed Counseling (4.50)**

**Prerequisite:** EDC 605B

Learn to provide treatment strategies to school populations who have experienced trauma-related issues. Through defining and understanding trauma-informed care, SC's will help students cope with a variety of high stress situations.

**EDC 607 Current Trends in Schools (4.50)**

**Prerequisite:** EDC 606

Theories and principles of equity are examined for the purpose of creating more safe, secure and nurturing learning environments. Exploration of the current role of the school counselor in PreK-14 academic tiered systems of support, developing strategies to intervene academically through appraisal, advisement, individual student planning and goal-setting. The course builds upon students' strengths and assets to support all students, especially historically underserved students. Current social issues are identified, such as cyber bullying, social media literacy, alcohol, tobacco, and other drugs, suicide, truancy, LGBTQ+ awareness and empowerment, prevention and intervention strategies within school communities.

**EDC 608 College & Career Counseling (4.50)**

**Prerequisite:** EDC 607

Articulate the role of the school counselor in PreK-14 college/career tiered systems of support utilizing knowledge and understanding of state and local graduation requirements, and provisions for marginalized populations. Apply educational transitional strategies, including career development and exploration, throughout the lifespan including using multiple career assessments and planning tools applying knowledge and understanding of local and national career and job market trends.

**EDC 609 EDC Evaluation and Assessment (4.50)**

**Prerequisite:** EDC 608

The course provides the foundation of educational inquiry and data analysis processes that help develop, implement, and evaluate comprehensive educational counseling programs. The course provides candidates with the skills and knowledge related to the evaluation and assessment of data that ensures access and equitable educational outcomes and the examination of comprehensive educational counseling programs that drive policy and create systematic change, including academic, college/career and social emotional development for PK-14 educational systems will be articulated.

**EDC 610 Intro EDC Research Methods (4.50)**

**Prerequisite:** EDC 609

The course provides an introduction to the basic principles of research design in schools and program evaluation as applied to educational counseling. Fundamental concepts and practices in educational research, methods, design, analysis, and conclusions, will be covered with the utilization of the current American Psychological Association (APA) research writing style. The course is designed to prepare candidates for the research project that will be completed during the capstone course, EDC 611 Research in Schools.

**EDC 611 Research in Schools (9.00)**

**Prerequisite:** EDC 610

The course provides an overview of the basic principles of research design in schools and program evaluation as applied to school counseling. The course addresses fundamental concepts and practices of educational inquiry, research, methods, design, and analysis. The course is designed as the capstone course in which candidates will select a topic of interest and demonstrate research and evaluation competencies by completing an educational research project.

**EDC 612A Fieldwork Experience A (4.50)**

**Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their first term of fieldwork.

**EDC 612B Fieldwork Experience B (4.50)**

**Prerequisite:** EDC 612A

This course focuses upon the experiences school counseling students are engaged in during program-approved field placements. Students participate in supervision in PK-12 public school settings in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students in their second term of fieldwork.

**EDC 613A Internship A (4.50)**

**Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

**EDC 613B Internship B (4.50)**

**Prerequisite:** EDC 613A

Engagement in school counseling fieldwork experiences during a program-approved paid internship. Students participate in supervision in a PK-12 public school setting in conjunction with the course instructor, which includes group supervision with their peers and a self-care plan. This course is for students with program-approved School Counselor paid internships only.

**EDC 614A Exploration of CC Counseling (4.50)**

**Prerequisite:** EDC 600; EDC 601; EDC 602; EDC 603; EDC 604; EDC 605A; EDC 605B; EDC 606; EDC 607; EDC 608; EDC 609; EDC 610; EDC 611

The course provides an overview of community colleges in the United States including history, multiple missions, structure of community colleges, policies, operation, and the varying roles/divisions, and functions of each. A brief examination of the functions of community college counseling divisions, visions, missions provide the candidate a foundation of understanding of the role of the community college counselor.

**EDC 614B Exploration of CC Counseling (4.50)**

**Prerequisite:** EDC 614A

The course provides an in depth understanding of community college counseling divisions in the United States. Candidates further explore the history, missions, structure of community colleges, and the policies and functions that impact student success. An inquiry into the functions of community college counseling divisions, visions, missions provides the candidate with an understanding of the role of the community college counselor and counseling structures through a Diversity, Equity, and Inclusive lens.

**EDD-Ed.D. in Organizational Innovation****EDD 800 Intro to Innovation in Ed (9.00)**

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 (1.00)**

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 (9.00)**

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 (9.00)**

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** (9.00)

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** (9.00)

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** (9.00)

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** (9.00)

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** (9.00)

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** (9.00)

The finalized problem of practice project becomes the Culminating Project and is aligned to all Program Learning Outcomes. This project will be defended at the conclusion of these course based on a program-approved rubric. The course is designed to allow the candidate and the Advisor to work in a one-on-one fashion, but also collaborate with committee members, when necessary. Teleconferencing sessions are used to connect candidates within the cohort throughout the 12-week experience.

**EDD 845 Culminating Project Support** (3.00)

Students must be continually enrolled in this course until the completion of the final project.

**EDT-Ed & Instructional Tech****EDT 608 Technology in the Classroom** (4.50)

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 612 Meaningful Learning w/ Tech.** (4.50)

Focus on integrating technology and constructing meaningful learning in P-16 classrooms and the workplace. Students apply traditional learning theories to technology-based methods and techniques, use technology as a communication tool, and design lesson-based web projects. Contemporary issues involving the Internet, research skills, and information literacy skills will also be addressed. Students must have a familiarity with Word Processing, Spreadsheet, Desktop Publishing, and Internet Search skill. Students must have a familiarity with Word Processing, Spreadsheet, Desktop Publishing, and Internet Search skills.

**EDT 660 Multimedia & Interactive Tech.** (4.50)

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.

**EDX-Ed & Instructional Tech****EDX 6001X Computer Tech in Classroom** (4.50)

Comprehensive overview of computer technology in the educational environment. Course addresses computer terminology, the Internet, and impact of the use of different computer modalities. Includes learning theories and hands-on practice. Satisfies the CTC technology requirement for a professional clear Ryan credential and the preliminary SB 2042 credential

**EES-Earth & Environmental Science****EES 103 Fundamentals of Geology** (4.50)

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** (1.50)

**Prerequisite:** EES 103

This laboratory course will complement the student's knowledge of geology with demonstrations and experiments. Contact hours for this laboratory course (45) are based on a 3:1 ratio, i.e. 3 lab hours = 1 lecture hour equivalent.

**EES 301 Earth & Planetary Sciences** (4.50)

*Discontinued*

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** (4.50)

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.

**EGR-Engineering****EGR 219 Intro to Graphics and Auto CAD** (4.50)

**Prerequisite:** MTH 215

Introduction to the latest version of Auto CAD software for two- and three-dimensional modeling, engineering graphics and technical drawings.

**EGR 220 Engineering Mathematics** (4.50)

**Prerequisite:** MTH 215

An examination of the major mathematical tools for engineers and scientists.

**EGR 225 Statics & Strength of Material** (4.50)

**Prerequisite:** EGR 220

Introduction to the key topics in strength of materials with focus on applications, problem solving and design of structural members, mechanical devices, and engineering systems.

**EGR 230 Electrical Circuits & Systems** (4.50)

**Prerequisite:** MTH 215

A study of fundamentals of direct and alternating current, basic circuit theory, three-phase circuits, transformers, electrical generators, and motors.

**EGR 310 Engineering Economics (4.50)****Prerequisite:** MTH 215

Economic Analysis for decision making with emphasis on rate of return, net present value, benefit-cost and multi-objective evaluation methods. Cost estimation and alternative analysis.

**EGR 316 Legal Aspects of Engineering (4.50)**

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 (4.50)****Prerequisite:** CSC 208, or EGR 220

The scientific approach to problem solving through analysis and design are presented using modern computer science and engineering examples. Critical thinking and communication skills will be used to interpret and present results from real-world case studies where computers were used to solve scientific problems.

**EGR 320L Scientific Problem Solving-LAB (1.50)**

**Prerequisite:** EGR 320 with a minimum grade of C. The laboratory experiments in EGR 320L build on the content covered in EGR 320 (mechanical, electrical, and thermodynamics problem solving concepts).

Using hands-on computer tools, the scientific approach to problem solving through analysis and design is applied in this laboratory course. Results from these hands-on activities will be interpreted and presented both on an individual basis and in a team environment. Critical thinking and communication skills will be used to interpret and present results of scientific investigations.

**EGR 440 Project Management Fundamental (4.50)**

This course focuses on project management concepts and definitions, network scheduling techniques, strategic planning, risk management, cost control, and project implementation.

**EID -Educational Instructional Design****EID 600 Technology Foundations (4.50)**

Technology Foundations serves as MSDIET program introduction. Course format forecasts program expectations, introduces the five lenses of educational technology evaluation (theory, tools, practice, design & assessment). Key concepts defined. Hands on project-based instructional design practices introduced and scholarly research begins

**EID 610 Instructional Design (4.50)****Recommended Preparation:** EID 600 with a minimum grade of C.

Overview of instructional tools and design processes used to create robust learning objects and dynamic learning environments. Relevant theories applied to creation of instructional strategies, learning objectives, and assessment of outcomes. Students continue scholarly research and hands-on projects.

**EID 620 Education, Theory & Technology (4.50)****Recommended Preparation:** EID 600 with a minimum grade of C.

Students explore relationship between extant theory and instructional. Technology viewed as a value-neutral tool applied to enhance communication and cognition.

**EID 630 Media Based Learning Objects (4.50)****Recommended Preparation:** EID 600 with a minimum grade of C.

Media Rich learning objects, supported by learning theory created for real world application. Emphasis on UX.

**EID 640 Developing Online Courseware (4.50)****Recommended Preparation:** EID 600 with a minimum grade of C.

Learners step into the role of course designer as they explore the affordances and constraints of distant learning modalities. Tools, theory, and calibrated learner needs are considered as original learning environments are crafted and evaluated for their efficacy as tools of teaching, learning, engaging and community building.

**EID 650 Media Rich Instruction (4.50)****Recommended Preparation:** EID 600 with a minimum grade of C.

Overview of audio and video tools. Introduces techniques and design skills for craft engaging, comprehensible learning objects. Emphasis on audience. Media choice supported by theory. Emphasis on narrative-supported learner-engagement.

**EID 660 Simulated Realities & Learning** (4.50)

**Recommended Preparation:** EID 600 with a minimum grade of C.

Deep dive into the tools, theory, and practice of using simulation, games, virtual spaces (AR, MR, & MR), and representational avatars to enhance interactive learning environments. Instructor return on investment considerations explored.

**EID 670 Technology and Leadership** (4.50)

**Recommended Preparation:** EID 600 with a minimum grade of C.

Program graduates prepared for roles as educational technology subject-matter experts and institutional change agents. Emphasis on issues surrounding the choosing, adoption, rollout and sustainability of new educational technologies. Teams of students conduct needs assessment as basis for drafting technology plan.

**EID 680 Instructional Eval. & Devl.** (4.50)

**Prerequisite:** EID 600 with a minimum grade of C. ; EID 610 with a minimum grade of C. ; EID 620 with a minimum grade of C. ; EID 630 with a minimum grade of C. ; EID 640 with a minimum grade of C. ; EID 650 with a minimum grade of C. ; EID 660 with a minimum grade of C. ; EID 670 with a minimum grade of C.

Prospectus for capstone (the final course in the program) developed. Students review efficacy of previous work, evaluate continuous improvement strategies. Emphasis on UX, learning outcomes and assessment.

**EID 690 Capstone** (4.50)

**Prerequisite:** EID 680 with a minimum grade of C. ALL PREVIOUS COURSEWORK should be completed.

Prospectus from EID680 guides students in their 8-week EID 690 capstone. Final course in master's program. Students complete Capstone Project and accompanying thesis level report synthesizing all of their skills and knowledge into an online showcase. Grading outcomes are H, S, or U only.

## EMTX-Emergency Medical Technician

**EMTX 2381X EMT I Basic** (3.00)

**Prerequisite:** BLS HCP (CPR) Cert

Introduction to the basics of Emergency Medical Technician requirements; including medical and trauma skills, basic anatomy and physiology as related to EMT requirements. Student will learn to properly assess the sick and injured, as related to communicable diseases and trauma. Student will learn practical skills of Basic Life Support (BLS), taking blood pressures, pulses, respiratory rates, lung sounds, and complete body checks, administration of oxygen and the use of various adjuncts to assist in the management of an injured person's airway.

**EMTX 2382X EMT II Basic** (3.00)

**Prerequisite:** EMTX 2381X with a minimum grade of B.

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 102 Effective College English** (4.50)

An introductory course on the written academic discourse patterns required for college-level writing. Emphasizing essay-length compositions, the course covers critical reading, thesis formation, essay organization, and basic revision techniques.

**ENG 201 Fiction Writing I** (4.50)

**Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

An advanced course in writing that emphasizes discipline-specific research strategies, formulating research niches, and framing persuasive arguments in the disciplines.

**ENG 300 English Practicum & Portfolio (4.50)**

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 (4.50)****Prerequisite:** ENG 201

An intermediate course in writing fiction. Students will build on principles learned in ENG201, focusing on developing compelling and original fiction. Students will also discuss the importance of revision, and engage in thorough critiques of each other's original work.

**ENG 302 Poetry Writing II (4.50)****Prerequisite:** ENG 202

An intermediate workshop in poetry. Students will compose their own original poems and continue the study of the craft of poetry, focusing on the modern tradition.

**ENG 303 Screenwriting II (4.50)****Prerequisite:** ENG 203

Building on the skills learned in ENG 203, students will refine their critical ability to analyze and evaluate screenplays, and their visual storytelling skills, in order to produce an effective first act of a full-length screenplay.

**ENG 310 English Grammar (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102; (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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102; ENG 240, or ENG 334A

An advanced course for students interested in using writing as a means of exploring the natural world. This course surveys nature writing in its various forms (essays, articles, poetry, journals, etc.) as well as effective nature writing strategies. This course is designed to give students a basis for future personal creative work.

**ENG 401 Fiction Workshop (4.50)**

**Prerequisite:** ENG 301

An advanced course in writing fiction. Students will analyze sophisticated principles of fiction writing, evaluating different strategies for successful fiction, including non-traditional approaches. Students will write and revise advanced level original work, and provide rigorous feedback for their peers in a workshop setting.

**ENG 402 Poetry Workshop (4.50)**

**Prerequisite:** ENG 302

In a workshop setting, students will build on the skills learned in ENG 202 and 302 to produce a significant collection of original poems.

**ENG 403 Screenwriting Workshop (4.50)**

**Prerequisite:** ENG 303

In a workshop setting, students will build on the skills learned in ENG 203 and 303 to draft and revise an effective full-length screenplay.

**ENG 490 Guided Study (0.50-9.00)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**ENG 599 Intro to Grad English Studies (4.50)**

Introduces students to graduate level research practices and methodologies in English Studies. Students gain the grounding and skills required to research and write scholarly articles for peer reviewed journals in the field of English Studies.

**ENG 600 Seminar in Literary Theory (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

Introduces students to the contemporary study of rhetoric. The course covers major figures such as Kenneth Burke, Lloyd Bitzer, and Stephen Toulmin. The course introduces a wide range of academic interests in contemporary rhetoric; in particular, students will practice reading texts rhetorically through major theories of rhetoric.

**ENG 660 Seminar in Literary Hypermedia (4.50)**

History and current practice of literary hypermedia. Through reading primary stand-alone and Webbased hypermedia installations, the course examines hypermedia as a specific literary genre.

**ENG 665 Film Theory (4.50)**

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 Silent Film (4.50)**

A survey of films produced before the advent of recorded sound, this course focuses on the early national cinemas of France, Germany, the Soviet Union and the United States; attention is directed to concepts of visual narratology, montage and the conventions of acting, set design, lighting and movement.

**ENG 667 American Film History (4.50)**

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 (4.50)**

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, Agitprop, 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 (4.50)**

World Film is a content-variable course that may be repeated for credit. Each iteration of this course is a study of the film tradition of a specific nation or group of nations other than the United States. Students in this course will engage in an intensive study of the elements of filmmaking and theory, as well as the contrasting visual styles of directors, artists, and themes prominent in the particular tradition or traditions surveyed. Trans-cultural and transcendental film categories, universals values, and the fundamental principles of film art are also important topics of discussion.

**ENG 670 Comparative Literary Studies (4.50)**

Analysis of literary texts across national and linguistic as well as temporal, cultural, and disciplinary lines.

**ENG 680A Seminar in a Theme I (4.50)**

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 (4.50)**

Study of a literary motif or theme over time and/or across cultures. Variable topic chosen by instructor. Examples of themes are: the dark gothic, meta-fiction, the home, and war in literature.

**ENG 685 American Directors (4.50)**

This seminar in great American directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the artistic achievements of an American director. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

**ENG 686 International Directors (4.50)**

This seminar in great international directors is a content-variable course that may be repeated for credit. Each iteration of this course is a comprehensive study of the canon of work of a specific director, excluding American directors. Students will engage in detailed interpretations and analyses of the techniques and concepts employed by a particular international director, paying special attention to literary works as they relate to the filmmaking efforts of the director studied.

**ENG 690A Major Author Seminar I (4.50)**

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 (4.50)**

A critical study of the work of a single author, such as Shakespeare, George Eliot, Garcia Lorca, Ernest Hemingway, James Baldwin. Special attention given to biography, culture, and literary context.

**ENG 697 Capstone Project in Rhetoric (4.50)**

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

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

**ENG 699 English Capstone Course (4.50)**

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 Mgmt****ENM 600 Engineering Mgmt Concepts (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** ENM 600

Examination of design and management of internal capacity as it applies to all organizations. It addresses how all operations and behavior components fit together and how to identify and resolve the right problem. Topics covered include, problem identification and resolution, process design, applications of technology and knowledge management.

**ENM 604 Quality Management (4.50)**

Overview on theories of total quality management required for a successful organization. In addition, key Global Trends, Costs of Poor Quality, and Ethical Dilemmas will be discussed. The concepts related to Six Sigma, Benchmarking, SPC, quality tools, and ISO 9000-2000 will be discussed.

**ENM 607A Capstone Course I (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 600; ENM 601; ENM 602; PME 602; ENM 604; TMG 610; and ENM 603; PME 601; PME 604; , or SYE 600; SYE 601; SYE 602; SYE 603

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 (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; 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 (4.50)**

**Prerequisite:** Students must complete the six Core Courses, along with their chosen Specialization courses, prior to being able to register for the Capstone Courses starting with ENM 607A. ; ENM 607B

Continuation of ENM 607B project course. Specific focus is on the analysis of the data collected including problem solutions. Students present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. This is the third part of a three course series that each student has to complete sequentially. Failure to complete this third course successfully requires students to repeat ENM607A/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.

**ESN-Extensive Support****ESN 639 Fudtns for Instr. Assm. Coll (4.50)**

**Prerequisite:** SED 615

Candidates will learn the basics of identifying the unique abilities of the students with extensive support needs and build individualized curricula aligned with state-wide standards. An emphasis is placed on providing access to equitable opportunities to build on individual strengths, such as sensory, motor, language, cognitive development, by employing research-based and high-leverage intervention practices in a collaborative format.

**ESN 640 Assmnt & Differentiation (4.50)**

**Prerequisite:** ESN 639

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with M/S. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with Extensive Support Needs (ESN).

**ESN 641 Collab. & Case Mnemnt. (4.50)**

**Prerequisite:** ESN 640

Addressing the dual responsibility of special educators to teach students and perform case management duties, will examine a comprehensive process for the coordination of services and transitions support across grade levels for students with Extensive Support Needs (ESN). Details management across educational settings, legal compliance, problem solving while ensuring and educational benefit for students.

**ESN 655A Student Teaching A (2.25)**

**Prerequisite:** ESN 641; **Corequisite:** ESN 659A

First half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 655B Student Teaching B (2.25)**

**Prerequisite:** ESN 655A; **Corequisite:** ESN 659B

Second half (8 weeks) of student teaching experience toward the M/S authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657A Internship A (2.25)**

**Prerequisite:** ESN 641; **Corequisite:** ESN 659A

First half (4 months) of intern experiences as a teacher of record in first half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657B Internship B (2.25)**

**Prerequisite:** ESN 657A; **Corequisite:** ESN 659B

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657C Internship C (2.25)**

**Prerequisite:** ESN 657B

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 657D Internship D (2.25)**

**Prerequisite:** ESN 657C

Second half (4 months) of intern experiences as a teacher of record in the second half of practicum experience required for an Education Specialist Credential with an M/S authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**ESN 657E Internship E (2.25)**

**Prerequisite:** ESN 657D

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 657F Internship F (2.25)**

**Prerequisite:** ESN 657E

Continued Internship Support for Moderate/Severe teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Moderate/Severe. Does not grant graduate units towards graduate degree.

**ESN 659A Seminar A (2.25)**

**Prerequisite:** ESN 641; **Corequisite:** ESN 655A, or ESN 657A

During ESN 659A, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 1 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically to completing evidentiary requirements related to "Focusing on Students and Planning Instruction.

**ESN 659B Seminar B (2.25)**

**Prerequisite:** ESN 659A; **Corequisite:** ESN 655B, or ESN 657B

During ESN 659B, candidates will focus on completing all requirements of Education Specialist CalTPA Cycle 2 and associated TPEs. Candidates will apply the Plan, Teach and Assess, Reflect, and Apply specifically, completing evidentiary requirements focusing on "Assessment Driven Instruction.

## EXC-Special Education

### **EXC 603 Typical/Atypical Dev Spec Need (4.50)**

*Discontinued*

**Prerequisite:** *Permission of lead faculty*

Overview of typical and atypical development from birth to five including major theories, principles, concepts, and current research and practice dealing with the impact of delays, disabilities or chronic health impairments of the young child.

## **FFL-Foundations for Learning**

### **FFL 100 Foundation to Academic Success (4.50)**

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 (4.50)**

**Prerequisite:** *ACC 201*

This course is a survey of the basic principles and concepts used in the financial management of a business enterprise addressed from both theoretical and practical standpoints. Topics include money and capital markets, financial management of working capital, capital budgeting and fixed asset management, cost of capital, and short-term and long-term financing by means of debt and equity capital.

### **FIN 440 Financial Institutions (4.50)**

**Prerequisite:** *FIN 310*

An examination of the nature and role of financial institutions in the economy, topics include money markets and capital markets, the Federal Reserve System and monetary policy, the commercial banking system, thrift institutions, insurance companies, pension funds, investment companies, and other major financial institutions.

### **FIN 442 Investments (4.50)**

**Prerequisite:** *FIN 310 and FIN 440*

A survey of principles and practices in the field of investments, the course covers the valuation of corporate securities of multinational and domestic corporations, portfolio theory, and the measurement of portfolio performance. Emphasizes the role of return and risk in valuing stocks, bonds, options, and in constructing portfolios.

### **FIN 443 Working Capital Management (4.50)**

**Prerequisite:** *FIN 310*

A course emphasizing the management of current assets and current liabilities, it covers planning a firm's overall level of liquidity, stressing cash management and credit policies. Also discussed are selected topics such as bank relations, factoring, and secured inventory financing.

### **FIN 444 Risk Management & Insurance (4.50)**

**Prerequisite:** *FIN 310*

An analysis of the risk management problems in the business enterprise, the course emphasizes methodology for risk analysis, insurance principles and practices, techniques for risk and loss control, insurance underwriting, and rating. It also includes product liability, property damage, and bodily injury in business situations.

**FIN 446 International Financial Mgmt (4.50)****Prerequisite:** FIN 310

An examination of the international aspects of corporate finance and investing, the course covers balance of payments, foreign exchange with emphasis on exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international banking.

**FIN 447 Financial Planning (4.50)****Prerequisite:** FIN 310 and FIN 442

The course is an overview of the broad spectrum of financial planning, including activities such as producing a comprehensive plan to meet the client's needs and goals for sound financial management, gathering of client information, analyzing client objectives, and using communication skills essential to obtaining quantitative and qualitative client data. It also acquaints students with the importance of retirement and estate planning and tax management.

**FIN 448 Seminar in Finance (4.50)****Prerequisite:** FIN 310; FIN 440; FIN 442; FIN 443; 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 (4.50)****Prerequisite:** FIN 310

An examination of U.S. accounting principles, the course emphasizes the analysis and interpretation of financial statements for management and investment purposes. Students evaluate financial statements of actual publicly traded firms. Course material is applicable to credit policy, investment analysis, and other operating and financial policy decisions.

**FIN 450 Bank Management (4.50)****Prerequisite:** FIN 310

Financial decision making, organization and structure of banks and their industry are examined. Topics covered include managing financial assets, deposit acquisition, capital management, bank lending policies and procedures and the investment function in the bank. International banking service is also covered.

**FIN 451 Real Estate Finance (4.50)****Prerequisite:** FIN 310

Forms of ownership and investment in real estate are examined. In particular, the course includes discussion of markets and methods of financing real property. The impacts of federal taxation on financing residential and commercial real estates are also discussed. Real estate finance topics are covered both from the perspective of borrowers and lenders.

**FIN 453 Finance and Banking (4.50)****Prerequisite:** FIN 310

Overview the banking system, and the role of money and interest rates in the economy. Topics include: today's financial and monetary controversies, role of banking system in the economy; banking regulations; financial instruments and their purposes; asset pricing, the determination and behavior of interest rates; the monetary base and the money supply framework; the role of the Federal Reserve system in the determination of money supply, interest rates, and economic goals; the effect of money and credit on output, employment, and inflation.

**FIN 454 Capital Structure & Financing (4.50)****Prerequisite:** FIN 310

Overview the factors that affect capital structure decisions. Topics include: risk and return, corporate strategy, capital structure choices, economics, regulatory, and industry effect on capital structure, raising capital and financial distress and bankruptcy.

**FIN 455 Valuation of a Corporation (4.50)****Prerequisite:** FIN 310

Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, core valuation techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

**FIN 456 Financial Project (Capstone) (4.50)**

**Prerequisite:** FIN 310; FIN 440; FIN 442; FIN 443; FIN 444; FIN 446; FIN 447; FIN 449; FIN 453; FIN 454; FIN 455

This capstone course exposes students to a wide range of finance related topics, including issues affecting the current financial environment of business firms. The course integrates material from previous courses and covers topics such as corporate finance, short and long-term investment, risk management, financial domestics and international markets and institutions and other related subjects. The subject matters will be covered through series of cases or research projects.

**FIN 600 Finance for Non-Financial Mgrs (4.50)**

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 (4.50)**

**Prerequisite:** FIN 310, or ACC 600

A study of corporate financial management, through case studies and/or term projects, this course covers issues such as sources of long-term financing, cost of capital, capital budgeting, dividend policy, mergers and acquisitions, bankruptcy and reorganization, the globalization of finance, ethical standards, information technology, and financial strategy.

**FIN 610 Topics in Financial Management (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** FIN 609A

This course is an examination of the financial policies and practices of commercial banks, savings and loan associations, pension funds, insurance companies, and other major financial management institutions. It discusses sources and uses of funds, their cost and return, and government regulation of the financial sector.

**FIN 631 Security Analysis & Portfolio (4.50)**

**Prerequisite:** FIN 609A

This course is an analysis leading to the appraisal and pricing of securities. It discusses the income generating ability of securities, forecasts of trends in the stock and bond markets, fundamental and technical analysis, application of Modern Portfolio Theory (MPT), analysis of active and passive investment strategies, and measurement of portfolio performance.

**FIN 632 Managing Financial Resources (4.50)**

**Prerequisite:** FIN 609A

An instruction on how to deploy available capital resources to gain maximum advantage, students study capital budgeting policies and procedures, formulation of growth and diversification policies, appraisal of income and risk, and establishment of decision-making guidelines.

**FIN 633 Financing Capital Requirements (4.50)**

**Prerequisite:** FIN 609A

A discussion of how to establish capital structure policies and determine the best methods for raising required capital, the course covers formulation of debt, dividend and equity policies, selection of appropriate financing vehicle, and selection of capital market.

**FIN 635 International Finance (4.50)**

**Prerequisite:** FIN 609A

An examination of the international aspects of corporate finance and investing, this course covers the international balance of payments and foreign exchange. It emphasizes exchange rate determination, exchange risk, hedging, and interest arbitrage, international money and capital markets, international financing, and international portfolio management.

**FIN 641 Adv. Security Analysis & Port.** (4.50)

**Prerequisite:** FIN 609A and FIN 631

An in-depth look at several of the advanced topics surveyed in FIN 631, this course includes bond portfolio management strategies, bond betas and their portfolio impact, option valuation models and hedging, practical use of portfolio insurance and hedging, problems with model-dependent hedging, and the use of futures contracts and their objectives. It covers problems faced by corporate and professional investment managers in their effort to hedge portfolio risks and improve portfolio returns.

**FIN 650 Global Financing for Trade** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** FIN 609A

This course presents Real Estate Finance and Investment issues from a portfolio perspective. It provides a complete analysis of real estate partnerships, secondary mortgage markets, adjustable rate mortgages. It also includes the applied topics of corporate real estate, including lease versus own analysis, sale and leaseback decisions, and the role of real estate in corporate restructuring.

**FIN 653 Fin. Engineering & Derivatives** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** FIN 609A and a minimum of 36 quarter units of core courses

Students, under the guidance of their assigned faculty advisor, clarify topics, identify sources from which data will be gathered, and complete and present their research in written form. Grading is H, S or U only. Course is eligible for an In Progress (IP) grade.

**FIN 670 Finance & Accounting for EXECs** (4.50)

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** (4.50)

**Prerequisite:** FIN 609A

This course is an analysis of credit policy leading to the development of strategic and higher level technical skills appropriate for credit managers. The course will also analyze specific topics like the role of credit in the economy, credit management functions, retail credit, types of consumer credit, regulation of consumer credit, the consumer credit investigation, decision making in credit operation, responsibilities of the credit manager, international trade credit and collection policies and practices.

**FIN 673 Valuation of a Corporation (4.50)****Prerequisite:** FIN 609A

Valuation is designed to explain the theories of valuing a corporation. Topics include: foundations of value, core valuation techniques, how to create value, estimating continuing value, valuing multinational companies, and cross-border and emerging markets valuation.

**FIN 674 Managing Financial Institution (4.50)****Prerequisite:** FIN 609A

This course presents an overview of Financial System, Financial Markets, and Commercial Banking in the 1990s to the 21st century in the US and global setting. It covers asset and liability management problems for depository institutions including management issues, and performance analysis of nondepository entities. In addition, emphasis is placed on interest rates and interest rate risk management. International Bond Markets and new Issue Procedures in the Bond Market, digital money, and alternative electronic payment systems will also be discussed.

**FIN 675 World Economy, Trade & Finance (4.50)****Prerequisite:** FIN 609A

This course emphasizes microeconomic concepts related to managerial decision-making. Students will learn to analyze the global business environment of industrialized and developing countries, and to think strategically, using micro and macroeconomics principles. Markets, consumers, producers, trade, distribution, welfare, tariffs, non-tariffs barriers, and monetary and macroeconomics issues of development and transitions will be discussed.

**FIN 676 International Banking (4.50)****Prerequisite:** FIN 609A

This course examines both the theory and the practice of international banking. It covers the creation of credit and credit rationing; internationalization of banking, the risks and benefits from financial innovation, central banking, bank regulation, deposit protection, capital adequacy and free banking, and selective institutional aspects of international banking. It also reviews the principle of Islamic Banking.

**FIN 677 Financial Derivatives (4.50)****Prerequisite:** FIN 609A

This course presents and analyzes derivatives, such as forwards, futures, swaps, and options. It compares major types of derivatives, shows how they are used to achieve various hedging and speculating objectives, introduces a framework for pricing derivatives, and studies several applications of derivative-pricing techniques outside derivative markets. Topics also include traditional and exotic derivatives, market risk, credit issuer risk, stressed correlation materials, fat tails, and case studies in corporate finance.

**FIN 678 Regulation of Banks (4.50)****Prerequisite:** FIN 609A

This course introduces the regulation of financial institutions in the United States. The course addresses the history of the banking industry in the United States, the basic rationales for regulating banks differently than other enterprises, the restrictions imposed upon banks and other financial institutions, the causes and consequences of bank failures and their relationship to regulation, and the rise of the shadow banking system.

**FIN 679 Risk & Capital Mgmt in Banks (4.50)****Prerequisite:** FIN 609A

This course focuses on identifying, measuring and managing the most typical risks in financial institutions. The aim of this course is to give the student a detailed knowledge of the nature of these risks, how to measure the exposure that a bank has to such risks and an understanding of some ways in which such risks can be managed by a bank. Students will learn how these risks affect the amount of regulatory and economic capital a bank should retain to protect depositors and the market from unexpected events. Students will learn how to compute the Basel II and Basel III capital requirements.

**FIN 690 Guided Study (0.50-9.00)****Prerequisite:** FIN 609A

This course is individual study under direction of the instructor. It requires prior approval of appropriate academic department.

**FNP-Family Nurse Practitioner**

**FNP 642 Advanced Pharmacology II (4.50)**

Second course of a two course series. Within each class of therapeutic drugs, the course examines clinical application, drug actions, interactions, reactions, and contraindications. The course will also include principles of prescribing and patient compliance.

**FNP 683A Primary Care of Adult and Aged (4.50)**

**Corequisite:** FNP 683C

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 683C must be taken concurrently and both completed satisfactorily to progress.

**FNP 683C Care of Adult & Aged Practicum (6.00)**

**Corequisite:** FNP 683A

Application of theoretical knowledge in supervised clinical settings in the practice of caring for the adult and aged. The role of the family nurse practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 683A and FNP 683C must be taken concurrently. Grading is S/U only.

**FNP 684A Primary Care-Women & Children (4.50)**

**Corequisite:** FNP 684C

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 684C must be taken concurrently and both completed satisfactorily to progress.

**FNP 684C Women and Children Practicum (6.00)**

**Corequisite:** FNP 684A

Application of theoretical knowledge in supervised clinical settings in the practice of caring for women and children. The role of the Family Nurse Practitioner in health promotion and disease prevention is emphasized. Required 180 preceptored/field experience clinical hours. FNP 684A and FNP 684C must be taken concurrently. Grading is S/U only.

**FNP 685A FNP Residency (4.50)**

**Corequisite:** FNP 685C

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 685C must be taken concurrently and both completed satisfactorily to progress.

**FNP 685C FNP Residency Practicum (8.00)**

**Corequisite:** FNP 685A

Concentrated residency experience in which the student will critically and accurately assess, plan intervene and evaluate nursing experiences related to the care of individuals, aggregates, and nursing systems. Required 240 preceptored/field experience clinical hours. FNP 685A and FNP 685C must be taken concurrently. Grading is S/U only.

**FNP 689 FNP Capstone (4.50)**

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 (4.50)**

A survey of trace evidence, biological evidence (blood, semen, saliva, etc.), impression evidence (shoe, tire, etc.), question documents, firearms, tool marks, and toxicological evidence with an introduction to the operation of a forensic science laboratory; principles of chain of custody; and requisite qualifications and preparation of the expert witness for the courtroom.



**FSC 621 Digital Evidence (4.50)**

This course will provide a broad perspective on theory, technique, and the practice of collecting, processing, and analyzing digital evidence in support of criminal, civil and administrative investigations. The course will explore legal issues pertaining to digital evidence as well as types of information that can be recovered from digital evidence to assist investigators. Topics include, computer hardware and software, data storage, basic computer and operating system functions, file systems, and digital forensic analysis techniques.

**FSC 622 Law and Criminal Procedure (4.50)**

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 (4.50)**

Introduction to the scientific principles for fingerprint identification and techniques of fingerprints as applied to crime scenes, forensic evidence, and court presentation. Methods of collection, preservation, and sequential processing of latent fingerprints. Classification and comparison of latent fingerprints.

**FSC 630 Forensic Pathology I (4.50)**

A study in forensic terminology, anatomy, and physiology of the human body. Emphasizes the underlying pathology of traumatic and sudden unexpected natural deaths encountered in forensics. Sudden infant death syndrome (SIDS), different types of injuries with their characteristic features. Methods of human identification will also be discussed.

**FSC 631 Major Case Investigation (4.50)**

A study of investigative methods and scientific techniques that are used in the investigation of a variety of crimes including homicide, sexual assault, arson, assault, drugs, theft and burglary, terrorism, organized crime, and white-collar crime. This course examines the investigation of such crimes from the initial scene processing to the adjudication process.

**FSC 632 Trace Evidence (4.50)**

The principles and methods of the macroscopic examination and the microscopic, chemical, and instrumental analysis of trace and patterned evidence. Microscopes, fracture tear analysis, hair, fibers, glass, soil, paint, gunshot residue, glitter, condom trace evidence, and explosives trace evidence will be covered. The principles of chain of custody and court room demeanor will be studied. The principles and methods of evidence collection and the laboratory analysis of the evidence.

**FSC 633 Advanced Forensic Toxicology (4.50)**

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, gas chromatography - mass spectrometry (GC-MS), radioimmunoassay (RIA).

**FSC 634 Forensic Serology and DNA (4.50)**

The basic functions of forensic biology laboratory, the overarching quality control and assurance measures forensic biology labs must adhere to, and case approaches to locate, identify, and confirm the presence of the most common biological evidentiary fluids encountered in casework. In addition, the course will provide the fundamentals of forensic Deoxy Ribonucleic Acid (DNA) testing.

**FSC 635 Forensic Anthropology (4.50)**

Principles of Forensic Anthropology and current methods of determining personal identity, cause and manner of death, elapsed time since death, and other relevant information from human skeletal remains. Analysis of human skeletal remains (biological anthropology) including sex, age, ancestry, stature, trauma, and pathology. In addition, analysis of the principles and application of the archaeological techniques in crime scene processing will be explored.

**FSC 636 Advanced Forensic DNA Analysis** (4.50)

**Prerequisite:** FSC 634

This course will detail the principles of forensic DNA analysis from DNA extraction, quantification, typing, and interpretation. The course will include the historical evolution of DNA testing in forensics from Restriction Fragment Length Polymorphism (RFLP) and the first Polymerase Chain Reaction (PCR) based tests through the current methods of Short Tandem Repeat (STR) analysis to the other methods of DNA-based analysis. In addition, the course will cover the current methods of providing statistical weight to associations between evidentiary and reference samples.

**FSC 642 Forensic Pathology II** (4.50)

**Prerequisite:** FSC 630

The scientific techniques used in medico-legal investigations injury and death. Firearm injuries, thermal injuries, chemical injuries, electrical injuries, and transportation injuries. Diagnostic features of child abuse, infanticide, asphyxial deaths, and death from poisons and drugs. Forensic medical evidence and records for the court.

**FSC 643 Forensic Psychology** (4.50)

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** (4.50)

This course will focus on the major principles of crime scene investigation from the initial call time for response, through the staff involved at a crime scene and the presentation of evidence in the courtroom. Topics to be discussed include roles at a crime scene of various personnel, the value of physical evidence found and collected from crime scenes, basic skills for crime scene processing, chemical processing methods utilized at crime scenes and the crime lab, documentation and report writing, the basics of blood spatter pattern interpretation and firearms trajectory reconstruction, vehicle examinations, special scene considerations, and crime scene reconstruction analysis.

**FSC 648 Forensic Photography** (4.50)

The principles and techniques of digital photography as applied to crime scenes, forensic evidence, identification, and courtroom presentation. Emphasis is on digital single lens reflex and camera operation with various types of lighting techniques. Legal aspects of forensic photography and courtroom presentations.

**FSC 651 Topics in Forensic Sciences** (4.50)

A project-based course where students work under close faculty guidance and supervision on particular topics of interest. Grading is by H, S, or U only.

**FSC 662 Supervised Research Project** (4.50)

**Prerequisite:** Satisfactory completion of all FSC courses, including area of specialization and/or elective courses or obtain approval of the Academic Program Director.

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 Academic Program Director (APD) and other forensic faculty throughout the entire process of the research. Grading is H, S, or U only.

**FSC 690 Guided Study** (1.50)

Individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is H, S, or U only.

**FYA-First Year Arts & Humanities**

**FYA 101 First-Yr Sem: Arts & Human (4.50)**

**Prerequisite:** ENG 102

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 Year Math & Science**

**FYM 104 First-Yr Sem: Math & Sci (4.50)**

**Prerequisite:** ENG 102

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 Year Psychology**

**FYP 103 First-Yr Sem: Psychology (4.50)**

**Prerequisite:** ENG 102

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 Year Social Sciences**

**FYS 102 First-Yr Sem: Social Sciences (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** ENG 240

Investigate variables that enable and inhibit clear global communications. Such global variables are due to differences in culture as well as differences in infrastructure. Students learn to communicate clearly with multiple audiences as they analyze the technological, social, political and economic forces impacting communications in the digital age.

### **GLS 330 Film in a Global Context (4.50)**

**Prerequisite:** ENG 240

Examines how international cinema represents various aspects of societies and cultures outside the U.S. Representative films of Asia, Africa, Europe, Latin America, Australia and Oceania, and Canada may be studied.

### **GLS 420 Ecological Revolutions (4.50)**

**Prerequisite:** ENG 240

Examines the relationships between humans and the natural environment over the last 500 years. Topics include conceptions of nature, the use of resources in different societies, the consequences of various forms of economic organization (particularly capitalism) on the environment, and the impact of technological change on the world's ecology.

### **GLS 430 The Global Economy (4.50)**

**Prerequisite:** ENG 240

Examines changes associated with globalization since World War II, including changes in technology, urbanization, finance, markets, lending, the internationalization of production, the organization of work, and power relations among nations and world cultures. Investigates both theories of and popular responses to the new global economy.

### **GLS 440 Study Abroad (4.50)**

**Prerequisite:** HIS 320

Students travel to a foreign country with roughly a third of the class devoted to study prior to travel, a third to directed travel and study in the chosen country, and a third to analyzing experiences abroad. Any visas, passports, immunizations, or other travel requirements are the students' responsibilities.

### **GLS 499 Seminar and Portfolio Project (4.50)**

(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 Admin

**HCA 400 Foundations of HC Leadership (4.50)**

**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 (4.50)**

**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 (4.50)**

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 (4.50)**

**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 (4.50)**

**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 (4.50)**

**Recommended Preparation:** Completion of all courses in Preparation for the Major  
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 (4.50)**

**Recommended Preparation:** Completion of all courses in Preparation for the Major  
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 (4.50)**

**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 (4.50)**

**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 499 Healthcare Capstone (4.50)**

**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; 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/H/U only. Course is eligible for In Progress (IP) grade. Graduates will enhance their opportunities for professional growth and job placement through carefully planned capstone experience. 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.

**HCA 600 U.S. Healthcare System (4.50)**

US healthcare system overview, including terminology, components of healthcare delivery systems, financing, personnel, regulation, delivery and consumers. Consideration of the effects of public policy on services.

**HCA 610 Health Policy (4.50)**

**Prerequisite:** HCA 600

Focuses on the development of public policy concerning medical care and public health and the relationship between public decisions and the market place. Using contemporary policy issues as case studies, examines the role science, ideology, culture, and history play in influencing the structure of and changes to a nation's health system.

**HCA 620 Health Organization Management (4.50)**

**Prerequisite:** COH 602

Healthcare organization theories and structure, including analyses of managerial functions, relationships, and operations for service delivery. Development of effective service delivery systems. Appreciation of external influences including community, financial institutions, socioeconomic environment, and regulatory agencies. Examination of professional roles, responsibilities, and accountability. Understanding of organizational mission, goals, objectives and priorities.

**HCA 622 Quality Appraisal & Evaluation (4.50)**

**Prerequisite:** HCA 600 and HCA 620

Theoretical and practical frameworks to facilitate the continuous improvement of quality in healthcare organizations. Includes data collection, data planning and evaluation. Introduces multiple approaches, including strategy and outcome measurement. Team development, analytical statistics, and process knowledge are central themes, along with culture transformation.

**HCA 624 Healthcare Planning & Marketing (4.50)**

**Prerequisite:** COH 611

Strategic planning for healthcare organizations based on the analyses of secondary quantitative and qualitative data about technological, social, political, regulatory, and competitive aspects of the healthcare market. Marketing principles and tools for the development of a healthcare organization marketing plan.

**HCA 626 Healthcare Information Systems (4.50)**

**Prerequisite:** ANA 630

Effective data and information technology utilization to improve performance in healthcare organizations: including information systems, databases and analytical tools to structure, analyze and present information; legal and ethical issues affecting management of healthcare information.

**HCA 628 HA Human Resources Management (4.50)**

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 (4.50)**

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 660 Health Economics (4.50)**

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 (4.50)**

**Prerequisite:** HCA 628

Application of healthcare accounting and finance theories to decisions in healthcare environments. Emphasis on management problems and policy issues regarding allocation of resources, payments systems, capital investments and budgeting.

**HCA 670 Healthcare Leadership (4.50)****Prerequisite:** HCA 624

Concepts of leadership related to current healthcare organizations. Communications - including public relations - team building, negotiation, and conflict resolution considered. Strategic aspects such as vision, viewpoint, and mission included. Managing uncertainty emphasized.

**HCA 691 Healthcare Internship (4.50)****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

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 S or U only.

**HCA 692 Healthcare Capstone (4.50)****Prerequisite:** HCA 691 or permission by instructor.

Three-month capstone project focused on a relevant problem in healthcare administration theory or practice. Planning and completion of either a data-based research project or a scholarly and creative activity related to healthcare administration.

**HCM-Hospitality & Casino Mgmt****HCM 200 Basic Accounting (4.50) *Discontinued***

Foundation course in the accounting processes applicable to the hotel, resort, or casino environment. Students will be introduced to the generally accepted accounting principles (GAAP) and legal requirements of financial reporting in the hospitality and casino industries.

**HCM 210 Intro to Gaming Law (4.50)***Discontinued***Prerequisite:** HCM 200

Introduction to the various state and federal laws and regulations which pertain to the operation of gaming casinos in the hospitality industry. Additionally, this course provides essential background information to provide the student a broad introduction to the variety of laws in the United States.

**HCM 220 Intro to Casino Marketing (4.50)***Discontinued***Prerequisite:** HCM 200

Examination of the application of the traditional marketing functions to the areas of the hospitality and casino industries. Students will develop the fundamental skills required in the use of marketing tools.

**HCM 230 Hospitality Staffing (4.50)***Discontinued***Prerequisite:** HCM 200

Introduction to the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Additionally, this course provides the foundation for the development of employee motivation and teambuilding skills.

**HCM 240 Hospitality Diversity (4.50)***Discontinued***Prerequisite:** HCM 200

Introduction to the increasing cultural diversity found in both the consumer and employee populations. Additionally, this course provides students with a supervisory perspective on employee issues regarding cultural awareness.

**HCM 250 Tribal Community Dev (4.50)***Discontinued***Prerequisite:** HCM 200

Foundation course in Native American community and economic development. Issues regarding positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be discussed.

**HCM 400 Princ of Hosp & Casino Acct (4.50)**

*Discontinued*

This course encompasses financial reporting systems, internal controls, managerial reporting and federal and state regulations that impact the accounting in a hotel, resort or casino environment. Students will gain hands-on experience in complying with GAAP and legal requirements of financial reporting in the hospitality and casino industries.

**HCM 401 Intro to Casino Management (4.50)**

*Discontinued*

This course is an overview of the Native American Casino management trival gaming operations. It includes the history of Tribal Government Gaming, a description of gaming component and their interrelationship to the hospitality industry. This course also shows the industry's growth opportunities and identifies the potential for employment success. The study of casino departments and procedures is linked to an analysis of successful casino management and leadership practices.

**HCM 402 Service in the Casino Industry (4.50)**

*Discontinued*

This course is a study of the casino resort industry with special focus on customer service issues in the development of a leisure industry. Overview of the customer service skills required in various casino operations, including establishing teamwork, developing employee motivation, and creating customer service actions. Ways to achieve outstanding customer service through time management, stress reduction and sensitivity development.

**HCM 405 Casino Operations Management**

(4.50) *Discontinued*

This course provides an overview of a manager's responsibilities behind the scenes in the gaming industry. Operations management is an important discipline that carefully manages the processes and products that provide services. Managers need to understand how resort and casino industries function on an operational basis in order to better identify opportunities for creating efficiencies in their processes and related activities.

**HCM 410 Hospitality and Gaming Law (4.50)**

*Discontinued*

This course will examine the role that differing state and federal laws and regulations will play in the operation of hotels, resorts and casinos. The limitations and exceptions to these laws they apply to Tribal Lands will be assessed. It provides the essential information that managers need to comply with the law and to develop preventative tactics to avoid lawsuits.

**HCM 415 Gaming Rules and Regulations (4.50)**

*Discontinued*

This course is an examination of casino operations including the basic mathematics of probability, expected value, and the house percentages. Based on the Minimum Internal Control System (MICS) negotiated through the compact and the Indian Gaming Regulation Act (IGRA) the course will review compliance issues in table games and video/slot operations as well as all areas related to rules and gaming procedures and examines concepts to protect game integrity, tribal assets and establish internal controls. Methods of scam detection and internal control systems employed by the casino will be illustrated.

**HCM 420 Hospitality and Casino Mkt (4.50)**

*Discontinued*

This course will examine the application of the traditional marketing functions to the areas of the hospitality and casino industries. Students will develop plans for the use of convention and promotional events as marketing tools.

**HCM 425 Management of Gaming Revenues**

(4.50) *Discontinued*

This course is a practical study in cash cage operations, including drop team operations, count room and basic principles of revenue audit. This includes the understanding and application of title 31 requirements and the practice of generation Suspicious Activity Reporting. The practical aspect of this course includes the proper counting, balancing and recording of cash, checks, credits, token chips and slot tickets.

**HCM 430 Prin of Hosp & Casino Staffing (4.50)**

*Discontinued*

This course addresses the planning for the management of personnel, including the recruitment, selection, and evaluation of employees in the hospitality industry. Job analyses and descriptions developed and government regulations examined.



**HCM 435 Casino Security/Surveillance (4.50)**

*Discontinued*

This course introduces the concepts and training in the field of security/safety, security techniques and video surveillance. It covers the basic security principles in Casinos: "To observe and report", the laws and powers of arrest, detainment, search and seizure, patrol procedures, report writing, field note taking, security systems and investigative techniques. It further explains the basic function and set-up of surveillance equipment and operational surveillance procedures to provide fairness of the games and game protection. Examples of scams, cheats and fraud illustrate the importance of security and surveillance in the protection of tribal assets.

**HCM 440 Cultural Diversity & Hosp Mgt (4.50)**

*Discontinued*

This course is designed to discuss the importance of cultural awareness and sensitivity in effective human resources management practices in the hospitality industry. The course examines the increasing cultural diversity found in both the consumer and employee populations and how managers can address different cultural needs of the relevant populations.

**HCM 445 Player Development Program (4.50)**

*Discontinued*

This course is a practical study that increases the understanding and furthers the implementation of an effective Player Rating System with the purpose of developing a loyal player development program. This course connects the various marketing efforts of a tribal casino with the responsible development of gaming guests. It analyzes and shows the advantages and disadvantages of comps and promotions. The student will also gain a better appreciation of the role of Gaming Information Technology towards building an individualized and appropriate Player development program.

**HCM 450 Native Am Tribal Comm Developm**

(4.50) *Discontinued*

This course is an introduction to the issues and concepts of the Native American community and economic development. Discussion of the positive and negative impacts of casinos on the lives of tribal members, as well as on the community relations with the non-tribal community will be examined.

**HCM 480 Casino Internship (4.50) *Discontinued***

This course is on-the-job learning experience which matches individual HCM students with working mentors in a major casino. This will provide an in depth application to the entire range of Casino operations, exclusive of the table games and slots departments. These operations are divided into the following departments: Administration, Finance, Cash Operations, Security, Food & Beverage, Retail Stores, entertainment, Guest Services or Customer Service, Marketing and Human Resources. Over the course of the work experience, students will gain valuable hands-on experience as they rotate through these departments. Weekly mentoring provides extra depth and background. Students are expected to put this learning to use in actual casino operations under the supervision of a trained gaming professional. At the end of each module, the student will write a short paper describing the learning achieved during the module.

**HCM 490 Capstone Project (4.50) *Discontinued***

The capstone course is designed to be the culminating work of the Bachelor's degree in Hospitality and Casino Management. Under the guidance of the instructor, students will design a project to demonstrate their mastery of the core components of the program, various managerial approaches and frameworks. Students will include scholarly research, attention to ethical frameworks, and critical analysis in their project. A professional presentation of 10-15 minutes of the student's project is required.

**HED-Health Education**

**HED 110 First Aid and CPR (4.50)**

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 (4.50)**

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 (4.50)**

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

**HED 311 Health Literacy (4.50)**

Examine health literacy crisis in the United States and around the world, the issues and challenges of low health literacy, and populations at risk for low literacy. Address effective strategies to meet the challenges of low health literacy and of cultural and linguistically diverse populations.

**HEDX-Health Education****HEDX 2301X Intro Health Ed: K-12 (4.50)**

An introductory study of a coordinated school health program. Health problems and issues are addressed at developmentally appropriate grade levels (K-12) using the Health Framework for California Public Schools in the following areas: mental and emotional health, personal health, consumer and community health, injury prevention and safety, alcohol, tobacco and other drugs, nutrition, environmental health, family living, individual growth and development and communicable and chronic diseases. The legal responsibilities of teachers related to student health and safety will be explored. Effective communication with parents and site-based and community resources to meet the individual needs of students, research-based school health programs, life skills and positive behaviors, needs of special populations, and evaluation of health web sites will be discussed. This course meets the state requirement for all teachers to have taken a general health education course.

**HIS-History**

**HIS 220A United States History I (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 320 Culture of Global Capitalism (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 342 History of Modern Middle East (4.50)****Prerequisite:** ENG 102

Investigates roots of present-day events in Modern Middle East since 1600 CE. Surveys history of the region, pre-modern empires, European colonization, and renaissance of Middle East culture in the 18th and 19th century, movement toward independent states, and emergence of Pan-Arabism and Islamist ideologies of the 20th century.

**HIS 345 Latin American Studies (4.50)****Prerequisite:** ENG 102

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 348 Asian Studies (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

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 360 American Colonial Experience (4.50)**

**Prerequisite:** ENG 102; 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 (4.50)**

**Prerequisite:** ENG 102; HIS 220A

Examines development of American society from the early national period through the Civil War (1783-1865), including framing of Constitution, westward expansion, economic development, slavery, sectional conflict, as well as an evaluation of the social, political, and military problems faced by the contending sides in the Civil War.

**HIS 362 U.S. Between Wars, 1865-1917 (4.50)**

**Prerequisite:** ENG 102; 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 (4.50)**

**Prerequisite:** ENG 102; HIS 220B

Examines social, economic, cultural, and political contours of modern America from 1920 to the present, including Great Depression, social dimensions of World War II, affluence and anxieties of 1950s, political and social movements of 1960s, and challenges of structuring a new global political economy in the 1970s and after.

**HIS 375 Nevada History, Gov't and Cons (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 240

Investigates the important methodologies and theories of history that buttress contemporary historical scholarship. Includes introduction to historiography; examines transformation of the historical profession over last 150 years and philosophical foundations of historical practice today; explores writings of historian, their historical assumptions, and theoretical framework of their interpretations.

**HIS 410 California History (4.50) *Historical-Review all addendums***

**Prerequisite:** ENG 102

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 410 California History (45.00)**

**Prerequisite:** ENG 102

This is a broad survey of California's history that began 12,000 years ago when indigenous peoples first arrived in the region and that continues through the post-World War II period when the state emerged to become one of the world's largest economies with a richly diverse population of 39 million people. Spanning California's human history up through the present, the course covers pre-colonial Native California, Spanish colonization, the Mexican period, and the Anglo-American conquest, and it addresses a range of topics in California history, including: colonization and race relations, climate change and the environment, the garrison state and the high-tech economy, and class conflict and governance.

**HIS 420 The Civil War (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102; 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 (4.50)****Prerequisite:** ENG 102; HIS 233

Examines religious, political and philosophical innovations of classical period (500 B.C.E. to 500 C. E.) in Mediterranean region, China, and India; rise and fall of Greek, Roman, Han, Mauryan and Gupta empires; rise of important regional states like Meroë, Angkor, Teotihuacán, and Maya city-states in Mesoamerica.

**HIS 433 The Post-Classical World (4.50)****Prerequisite:** ENG 102; 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 (4.50)****Prerequisite:** ENG 102; HIS 234

Examines colonial expansion of Europe; Islamic empires of Asia; regional powers in Eurasia; revolutions in the Atlantic world; the Industrial Revolution; the new imperialism; revolutions in Eurasia and Latin America after 1900; global wars and their consequences; national liberation and decolonization; the Cold War; post-Cold War realignments.

**HIS 490 Guided Study (1.50-4.50)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**HIS 499 Capstone Research Project (4.50)****Prerequisite:** ENG 240 or equivalent; HIS 400 and 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 (4.50)**

Critical examination of the major methodological and philosophical foundations of modern historical research and writing.

**HIS 618A Seminar in Modern Europe I (4.50)****Prerequisite:** 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 (4.50)****Prerequisite:** 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 US History I (4.50)****Prerequisite:** 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 US History II (4.50)****Prerequisite:** 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 (4.50)****Prerequisite:** 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 reconceptualizations needed to research and write world history. Subject areas may include, but are not limited to, political, economic, intellectual, cultural, social, and environmental history.

**HIS 640 Seminar in Comparative History (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** HIS 600; HIS 618A, or HIS 618B; HIS 620A, or HIS 620B; 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 (4.50)**

**Prerequisite:** HIS 600; 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 (4.50)**

**Prerequisite:** HIS 600 and 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 (4.50)**

**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

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 (4.50)**

**Prerequisite:** 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; 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 (0.00)**

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."

Non-credit module introduces students to the Scholars for Social Change curriculum, including its goals and expectations for participation. Trains students both to identify their personal goals and to reflect on their own educational career in a way that connects that education to a vision for social change. Students learn how to build an Honors Student Portfolio in this module by applying the principles of design thinking, including the cycle of exploration, understanding, and materialization of the student's ideas and goals.

**HON 301 Creativity in Life and Society (4.50)**

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; 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** (4.50)

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; 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** (4.50)

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; HON 100

This three-month honors seminar explores the role of social justice (and social change) in life and society with a focus on its meaning for the student's own life and education. Topics include: the role of the individual and larger social structures in enacting social change, the importance of cooperation and teamwork in pursuing meaningful social change, and the process of ethically reflecting on and formulating a personal vision of social change in the context of one's education and career.

**HON 304 Experiential Learning Seminar** (4.50)

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; HON 100

Provides students the opportunity to apply their education to enact social change in one of two ways: either through an instructor-led community engagement activity (minimum of 15-hours of engagement) focused on such issues as immigration, the border, health, climate, etc.; or through an approved student-initiated internship, career experience, or volunteer community service project (minimum 45-hours documented engagement) coordinated by a teaching-staff member who oversees student projects with a community partner and the analysis of and reflection on that experience for the student's experiential learning portfolio.

**HOS-Hospitality**

**HOS 200 Introduction to Hospitality** (4.50)

Overview of the major segments of the hospitality industry. The structure and the operations of the industry are discussed in addition to career possibilities, industry trends to include lodging, gaming, food and beverage, and travel and tourism operations.

**HON 500 Honors Thesis** (4.50)

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; HON 301; HON 302; HON 303

An independent study arranged by the Honors Director between the honors student and a disciplinary subject matter expert in the student's field of specialization. Students conduct independent research or a creative project in their field of study that frames their work in terms of disciplinary, interdisciplinary, and civic engagement contexts. Replaces the student's capstone project in cases when the faculty mentor and student coordinate with the student's degree program to ensure the project meets both the requirements of the degree program and the additional requirements for the Honors Senior Project Honors Senior Symposium.

**HON 501 Senior Honors Symposium** (4.50)

**Prerequisite:** "Acceptance into the Honors Scholars for Social Change."; HON 500

Final seminar in the Honors Scholars for Social Change gives students the chance to reflect on the disciplinary expertise they have acquired in their studies, to understand its role in the larger interdisciplinary context of a liberal arts education, and to articulate how their own accomplishments relate both to society and to the student's own vision of social change. Students finalize and publish their Honors Student Portfolio and present their Honors Thesis research to a broader interdisciplinary audience.

**HOS 220 Intercultural Competence** (4.50)

Overview of the study of communication and culture within the hospitality industry. Specifically, the ways that culture influences our communication and the development of both professional and personal relationships with people from different cultural backgrounds.



**HOS 230 Emotional Intelligence (4.50)**

Examination of concepts and practical applications of emotional intelligence. This course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.

**HOS 240 Hospitality Services Mgmt. (4.50)**

Examination of concepts and practical applications of emotional intelligence. This course will focus on how to assess basic skills in emotional intelligence, how to develop strategies to improve and enhance basic skill levels, and techniques that facilitate dealing with others of varying emotional backgrounds and competency levels.

**HRM-Human Resources Mgmt****HRM 409B Intro to Human Resource Mgmt (4.50)**

This course provides an overview of the myriad of human resource management activities performed in the workplace. Topics include human resource planning, job analysis, staffing, recruitment, selection, retention, training and talent development, compensation and benefits, legal aspects, DE&I, discipline, performance management, labor relations, ethics, and health and safety.

**HRM 432 Talent Acquisition: Onboarding (4.50)**

Evaluation of all aspects of reviewing the strategic direction of an organization as it relates to assessing and filling jobs, from initial recruitment and hiring through subsequent placement, onboarding, and retention. Examining DE&I theories and the importance of diversity, equity, and inclusion considerations while determining staffing needs, job analysis, interviewing, screening, evaluating, and promoting.

**HOS 250 Exceptional Customer Service (4.50)**

Exploration into the value of building relationships with customers and most importantly, developing a customer-focused philosophy. Create a foundation in customer loyalty. Develop service standards and track their effectiveness. Gain new insights and strategies from the leaders of customer service theory.

**HRM 433 Pay & Benefits Administration (4.50)**

Evaluation of the fundamentals of wage and salary programs, including performing job evaluations, conducting salary surveys, adjusting pay structures, and relating pay to performance. Benefits programs and related employee incentives and service programs are covered. Linking performance to both extrinsic and intrinsic rewards will be reviewed. The incorporation of technology as it relates to human resource information systems (HRIS) that increase pay and benefits administration is explored. 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 a diverse workforce.

**HRM 439 Legal Compliance in HR Mgmt (4.50)**

Analysis of the wide spectrum of legal and regulatory issues faced by human resource managers in the workplace. EEO laws, compliance requirements, and prevention of employment related liability are evaluated. Emphasis on the creation of DE&I policies for avoiding discrimination and creating a more diverse, equitable, and inclusive workplace. Federal statutes are reviewed. Case law is discussed and analyzed to prepare students to recognize and anticipate potential legal issues in the workplace.

**HRM 440 Training & Talent Development**

(4.50)

Exploration of all aspects of employee training and talent development in the workplace. Challenges faced by human resource managers related to the content of the developmental experience and the methods of delivering training programs will be reviewed. Challenges facing HR managers regarding globalization and an increasingly diverse workforce will be discussed. Understanding various methods of talent development and training activities are highlighted to ensure that employees have the skills, motivation, and resources to successfully meet an organization's ever-changing needs.

**HRM 442 Labor Relations** (4.50)

Exploration of the labor relations process and its current applications in the workplace. The formation of labor unions, collective bargaining, and contract negotiations will be reviewed, as they relate to union workers and management. The evolution of labor laws will be discussed along with grievance and arbitration activities. Current judicial decisions will be examined. Ethical issues concerning bargaining behavior influences and employee empowerment will be addressed. Current events in labor relations are integrated throughout the covered material.

**HRM 444 Diversity, Equity & Inclusion** (4.50)

Examination of the value of diversity, equity, and inclusion (DE&I) in the workplace. Discussion of the relevance of evaluating metrics associated with DE&I theories. Review of the benefits to organizations in the areas of costs, marketing, resource acquisition, creativity, problem solving, and flexibility as a result of valuing diversity. Discussions of equity and inclusion are examined as they relate to managing a diverse workforce.

**HRM 446 Workplace Health & Safety** (4.50)

Examination of methods for promoting a safe work environment by creating a culture of safety. The Occupational Safety and Health Act (OSHA) is reviewed in connection with human resource management duties and responsibilities under the Act. Workplace violence and workplace bullying are explored along with measures to reduce incidents of violence in the workplace. Challenges faced by human resource managers in creating methods for identifying and coping with job stress are discussed.

**HRM 448 Managerial Leadership** (4.50)

Examination of the roles managerial leaders perform and the importance of managerial leadership in the workplace. The link between sound managerial leadership and positive consequences for employees - and the organization as a whole - will be discussed. Skills possessed by managerial leaders are examined as they relate to enhancing employee satisfaction, motivation, and performance output. Interpersonal skills of communication, empathy, and coaching skills are explored in connection with managing conflict in the workplace.

**HRM 450 Workplace Ethics** (4.50)

Utilization of a managerial framework for the examination of ethics in the workplace. Exploring the recognition of the link between workplace ethics and business success as part of an effective business strategy. Managerial best practices in workplace ethics are studied, providing students with an understanding of how ethical decision making occurs. Case analyses are employed to prepare students for real-life experiences involving issues of workplace ethics and assist students in developing skills needed to contribute to responsible business conduct.

**HRM 460 Capstone Project** (4.50)

**Prerequisite:** HRM 409B; HRM 439; HRM 444; HRM 432; HRM 440; HRM 433; HRM 442; ODV 400; ODV 420; ODV 410; HRM 446; HRM 448; HRM 450

The Capstone course is designed to be the culminating work for the bachelor's degree in Human Resource Management. Under the guidance of the instructor, students will design a project to demonstrate their mastery of human resource management theories and the core components of the program, various managerial approaches, and frameworks. Students' deliverable will include scholarly research, attention to ethical frameworks, and critical analysis of their project.

**HRM 630 Legal, Ethical & Safety Issues** (4.50)

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**

(4.50)

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**

(4.50)

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** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** HRM 669 and Must complete at least 7 core courses.

The project course consists of a Master's Thesis Project in the area of HRM or ODV. Students work under the guidance of an assigned faculty member. Students clarify research topics and identify data sources in preparation for the project. Students gather data and present their research in both written and oral form to faculty and classmates. This course lasts two months and encompasses integrating critical components and learning experience into a deliverable that meets academic guidelines for program completion and may be applicable to the workplace to build a student's portfolio. Grading is H, S, or U only. Course is eligible for an In Progress (IP) grade.

**HSC-Health Science****HSC 300 Legal/Ethical Issues & Health** (4.50)

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** (4.50)

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** Completion of the major requirements

This two-month capstone project undertaken by allied health students when they have completed the core courses in the program provides an opportunity for the student to complete the outcomes management project proposal developed in HSC 430. Results will be reported orally and in written form. Students will also design and participate in a collaborative service learning experience in a community, ambulatory, home or health care setting. Students will complete the portfolio of their work from core courses and revise as needed to create an impressive final portfolio that can be used. Grading is H, S, or U only.

**HSE-Homeland Security & Emergency Management****HSE 401 Domestic Security Management (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 480 Selected Topics in HSEM (1.50-4.50)**

This course is a specialized study of a subject in homeland security and/or emergency management that is not otherwise available in the Homeland Security and Emergency Management Program. The course may be repeated for credit when topics are changed.

**HSE 490 Supervised Senior Project (4.50)**

**Prerequisite:** Students must have fulfilled all General Education, Core Courses, and Elective Courses requirements prior to beginning this course.

For the supervised senior project, a two-month course is undertaken by students upon completion of all core courses in the program. Students select a committee and a viable topic related to domestic security to research, and present the completed project to the committee, other faculty, and peers in an open forum. Grading is H, S or U only. Course is eligible for In Progress (IP) grade.

**HSE 606 Managing Information Security (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 recovery 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 (4.50)**

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 (4.50)**

**Prerequisite:** None

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** Completion of at least six core courses of the program.

This course focuses on applying the knowledge and processes learned through this program. Working in a team or as an individual under the guidance of the instructor, students select a research topic, and gather data. The duration of the course is one month. Grading is H, S or U only.

**HSE 690B Capstone Course (4.50)**

**Prerequisite:** HSE 690A with a minimum grade of S. Students need to complete HSE690A before HSE690B.; Completion of at least six core courses of the program

This course is a continuation of the HSE690A 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 Tech Mgmt

**HTM 310 Health Informatics (4.50)**

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 (4.50)**

**Prerequisite:** HSC 410 with a minimum grade of C.

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 (4.50)**  
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 (4.50)**  
Introduces electronic health record (EHR) and communication systems including the application of Meaningful Use criteria to optimize quality and effectiveness of patient care and improve care coordination. Explore care delivery innovations across multiple care settings and specialties using a patient-centric model.

**HTM 660 System Management and Planning (4.50)**  
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.

## HUB-Human Behavior

**HUB 301 Behavioral Science (4.50)**  
*Prerequisite: ENG 102; PSYC 100*  
A study of the application of human behavior and behavioral science principles to the practice of management.

**HUB 400 Group Structure & Dynamics (4.50)**  
*Prerequisite: ENG 102; PSYC 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 (4.50)**  
*Prerequisite: ENG 102; PSYC 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.

**HTM 680 Health Informatics Case Study (4.50)**  
*Prerequisite: HTM 520; HTM 552; 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 (4.50)**  
*Prerequisite: HTM 680*  
Two-month capstone project focused on a relevant problem in health informatics theory or practice. Planning and completion of either a data-based research project or other scholarship or creative activity. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

**HUB 410 Psychology for Managers (4.50)**  
*Prerequisite: ENG 102; PSYC 100*  
A survey of psychological concepts applied to organizational settings. Emphasizes motivation, communication, leadership, and personal development.

**HUB 420 Human Communication (4.50)**  
*Prerequisite: ENG 102; PSYC 100*  
A study of the theoretical and practical aspects of interpersonal and group communication.

**HUB 440 Organizational Development (4.50)**  
*Prerequisite: ENG 102; PSYC 100*  
A study of human relations and its relationship to organizational effectiveness through planned change and technological development.

**HUB 441 Research Design and Analysis (4.50)**  
*Prerequisite: ENG 102; MTH 210; PSYC 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 500 Cross-Cultural Dynamics (4.50)**

**Prerequisite:** ENG 102; PSYC 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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

A survey of social psychological theories of behavior change and resistance to change.

**HUB 646 Personal and Pro. Ethics (4.50)**

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. (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** HUB 650

As study of the organizational assessments of human attributes (abilities, personality and vocational interests) and their role in behavioral determinants in school, work and interpersonal settings. Methodological issues encountered in the assessment of psychological traits (construct validity) and the developmental etiology will be covered. The course reviews the literature in organizational assessment, career development and personnel psychology applied to work. Topics include job analysis, performance appraisal, testing and assessment, employee selection, equal opportunity guidelines, development and evaluation of training programs.

**HUB 670 Research Applications (4.50)**

**Prerequisite:** HUB 650

The application of research methods and statistical techniques to a variety of research problems. The student will use these methods and techniques to address hypothetical and real research issues. The student will have developed a research proposal for the capstone project in HUB650 (a prerequisite for the course) and will apply the material learned in this course to further develop and refine the proposal.



**HUB 680 Integrative Project (4.50)**

**Prerequisite:** HUB 650; 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.

**HUM-Humanities****HUM 490 Guided Study (1.50-4.50)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**IBU-International Business****IBU 430 Survey of Global Business (4.50)**

**Prerequisite:** ECO 203 and ECO 204

A study of the accelerating internationalization of all business, this course introduces upper-division undergraduate students to all facets of international business within three broad subject areas: (1) the economic framework of international business, (2) the operating frameworks of multinational corporations, and (3) a framework for global strategic management. It uses case studies to illustrate concepts and methods.

**IBU 540 International Experience (4.50)**

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 (4.50)**

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.

**HUB 690 Guided Study (1.50)**

An individual study under direction of the instructor. Requires prior approval of appropriate academic department. Grading is by H, S, or U only.

**IBU 637 Comparative Int'l Management (4.50)**

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 (4.50)**

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 (4.50)**

Based on a review of main theories and current trends, this course examines strategic alternatives and choices available to multinational companies in world markets. Emphasis is placed upon applied strategic analysis based on case studies involving multinational companies and settings.

**IBU 645 Intl Entrepreneurship Project (4.50)**

Examine the cross-border operations of multinational companies focusing on country assessment and market entry, market research, segmentation, marketing mix adaptation, outsourcing and global Corporate Social Responsibility. Also includes the role of exchange rates, the mechanics and institutional structure of global trade and payments, as well as the role of social media in global operations. Students will prepare an applied international business project

**ILD-Instructional Leadership****ILD 603 Curr Align & Eval for School A (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

An introductory educational research course designed to provide knowledge, skills, and dispositions required for students to understand and demonstrate knowledge of quantitative, qualitative and action research. Emphasis is on the knowledge and skills required of a competent consumer and producer of educational research. The course requires that students utilize a high level of library skills and computer technology to locate relevant research and literature. (Scheduled for two months and meets once a week.)

**ILR-Information Literacy****ILR 260 Academic Information Literacy (4.50)**

**Prerequisite:** ENG 102

A cross-disciplinary course that teaches effective report and research paper writing through the use of key computer technologies. Topics include library and Internet research; information organization, evaluation, and synthesis; MLA and APA style formats; and the use of document-production, image-editing, and presentation software.

**ISL-Innovative School Leadership**

**ISL 660 Financial and Information Mgt (4.50)**

*Discontinued*

**Prerequisite:** ISL 661

Introduction to public school and non-profit finance policies and practices, emphasizing financial and information management. Exploration of federal, state, and local revenue sources, district and school budgeting, and financial management procedures for both schools and non-profit organizations. Introduction to budgeting and accounting procedures.

**ISL 661 Leadership Global Seminar (4.50)**

*Discontinued*

Examine competencies for leadership in globalization including emerging and future trends for business and education. Develop cultural sophistication and awareness in order to prepare leaders for increasing globalization. Ideally, students will engage in an international experience as part of this course and (when international travel may be unavailable) may also participate in diverse models of education and cultural experiences within the U.S. which will provide for understanding and learning about populations that may not be considered mainstream or widely known.

**ISL 662 Decision Making Organizations (4.50)**

*Discontinued*

**Prerequisite:** ISL 661

Analyze decision making frameworks in order to surface and develop ethical leadership and improve decision making skills. Learn to frame the dynamics and system forces that shape the community and political environment in order to engage others in decisions impacting them. This course uses an experiential approach in order for students to learn in an active and experimental format.

**ITI-Inspired Teacher Inquiry****ITI 660 Identity, Inclusion and Equity (4.50)**

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 (4.50)**

**Prerequisite:** ITI 660

Language, language structure and linguistics as related to English Learners. Language conventions, academic content obligatory/compatible vocabulary, effective expression and wide reading/writing of multiple texts.

**ITI 664 EL Achievement in Content Area (4.50)**

**Prerequisite:** ITI 662

Cognitive load and language challenge(s) for K-12 English Learners. Content area learning informed by disciplinary and multidisciplinary knowledge. Academic achievement for English Learners using multiple assessment measures. Alignment with the CA-CCSS and the California ELA/ELD framework.

**ITI 670 Introduction to SEL (4.50)**

**Prerequisite:** ITL 600; ITL 604; ITL 606

Analyze the components of social emotional learning (SEL). Compare theoretical orientations regarding the development of SEL in school aged children. Assess own level of social emotional functioning to improve their ability to provide comprehensive and effective services to students. Evaluate evidence base for social emotional learning interventions within an MTSS framework.

**ITI 672 SEL in Action (4.50)**

**Prerequisite:** ITI 670 *minimum standards*

An inquiry project focused on the support of current research on social emotional learning strategies, interventions, and practices for various age and grade levels will be completed. Collaboration strategies and partnerships within the school system, support staff, and community will be analyzed as a part of the inquiry process.

**ITI 674 Research in SEL (4.50)****Prerequisite:** *ITI 672*

Explore research designs that measure social emotional learning at the individual and school levels. Finalize a research proposal to investigate a current issue or problem related to social emotional learning. Evaluate strategies to apply social emotional learning research in everyday classroom teaching and practice.

**ITI 680 Self as a Critical Thinker (4.50)****Prerequisite:** *ITL 600 and ITL 604 and ITL 606*

Focuses on critical thinking theory and pedagogy. Candidates reflect on and evaluate their own thinking about teaching, analyze critical thinking theory and research, select an action research topic within the area of critical thinking as applied to education, and create a research question within their topic of interest.

**ITI 682 Critical Thinking - Classroom (4.50)****Prerequisite:** *ITI 680*

Candidates focus on critical thinking within the classroom. Candidates evaluate lesson plans/ learning maps from the perspective of critical thinking theory, create lesson plans that support their students' critical thinking skills, and use their literature review research to create an action research hypothesis and explore methodology.

**ITI 684 Applied Critical Thinking (4.50)****Prerequisite:** *ITI 680 and ITI 682*

Candidates reflect on their own growth as teachers based on what they have learned about critical thinking. Candidates share their research proposals, critique peers' proposals, finalize their choices of methodology and data collection, and write a formal research proposal.

**ITL-Inspired Teaching and Learning****ITL 400 Becoming a Teacher (4.50)**

BA credential program requirements; K-12 school and classroom experiences; and observational skills in K-12 classrooms. Principles sustaining an inspired teacher mindset. Electronic showcase reflecting professional growth throughout the program. Grading is S, U or In Progress (IP).

**ITI 690 Inspired Teaching Inquiry (4.50)****Prerequisite:** *ITL 600; ITL 604; ITL 606*

Covers current theories and applications of evidence-based Inspired Teaching Practices in PK-12 education and includes developing a repertoire of technology-enhanced curricular tools. Candidates explore the process and application of action research resulting in the development of framing an instructional practices-based research topic and question through writing a literature review.

**ITI 692 Inspired Student Learning (4.50)****Prerequisite:** *ITI 690*

Increases student achievement by differentiating and matching each learner's unique characteristics and various curriculum components; how student-centered learning is enhanced through appropriate classroom management and effective curricular practices. Candidates finalize their research question, expand the literature review., and offer a rationale for their final proposal.

**ITI 694 Inspired Learning Technology (4.50)****Prerequisite:** *ITI 692*

Explores and incorporates Information Communication Technologies (ICT) into instructional practices including curricular tools, apps, and web-based resources. Working collaboratively in teams, candidates create a multidisciplinary unit incorporating appropriate learning technologies. The Action Research Proposal is finalized and presented in video and written formats.

**ITL 402 Context: Education in the U.S. (4.50)****Prerequisite:** *ITL 400 and Students must complete the credential packet.*

Examines historical, socio-political, cultural, and economic influences, as well as technological and other innovations on the evolution of education in the U.S. and globally. Considers the impact of legal mandates and other influential factors on the profession; identifies necessary knowledge, skills, and dispositions of an inspired professional educator.

**ITL 404 Learners and Learning I (4.50)****Prerequisite:** ITL 402

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

**ITL 406 Learners and Learning II (4.50)****Prerequisite:** ITL 404

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques which guide the selection of effective instructional strategies, practices, resources, and technologies to create environments that support the full range of learners and provide equitable access to the curriculum.

**ITL 408 Design and Process of Teaching (4.50)****Prerequisite:** ITL 406

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

**ITL 490 Guided Study (1.00-6.00)**

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty. Grading is S, U or In Progress (IP).

**ITL 500 Becoming a MS Teacher (4.50)**

State and program requirements specific to Multiple Subject Credential. Research-based strategies, knowledge, and principles related to inspirational teaching. Electronic showcase/portfolio requirements for in-depth reflection. Grading is S, U or In Progress (IP).

**ITL 501A Becoming a SS Teacher I (2.25)****Corequisite:** ITL 520; ITL 522

State and program requirements specific to Single Subject Teaching Credential. Research-based strategies, knowledge, and principles related to inspired teaching and inspiring learners. Electronic showcase/portfolio requirements, skills, and principles. Grading is S, U or In Progress (IP).

**ITL 501B Becoming a SS Teacher II (2.25)****Prerequisite:** ITL 501A; **Corequisite:** ITL 526; ITL 528

State and program requirements for applying to clinical practice. Research and principles teachers who inspire all learners. Complex skills required electronic Showcase/portfolio focused on single subject credential and school experiences; teaching practices and beliefs; and continual growth and development. Grading is S, U or In Progress (IP).

**ITL 510 Language-Literacy: Foundations (4.50)**

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 (4.50)****Prerequisite:** ITL 510

Complex strategies for teaching reading, writing, listening, speaking, and language development. Research-based practices aligned to CA's Common Core Standards and ELA/ELD frameworks. Language and literacy strategies for all learners, including English speakers, English learners, Standard English learners, students with exceptionalities, and students with other learning needs) in the K-8 classroom.

**ITL 516 Mathematics Integrative Design (4.50)****Prerequisite:** ITL 512

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 (4.50)****Prerequisite:** ITL 516

Candidates apply developmentally appropriate practices in designing an integrative approach to science instruction. Utilizes a variety research-based approaches supporting critical thinking and problem-solving skills. Analyzes how K-8 children learn science and other subject-matter utilizing an inquiry model. Integrates health science, physical education and STEM to support conceptual understanding and skills.

**ITL 520 Academic Language & Literacy (4.50)**

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 (4.50)**

**Prerequisite:** ITL 520

Single subject teacher candidates utilize research-based methods aligned with CA's Common Core Standards and ELA/ELD frameworks to teach content-based instruction based on the language proficiency and literacy needs of English speakers, English learners, Standard English learners, and students with exceptionalities and other learning needs needed to sustain academic achievement.

**ITL 526 SS Integrated Design I (4.50)**

**Prerequisite:** ITL 522

Instructional design principles for teaching in grades 7-12. Strategies for designing short and long-term curriculum/instruction/assessment aligned with content standards. Evidence-based research appropriate for the application the CA Common Core and academic standards across the various single subject content areas.

**ITL 528 SS Integrated Design II (4.50)**

**Prerequisite:** ITL 526

Integrative instructional design models, approaches, and research in designated content areas. Analysis and reflection focused on teaching practices and beliefs. Learning Map design and implementation principles.

**ITL 530 Optimized Learning Community (4.50)**

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 (4.50)**

**Corequisite:** ITL 551A

First half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 550B Student Teaching B (4.50)**

**Corequisite:** ITL 551B; **Prerequisite:** ITL 550A

Second half (8-9 weeks) of student teaching experience. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California K-12 classroom corresponding to the designated CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 551A Student Teacher Seminar A (2.25)**

**Corequisite:** ITL 550A

Seminar concurrently taken with ITL 550A, Student Teaching A. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 1. Grading is S, U or In Progress (IP).

**ITL 551B Student Teacher Seminar B (2.25)**

**Corequisite:** ITL 550B; **Prerequisite:** ITL 551A

Seminar concurrently taken with ITL 550B, Student Teaching B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2.

**ITL 600 Becoming a Teacher (4.50)**

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 (4.50)**

**Prerequisite:** Must have passed CBEST and CSET with a letter from a school and/or district administrator verifying a teaching position as the 'teacher of record'.

Foundational preparation in general pedagogy including classroom management and planning, reading/language arts, subject specific pedagogy, human development, and teaching English learners as required by CTC to become intern eligible. Course requires completion of 120 hours of contact time with course instructor and K-12 students to apply acquired knowledge and skills.

**ITL 602 Context: Education in the U.S. (4.50)**

**Prerequisite:** ITL 600

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 (4.50)**

Examines psychological, socio-cultural, linguistic, and other factors influencing development, learning, and the full range of learners, including English Learners, standard-English learners, students with exceptionalities, and students with other needs. Considers a variety of data to identify appropriate strategies and community-based resources to support all learners and their families.

**ITL 606 Learners and Learning II (4.50)**

**Prerequisite:** ITL 604

Examines theories and research regarding typical and atypical child and adolescent development and learning. Considers various data collection and assessment techniques guiding the selection of effective instructional strategies, practices, resources, and technologies needed to create environments supporting the full range of learners and provide equitable access to the curriculum.

**ITL 608 Design and Process of Teaching (4.50)**

**Prerequisite:** ITL 606

Candidates integrate principles of learning theories and factors influencing human development when designing instruction and evaluating instructional effectiveness. Candidates will utilize a four-stage cyclical model of planning, teaching, analyzing and reflecting in the process of learning-and-teaching to ensure all students equitable access to the curriculum.

**ITL 650A CP Internship A: Year 1 (4.50)**

**Corequisite:** ITL 651A

First half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 650B CP Internship B: Year 1 (4.50)**

**Corequisite:** ITL 651B; **Prerequisite:** ITL 650A

Second half (4 months) of intern experiences as a teacher of record in year one's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 650C CP Internship C: Year 2 (4.50)**

**Prerequisite:** ITL 650B

First half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 650D CP Internship D: Year 2 (4.50)**

**Prerequisite:** ITL 650C

Second half (4 months) of intern experiences as a teacher of record in year two's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Grading is S, U or In Progress (IP).

**ITL 650E CP Internship E: Year 3 (4.50)**

**Prerequisite:** ITL 650D

First half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Approved Committee for Academic Standards petition required. Grading is S, U or In Progress (IP).

**ITL 650F CP Internship F: Year 3 (4.50)**

**Prerequisite:** ITL 650E

Second half (4 months) of intern experiences as a teacher of record in year three's practicum. Approved CSET area. Six Teaching Performance Experience (TPE) domains composed of 45 new TPE elements. Approved Committee for Academic Standards petition required. Grading is S, U or In Progress (IP).

**ITL 651A CP Intern Seminar A (2.25)**

**Corequisite:** ITL 650A

Meets concurrently with ITL 650A CP Internship A: Year 1. Interns reflect as the teachers of record in their K-12 classrooms and apply the six Teaching Performance Expectation (TPEs) composing the 45 TPE Elements needed to pass CalTPA Cycle 1. Grading is S, U or In Progress (IP).

**ITL 651B CP Intern Seminar B (2.25)**

**Corequisite:** *ITL 650B*; **Prerequisite:** *ITL 651A*  
Seminar concurrently taken with ITL 650B CP Internship B. Six Teaching Performance Expectation (TPEs) domains composed of 45 TPE elements. CalTPA Cycle 2. Grading is S, U or In Progress (IP).

**LAW-Law****LAW 200 Intro to Law & Legal Writing (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** *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 (4.50)**

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 (4.50)**

This course will review contemporary issues including minority rights, abortion, free speech and criminal justice with a special emphasis on the affect these issues have on the business community

**ITL 690 Guided Study (1.00-6.00)**

Individual study course under the direction of a specified instructor. Requires prior approval of ITL lead faculty.

**LAW 402 The Art of Negotiation (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

An introduction to case brief writing and legal problem analysis. The classroom discussions employs the Socratic method used in law school classes.

**LAW 420 Advocacy (4.50)**

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 (4.50)**

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 (4.50)**

A survey of international law in (1) the civil environment including trade agreements and contracts, and alternative dispute resolution and (2) criminal law, including investigation and prosecution of human rights violation and the remedies for such violations.

**LAW 445 Administrative Law for Business (4.50)**

An advanced survey of administrative law and procedure and manner in which the various state and federal agencies are a part of the integral workings of business operations, including, but not limited to, the areas of environmental operations, employee relations, consumer good regulations, occupational safety.

**LAW 455 Public Contracting (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** LAW 310; LAW 400 and LAW 408

This course represents a culmination of the skills learned in previous research and writing courses. It consists of the preparation of a research document equivalent in form and content to an appellate brief. In the case of those students who have received an internship, this course will be assigned and the student graded on the writings produced during the internship, whether legal memorandum and/or briefs.

**LED-Organizational Leadership****LED 400 Introduction to Leadership (4.50)**

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 (4.50)**

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 (4.50)**

Analysis of constant and continuous change in modern organizational environments. This class will provide students with the skills needed to recognize the potential impacts of change on their organizations, and to lead their organizations through the change process effectively. Students will develop skills in assessing organizational culture and learn to create the learning organization of the future.

**LED 430 Conflict/Negotiation for Leaders (4.50)**

Effective conflict resolution, bargaining and negotiation are addressed in this course as methods for improving the organizational effectiveness in the long term. A special focus will be placed upon creation of win-win solutions to real life organizational situations. Conflict will be examined as both a necessary and challenging workplace phenomena.

**LED 440 Leadership Overview of Organization Function (4.50)**

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** (4.50)

**Prerequisite:** 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** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** LED 410 and LED 420

This course should be taken toward the completion of the BSOL course work, as it allows the student to develop strategies in identifying and interpreting quality research. The study of leadership involves both qualitative and quantitative research which informs effective leadership in an ever-changing and global business environment.

**LED 490 Leadership Capstone Project** (4.50)

**Prerequisite:** Completion of six of the preceding courses

The capstone course is designed to be the culminating work for the Bachelor's degree in Organizational Leadership. Under the guidance of the instructor, students will design a project to demonstrate their mastery of leadership theories, approaches and frameworks. Students will include scholarly research, attention to ethical frameworks, and critical analysis in their project. A professional presentation of 10-15 minutes of the student's project is required. Grading is H, S, or U only.

**LED 601 Ethics and Classic Theories** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

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 (4.50)**

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 (4.50)**

Identify quality information, data and research that inform decision making and strategy. Students will gain skills in interpreting data and develop critical thinking around key issues. In order to aid in analysis, explore statistical models and emerging data trends. Topics will include data analytics, overview of statistical models, data collection methods and critical interpretation of information.

**LED 615 Consulting and Assessments (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** LED 602; LED 603; LED 605; LED 620  
Students that are interested in teaching adults about leadership or intend on working in public or corporate leadership development will work with a leadership studies faculty member in an apprentice or mentoring framework. Students will gain understanding of adult learning theory, experiential teaching methodology including case-in-point, here-and-now, group dynamics and Socratic dialogue.

**LED 680 Leadership Research (4.50)**

**Prerequisite:** LED 601; 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 (4.50)**

**Prerequisite:** 5 LED courses

Working in teams or as individuals under the guidance of their assigned faculty advisor, students clarify research topics and identify scholarly sources from which data is gathered in preparation for the project. Students then gather data and present their research in both written and oral form to the client organization, if applicable, and to other students and faculty. Students may choose to prepare a project as described in the Leadership Project Handbook. Grading is H, S, or U only.

**LED 699 Guided Study (variable units) (1.50-4.50)**

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** LIT 100

This course is a survey of prominent modern authors from China in English translation. A selection of poems, short stories, novels, and plays will be considered. Attention will be given to social, intellectual, and political contexts out of which these works have arisen.

**LIT 311 British Literature I (4.50)**

**Prerequisite:** ENG 240 and; LIT 100

A survey of important British authors and literary trends from Chaucer through the middle of the 18th century.

**LIT 312 British Literature II (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of important British authors and literary trends from the late 18th century through the modern era, with a focus on Romantic, Victorian and Modernist writers and texts. Some attention will also be paid to colonial and post-colonial writing in English.

**LIT 315 Arabic Lit in Translation (4.50)**

**Prerequisite:** LIT 100

A survey of prominent authors from the Arabic speaking world in English translation. A selection of poems, short stories, novels, and plays will be treated. Attention will be given to social, intellectual, and political context out of which these works have arisen.

**LIT 321 American Literature I (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of important American authors and literary trends through the late 19th century. Texts will be situated in relation to cultural, philosophical, social and historical contexts, e.g., Puritanism and its legacies, varieties of American Romanticism, debates over slavery and gender roles, formation of national identities.

**LIT 322 American Literature II (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of important American authors and literary trends from the late 19th century through the present. Texts will be situated in relation to cultural, philosophical, social and historical contexts. Particular attention will be paid to the modernist canon and to works by women and authors of color that respond to American literary heritage and social conditions.

**LIT 338 Shakespeare (4.50)**

**Prerequisite:** ENG 240 and LIT 100

An examination of major works of William Shakespeare.

**LIT 345 Mythology (4.50)**

**Prerequisite:** ENG 240 and LIT 100

An examination of mythology. This course recognizes that myth-making is a creative activity central to all cultures, including our own society. Students analyze and compare mythological narratives from a variety of cultures.

**LIT 360 History of Literary Theory (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of major arguments about the nature of literature, literary expression, and literary experience from Plato through the mid-20th century.

**LIT 361 Lit. of the Ancient World (4.50)**

**Prerequisite:** LIT 100

An examination of literary works of two or more cultures from the beginnings of recorded literature until 100 C.E. All works will be read in English translation.

**LIT 365 Contemporary Literary Theory (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of important contemporary literary theories and their application to literary analysis and criticism.

**LIT 401 Contemporary Fiction (4.50)**

**Prerequisite:** ENG 240 and LIT 100

An upper-level seminar in contemporary fiction. Students will discuss and analyze major genres and movements in contemporary fiction, focusing on American fiction. Students will situate contemporary fiction in current political, cultural, historical and philosophical trends to better understand the relationship between fiction and the contemporary world.

**LIT 402 Contemporary Poetry (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A survey of important authors, movements, trends, and critical stances in contemporary poetry, with an emphasis on American poetry.

**LIT 410 African American Literature (4.50)**

**Prerequisite:** ENG 240 and; LIT 100

Examination of important representative works by U.S. African-American writers and theoretical approaches relevant to studying that literature. Emphases may vary in different sections.

**LIT 420 U.S. Latino Literature (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** ENG 240 and LIT 100

Provides students with a foundation for teaching children to read and learn through reading. Students learn to identify the stages in reading development, select appropriate literary texts for diverse learners at each stage, analyze children's literary texts, and assess the literacy and language development of young learners.

**LIT 443 World of the Short Story (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A look at short stories. The reading list includes varieties of form and style in short fiction drawn from world literature and focuses on contemporary writing.

**LIT 446 Studies in Poetry (4.50)**

**Prerequisite:** ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

**LIT 450 Studies in the Novel (4.50)**

**Prerequisite:** ENG 240 and LIT 100

Focused study of a particular theme, genre, period, or author.

**LIT 456 Studies in Drama (4.50)**

**Prerequisite:** ENG 240 and LIT 100

An examination of the conventions and varieties of dramatic texts and performance, focusing on drama of the 20th century. Includes discussion of both Western and non-Western traditions.

**LIT 460 Gender and Literature (4.50)**

**Prerequisite:** ENG 240 and LIT 100

A study of the representations of gender in literature to better understand changing literary aesthetics. Discusses assumptions about the ways gender permeates language and discourse.

**LIT 463 Contemporary World Literature (4.50)**

**Prerequisite:** ENG 240 and LIT 100

Study of contemporary literary works from diverse cultures outside the Anglo-American literary tradition.

**LIT 480 Literature of the Americas (4.50)**

**Prerequisite:** ENG 240 and LIT 100

This course will provide students with a hemispheric perspective to the study of the literatures of the Americas. The readings will come from a variety of prominent 20th century U.S. and Latin American literary texts. All works will be read in English translation.

**LIT 490 Guided Study (variable units)**

(1.50-4.50)

**Prerequisite:** ENG 240 and 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 (4.50)**

**Prerequisite:** Satisfactory completion of 8 upper-division ENG or 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.

**LMBA-Leadership Master Business Administration**

**LMBA 600 Orientation Course (1.00)**

This Orientation course is designed specifically to meet the needs of working professionals as they transition into their core MBA coursework. This course also provides students with the opportunity to develop a programmatic, personalized learning plan tailored to help them pursue their educational and personal goals. In this course, students will learn about the courses in the program and explore varying definitions of leadership as they formulate ideas for their own personal definition. They will develop individual, performance-based goals by creating a Personal Success Plan. Students will also evaluate their Microsoft Office skills and remediate any gaps that may exist.

**LMBA 601 Introduction to Leadership (2.00)**

**Prerequisite:** LMBA 600

This course provides the foundation for the study of the practice of leadership in the MBA. The course starts on the premises that leadership is a social process and that everyone is capable of practicing leadership. The course is built on an ontological consideration of leadership as a practice by introducing participants to various perspectives of leadership and their ontological constructs, culminating with the collaborative framework of the Center for Creative Leadership. Drawing from this exploration, participants will develop a leadership philosophy to inform them about their own practice of leadership.

**LMBA 602 Data-Informed Decision Making (4.00)**

**Prerequisite:** LMBA 600

This is a research course in which students analyze a leadership issue related to the direction, alignment, or commitment of organizational outcomes and then convert that issue into a research question. Students will investigate what is known about the issue (literature review), identify potential findings (theory and hypothesis), and develop a basic design (methodology) to answer the research question. The results will be a written report and presentation with a line of sight regarding how data-informed decision-making supports leaders in their strategic success.

**LMBA 603 Emerging Issues: Mngmt & LDRSP (3.00)**

**Prerequisite:** LMBA 600

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

**LMBA 604 Practices of Leadership (2.00)**

**Prerequisite:** LMBA 600

In this course, students will learn and apply the four fundamental skills relevant to leadership at all levels and across industries. They will analyze the performance of prominent leaders who practiced particular skills and explore how to apply those skills in their careers.

**LMBA 605 Fundamentals of Economics (4.00)**

**Prerequisite:** LMBA 600

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

**LMBA 606 Fin Statements & Mgr. ACCT (4.00)**

**Prerequisite:** LMBA 600

This course is designed to provide financial information to executives, managers, entrepreneurs, and other interested parties to make the best decisions toward achieving the goals, and objectives of their organizations. Topics include accounting implications and recognition of business acquisition, cost volume – Profit Analysis, and understanding financial Statements.

**LMBA 607 Corp Fin & Fin Str of an ENT (4.00)**

**Prerequisite:** LMBA 600

This course will cover the financial and legal structure of a company. Other topics include working capital management, time value of money, cost of capital, capital budgeting, dividend policy, globalization of finance, ethical standards, and financial strategy.

**LMBA 608 Leading in a Diverse Community (2.00)**

**Prerequisite:** LMBA 600

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

**LMBA 609 Mktg in an Information Age (4.00)**

**Prerequisite:** LMBA 600

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

**LMBA 610 Organizational Design and HRM (3.00)**

**Prerequisite:** LMBA 600

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

**LMBA 611 Leading Change (4.00)**

**Prerequisite:** LMBA 600

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

**LMBA 612 Leading Across Boundaries (2.00)**

**Prerequisite:** LMBA 600

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

**LMBA 613 Strategic Leadership (2.00)**

**Prerequisite:** LMBA 600

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

**LMBA 614 Capstone: Strategy (4.00)**

**Prerequisite:** LMBA 600; **Recommended: Prior completion of:** core competency courses.

A capstone course requires students to integrate principles, theories, and methods learned in courses required throughout their academic career. This project-based capstone is designed for students to use possibility thinking in order to demonstrate application, learning, and integration of all course material and core content into a business plan or leadership portfolio. Students can select which type of capstone is desired and 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, gather relevant data, and integrate and apply knowledge and skills learned in preceding courses. 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.

**LOG-Logistics****LOG 410 Procurement and Inventory Mgt (4.50)**

Procurement of goods and their storage costs impacts a firm's competitive advantage. Prominence placed on reducing cost of purchasing while increasing product quality through co-creation of value. Evaluation of the costs, benefits and risks of holding inventory in the face of uncertain demand and product innovation. Implementation of lead-time reduction techniques to respond to changing demands and competition in a global, eCommerce market.

**LOG 420 Omni-channel Distribution (4.50)**

Linking a business enterprise to its suppliers and customers, transportation is among the more critical and increasingly complex functions within a business enterprise, especially in the competitive globalized business environment. Evaluation of the modes of transportation and principles such as Just-in-Time delivery, Transportation Management Systems, Routing and Scheduling and Automatic Identification. Culminates in the operation of Distribution Centers in an Omni-channel distribution system to create world-class customer service from order to returns.

**LOG 430 Global Logistics (4.50)**

**Prerequisite:** LOG 420

Development of strategies for the selection of international suppliers and then movement of goods across national boundaries. Discussion and analysis of modes of entry, global storage and transportation choices, international contracts and terms, and logistics risk management in order to add value through supply chain integration. Impact of international trade laws, culture, distance and time to make optimal logistics decisions. Emphasis on practical application of course concepts and systems thinking using case studies and mathematical models.

**MAE-Master Arts in Education**



**MAE 610 Plan of Study & Prac Research (4.50)**

Required first course in the MAE program. Course participants are presented with essential experiences and exercises to a) select MAE emphasis courses that align with MAE Program Learning Outcomes (PLOs) and b) evaluate practitioner research paradigms and effective research designs used in education by practitioner researchers.

**MAE 670 App Prctnr Rsrch & Cust Study (4.50)**

Presents course participants with experiences and exercises to: a) develop a practitioner research proposal based on a relational practitioner research question and b) produce a reflective presentation that evaluates plan of study digital portfolio artifacts alignment to MAE Program Learning Outcomes.

**MCW-Creative Writing****MCW 630 Seminar in Fiction (4.50)**

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 645 Seminar in Poetry (4.50)**

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.

**MAE 691 Special Topics (0.50-6.00)**

Provides guided study opportunities to; 1) describe, apply, or analyze knowledge, skills, or behaviors of selected special topics, 2) design learning science-based instruction for a special topic, 3) design targeted assessments for a special topic and 4) evaluate curriculum, instructional and assessment of a special topic.

**MCW 650 Seminar in Creative Nonfiction (4.50)**

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.

**MGT-Management****MGT 309 Prin. of Mgmt & Organizations (4.50)**

Introduction to the roles of managers and the vision, mission and goals of organizations. Investigates management theories and explores the four primary functions of managers: Planning, Organizing, Leading and Controlling. Covers issues related to human resource management, organizational structure and behavior, creative problem solving, effective communication, and the management of teams, change and innovations.

**MGT 351 Process Improvement Management (4.50)**

Fundamental concepts of managing production of goods and operation of services. Focus on managing customer needs through continuous process improvement, cost management, and quality management. Lean concepts are used to reduce waste throughout every process. Additional topics include production strategy, product and process design, inventory management and supply chain management. Students who have taken MGT 451 cannot take MGT 351.

**MGT 400 Ethics in Law, Business & Mgmt (4.50)**

Exploration of values and ethics in businesses that operate locally and internationally. Moral philosophies, values, conflict of interests, discrimination, business cultures, and ethical standards are critically presented. Ethical leadership of people, technology and sustainability are used in the development and implementation of ethical business programs.

**MGT 422 Team Bldg, Interpers Dynamics (4.50)**

An overview of the issues of quality applied to human resources management, topics include the delegation of authority and empowerment, work groups, team building, and employee involvement, reward/recognition programs and employee morale, and the importance of written and oral communication skill in the delegation, sharing, and execution of work. Students gain a clearer understanding of the ways the workplace is changing to improve productivity and profitability.

**MGT 451 Production & Ops Management (4.50)**

**Prerequisite:** MNS 407

A survey of the fundamental concepts of production and operations management. Use of quantitative methods for forecasting, resource allocation, capacity planning, inventory management, and quality assurance. Focus is on improving production efficiency while simultaneously enhancing effectiveness through better managerial decision. Concludes with management skills to align the organization with external suppliers and customers using Supply Chain Management. Students who have taken MGT 351 cannot take MGT 451.

**MGT 480 Capstone: Strategic Bus Mgt (4.50)**

**Prerequisite:** Complete all "Preparation for the Major" courses and all other courses listed as "Requirements for the Major."

Application of strategic management principles to develop, organize, finance, and operate a business enterprise. Integrates and applies knowledge and skills gained in other business and management courses to create a competitive strategy.

**MGT 481 Foundations of Entrepreneurshi (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (0.50-9.00)**

This course is individual study under direction of instructor. It requires prior approval of appropriate academic department.

**MGT 601M Principles of Management (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

This course provides an introduction to the connection between individual performance and organizational achievement. Topics include aligning individual objectives with organizational objectives, motivation, performance appraisal, coaching, and rewarding successful performance.

**MGT 608 Info & Supply Chain Systems (4.50)**

Students focus on major corporate applications of information technology, learning how business decisions are facilitated by these tools. Specific applications include the effective and efficient management of projects, inventory and transportation. The course concludes with the evolution of logistics into the broader scope of supply chain management, focusing on how enterprise-wide information systems enable this cross-functional, inter-firm collaboration that leads to new competitive advantages.

**MGT 625 Managerial Communication (4.50)**

This course explores the important roles that communication plays in managers/leaders being effective in their tasks as they exchange meaning with supervisees, peers, supervisors, the larger organization, and the community. Both formal and informal communication will be addressed. Additionally, issues such as cross-cultural communication, ethics, conflict resolution, crisis communication, and developing organizational communication competencies will be investigated.

**MGT 652 Business Simulation (4.50)**

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 (4.50)**

**Prerequisite:** MGT 605; MGT 608; MKT 602; MNS 601; ECO 607; IBU 606; ACC 604; 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.

**MKT-Marketing****MKT 200 Basic Marketing (4.50)**

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 (4.50)**

This course is the introduction to contemporary marketing theory and practice in both the local and global marketplace. Basic concepts of marketing are examined with an emphasis on marketing positioning, segmentation and targeting as well as product development and distribution.

**MKT 420 Principles of Consumer Behavior (4.50)**

*Discontinued*

**Prerequisite:** MKT 302A

A study of the dynamics of human behavior and how it relates to the purchase decision, the course provides an in-depth view of the many factors that influence the consumer's decision-making process including personality, social groups, culture, values structure, perception, and learning. Course material is related to market strategy development through lecture, case, and field study.

**MGT 690 Guided Study (0.50-9.00)**

This is individual study under direction of instructor. It requires prior approval of appropriate academic department.

**MGT 695C Capstone (4.50)**

**Prerequisite:** MGT 605 ; MGT 608; MKT 602; ECO 607; MNS 601; ACC 604; FIN 609A; 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 430 Intro to Global Marketing (4.50)**

**Prerequisite:** MKT 302A

An introduction to the cultural environment of global markets, including such topics as cultural dynamics, management styles, and political and legal environments. Students learn how to assess global marketing opportunities as well as develop and implement strategies to capitalize on those opportunities.

**MKT 434 Marketing Research & Analytics (4.50)**

**Prerequisite:** MKT 302A

A course that gives the student an overview and practical application of contemporary methods for gathering, analyzing, and preparing market research for use in marketing decision making. It focuses on defining organizational information needs and designing appropriate research methods to obtain it. Specific topic areas include qualitative and quantitative research methods, secondary research, internal market intelligence systems, and data analysis.

**MKT 440A Sales Techniques & Methodology**(4.50) *Discontinued***Prerequisite:** MKT 302A

A survey of the essential principles of salesmanship and selling techniques, the course includes the approach to non-manipulative selling and benefit identification. Also covered is how to identify the right market segment, prospect, and plan for personal selling. It introduces direct selling and provides exercises that enhance the direct selling process

**MKT 441 Channel and Value Networks** (4.50)*Discontinued***Prerequisite:** MKT 302A

A study of all phases of management skills in the field of physical distribution with emphasis on customer service and international distribution strategies, the course covers distribution strategies for products and services. It pays specific attention to direct distribution (from manufacturing to retail), indirect distribution (agents, independent representatives, and VARs), and direct marketing (fulfillment centers).

**MKT 442A Intro to Public Relations** (4.50)*Discontinued*

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** (4.50)*Discontinued***Prerequisite:** MKT 302A

A survey of effective advertising techniques in multiple media (virtual, visual, radio, television) and advertising campaign allocation methods.

**MKT 445 Digital Marketing** (4.50) *Discontinued***Prerequisite:** MKT 302A

An introduction to digital marketing that explores the development, implementation, and measurement of digital-based marketing strategies and tactics including search engine optimization (SEO), social media marketing, and online advertising.

**MKT 446 Introduction to Services Mkt** (4.50)*Discontinued***Prerequisite:** MKT 302A

This course examines services marketing as distinct and separate from product marketing. Discussions focus on the theory and practice of designing and developing service marketing strategies for segmented populations. Emphasis is placed on positioning various types of services through added value and immediate response using technology to communicate effectively in a global market.

**MKT 450 Business Model Innovation** (4.50)**Prerequisite:** MKT 302A

This course gives the student an overview and practical application of emerging business models in contrast to the traditional business models within the strategic marketing plan. It focuses on defining customer lifetime value in the emerging platform business world. Specific topic areas include sharing economy, subscription services, fractional ownership, value exchange, data monetization, business to individual, and inventory-free retail.

**MKT 458 New Product Management** (4.50)**Prerequisite:** MKT 302A

This course gives the student an overview and foundational understanding of the product management role and its importance in marketing decision-making. It focuses on the underlying strategy for the introduction of new products and services. Specific topic areas include product strategy, product development, and product lifecycle management.

**MKT 460 Consumer Behavior** (4.50)**Prerequisite:** MKT 302A

This course is designed to provide a contemporary view of consumer behavior. The course will delve into the psychology of marketing and the impact cognitive biases have on consumer decision-making. A focus on consumer motivations, brand loyalty, influence marketing, and adoption models in emerging markets. Specific areas covered are self, personality, lifestyle, and the consumer decision-making process.

**MKT 462 Brand Management (4.50)**

**Prerequisite:** MKT 302A

This course gives the student an overview and practical application of brand management. It focuses on exploring the developing, sustaining, and leveraging brands in the marketplace. The course introduces brand research, brand development, and brand management and the importance for the modern marketer. Specific topic areas include brand management history, brand awareness, brand equity, and contemporary brand-sustaining strategies in the digital age.

**MKT 464 Advertising Management (4.50)**

**Prerequisite:** MKT 302A

This course gives the student an overview and practical application of traditional and online methods for advertising management. It focuses on defining traditional advertising management in contrast to digital omnichannel marketing management strategy. Specific topic areas include variances in advertising management in B2B, B2C, C2C, and emerging business to individual B2I models in the marketing digital transformation.

**MKT 470 Services Marketing (4.50)**

**Prerequisite:** MKT 302A

This course is designed to assist students pursuing a marketing career in the service industry, but is also a pivotal course for all marketers to understand, given the rise in the service sector. The course provides a comprehensive overview of the various methods deployed in the service sector for use in marketing decision-making. It focuses on defining the seven Ps of service marketing and the gap model of service quality and the role of technology in services marketing. Specific topic areas include the customer experience of service quality and service as a competitive advantage.

**MKT 480 Integrated Mkt Comm Capstone (4.50) *Discontinued***

**Prerequisite:** Completion of 31.5 quarter units of upper-division core requirements; MKT 302A

This course aims to synthesize the marketing knowledge gained through various core courses required in the program. This will include integration of the program learning outcomes through research project.

**MKT 602 Marketing Management (4.50)**

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 (4.50)**

**Prerequisite:** MKT 602

An in-depth study of how psychological, sociological, and cultural variables influence buying behavior and marketing strategy development. It focuses on identifying the relevant behavioral variables in a given product purchase situation and determining how marketing strategy can be adapted to meet the ways in which consumers perceive, select, and buy. It uses advanced cases and a field study project.

**MKT 631 Global Marketing (4.50)**

**Prerequisite:** MKT 602

A study of strategic planning and organizing for international marketing, researching global markets, marketing consumer products, industrial products, and services in the world market, the course explores the international advertising and promotion effort, personal selling and personnel management, pricing, distribution systems, export trade mechanics and logistics, financial requirements for international marketing, and coordinating and controlling global operations. It also discusses the effect of trade agreements on international business.

**MKT 634 Market Research (4.50)**

**Prerequisite:** MKT 602

An examination of principles and techniques of market research with emphasis on quantitative applications, this course focuses on defining organizational information needs and designing appropriate research methods to obtain information. It covers qualitative and quantitative research methodologies, secondary research, internal market intelligence systems, and data analysis.

**MKT 651 Mobile Marketing (4.50)****Prerequisite:** MKT 602

This course covers how mobile marketing is defining business today, including strategy, tracking ROI, advertising, applications and mobile websites. From text messaging to QR codes, consumer interactions with mobile devices, and the laws and ethics of mobile marketing are explored in this course.

**MKT 653 Social Media (4.50)****Prerequisite:** MKT 602

This course gives a foundation to the practical business applications of social media in a marketing world. Through Facebook, LinkedIn, blogs, YouTube, Pinterest and other platforms, students discover that social media is for more than just making friends and that there are now only a few degrees of separation globally. Students learn that social media is about marketing at the right time, place and with the right message for existing as well as prospective customers with both legal and ethical behaviors.

**MKT 660 Strategic Marketing Simulation (4.50)****Prerequisite:** MKT 602; MKT 620; MKT 631 and MKT 634

Students will participate in a group simulation activity and will have hands on "live" experience, making strategic marketing decisions that affect the business viability. Students master the marketing concepts of production, channels of distribution, branding, promotion, segmentation, targeting, pricing and competition as they make decisions that affect the future profitability of the business entity.

**MKT 670 Selected Topics in Marketing (4.50)****Prerequisite:** MKT 602

This course that is developed on request from regional centers to serve specific regional educational and business needs. Potentially it covers topics such as telecommunications, computers, health care services, marketing communications, retail management, and/or industrial marketing.

**MMS-Mild Mod Support****MMS 617 Intro Assm, Collab, & Instrt (4.50)****Prerequisite:** SED 615

This course provides candidates with knowledge in identifying students with mild/moderate disabilities and their needs for service delivery, placement, IEP development and instruction. The course will address how to apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments and how to apply evidenced-based high leverage practices with a range of student needs. Candidates will recognize how mild/moderate disabilities affect students in their ability to learn the California core curriculum. In addition, candidates will examine effective strategies to coordinate and collaborate with paraprofessionals and other adults in the classroom.

**MMS 620 Assmnt, Differentiation M/M (4.50)****Prerequisite:** MMS 617

Emphasize the use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with MMSN. Examine appropriate selection of assessment tools and methods, administration, and analysis of data to determine present level of performance, write IEP goals, and plan instruction for students with MMSN.

**MMS 623 Collaboration & Case Mgmt (4.50)****Prerequisite:** MMS 620

Examine the roles and responsibilities of the educational specialist in a multi-disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

**MMS 625A Student Teaching for M/M: A (2.25)****Prerequisite:** MMS 623; **Corequisite:** MMS 629A

First half (8 weeks) of supervised student teaching for M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 625B Student Teaching for M/M: B (2.25)**

**Prerequisite:** MMS 625A; **Corequisite:** MMS 629B

Second half (8 weeks) of student teaching experience toward the M/M authorization. Establishment of 300 of 600 total hours. Clinical practice placement in a district-university approved California TK-12 special education classroom. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627A Internship A (2.25)**

**Prerequisite:** MMS 623; **Corequisite:** MMS 629A

First half (4 months) of intern experiences as a teacher of record required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627B Internship B (2.25)**

**Prerequisite:** MMS 627A; **Corequisite:** MMS 629B

Second half (4 months) of intern experiences as a teacher of record in second half of practicum experience required for an Education Specialist Credential with a M/M authorization. Grading is S, U or In Progress (IP). Does not grant graduate units towards graduate degree.

**MMS 627C Internship C (2.25)**

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627D Internship D (2.25)**

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627E Internship E (2.25)**

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 627F Internship F (2.25)**

Continued Internship Support for Mild/Moderate teacher candidates, which provides targeted support for their internship as required by the Commission on Teacher Credentialing (CTC). This 4-month (2.25 units) course will be repeated by individual interns until they have successfully completed all the credential requirements for the Preliminary Education Specialist Credential with Authorization in Mild/Moderate. Does not grant graduate units towards graduate degree.

**MMS 629A Seminar A (2.25)**

**Prerequisite:** MMS 623; **Corequisite:** MMS 625A OR; MMS 627A

This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.

**MMS 629B Seminar B (2.25)**

**Prerequisite:** MMS 629A; **Corequisite:** MMS 625B OR; MMS 629B

Student Teaching "B" Courses Description: This is the culminating course taken concurrently with Student Teaching for preliminary authorization program in Mild/Moderate Support Needs. The seminar courses are 2.25 quarter units each and will be taken concurrently with clinical practice courses.



## MNP-Mental Health Nurse Practitioner

### **MNP 643 Psychopharmacology in MH Care** (4.50)

Advanced concepts in pharmacogenomics, pharmacokinetics, and pharmacodynamics for targeted symptoms in the management of various psychiatric disorders. Management of symptoms for various populations and risk-mitigation strategies are presented for clinical problems in primary mental health settings. Use of psychopharmacologic agents with medical comorbidities. Patient adherence strategies examined.

### **MNP 687 MH Care: Children/Adolescents** (4.50)

#### **Corequisite:** MNP 687C

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 687C Children/Adoles Practicum** (6.00)

#### **Corequisite:** MNP 687

Facilitate Practicum experience of the PMHNP student with children/adolescents in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of children/adolescents with developmental, behavioral or psychiatric disorder. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 180 preceptored/field experience clinical hours. Grading is S/U only.

### **MNP 688A Introduction to Psychotherapy** (4.50)

#### **Corequisite:** MNP 688C

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 MNP688C are taken concurrently.

### **MNP 688C Intro Psychotherapy Practicum** (4.00)

#### **Corequisite:** MNP 688A

Learner applies theories and principles of psychotherapy learned in MNP688A. Assesses motivation and readiness for treatment. Applies various theories of behavior patterns, belief systems, therapeutic relationship strategies based on evidence to reduce emotional stress, facilitate cognitive and behavior change, and foster growth. Required 120 preceptored/field experience clinical hours. MNP688A and MNP688C are taken concurrently. Grading is S/U only.

### **MNP 694 MH Care: Adults/Aging Adults** (4.50)

#### **Corequisite:** MNP 694C

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 694C Adults/Aging Adults Practicum** (8.00)

#### **Corequisite:** MNP 694

Facilitate practicum experience of the PMHNP student with adults/aging adults in mental health care settings. Accurately assess, plan, intervene, and evaluate the care of adults/aging adults with mental illness. Perform the advance practice role of manager, clinician, educator, researcher, and consultant in the provision of mental health services. Required 240 preceptored/field experience clinical hours Grading is S/U only.

### **MNP 697 PMHNP Capstone** (4.50)

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 (4.50)**

Key mathematical and statistical concepts useful for understanding business problems and making informed decisions with the right tools are introduced. Concepts relate to numbers, formulas, linear equation models and descriptive statistics. Applications focus on personal decisions and decisions within businesses in the areas of finance, discounts, pricing, interest rates, loans, insurance, investment, payroll and taxes. Microsoft Excel is the software used in this class. MNS 205 and MTH 210 are the primary quantitative courses required for MNS 407. Students who have taken college algebra or calculus (MTH 215 or MTH 220) are exempt from this course.

**MNS 407 Management Science (4.50)**

**Prerequisite:** MNS 205 and MTH 210

An introduction to the fundamentals of business analytics. Focuses on the management science approach for problem solving, the application of linear programming, the use of decision analysis techniques, as well as project management tools. It is practical and students gain advanced skills in Excel. This course is a prerequisite for MGT 451.

**MTH-Mathematics****MTH 12A Algebra I (4.50)**

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 (4.50)**

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)

**MNS 601 Statistics for Business (4.50)**

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 (4.50)**

Focus on major corporate applications of information technology, learning how business decisions are facilitated by these applications, including information as a competitive resource, supply chain management, enterprise-wide systems, knowledge management, and data mining. Topics are addressed from a systems approach, emphasizing effective managerial use of such information systems.

**MTH 204 Mathematics for Science (4.50)**

**Prerequisite:** 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, SCI 104 and SCI 104A, SCI 101 and SCI 101A, SCI 102, SOC 100 and SOC 260.

**MTH 209A Fundamentals of Mathematics I (4.50)**

**Prerequisite:** MTH 12A and MTH 12B

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

**MTH 210 Probability and Statistics (4.50)**

**Prerequisite:** MTH 12A and MTH 12B, or Accuplacer test placement evaluation

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. Calculator with statistical functions is required.

**MTH 215 College Algebra & Trigonometry (4.50)**

**Prerequisite:** MTH 12A and MTH 12B, or Accuplacer test placement evaluation

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 (3.00)**

**Prerequisite:** MTH 12A and MTH 12B, or Accuplacer test placement evaluation

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 (3.00)**

**Prerequisite:** MTH 216A

The second month of a comprehensive two-month treatment of algebra and trigonometry; this course is a continuation of MTH 216A. Topics include trigonometric functions, analytic trigonometry and application, parametric equations, matrix algebra, sequences and series, and applied problems. Graphing calculator may be required.

**MTH 220 Calculus I (4.50)**

**Prerequisite:** MTH 216B, or MTH 215, or Accuplacer test placement

(Cross listed and equivalent to CSC208) An introduction to limits and continuity. Examines differentiation and integration concepts with applications to related rates, curve sketching, engineering optimization problems and business applications. Students may not receive credit for both MTH220 and CSC208.

**MTH 221 Calculus II (4.50)**

**Prerequisite:** MTH 220

A discussion of differentiation and integration concepts of the natural logarithm, exponential and inverse trigonometric functions and applications to volumes of revolution, work and arc length. Covers improper integrals and highlights ideas and contributions of Natpier, Huygens and Pascal. Graphing calculator is required.

**MTH 222 Calculus III (4.50)**

**Prerequisite:** MTH 221

A study of sequences, Taylor Polynomials, infinite series, and tests for convergence, and the power series. An overview of ordinary differential equations; the initial-value Problem; exactness and integrating factors; and Bernoulli and higher-order equations with forcing functions. Graphing calculator is required.

**MTH 223 Calculus IV (4.50)**

**Prerequisite:** MTH 222

A study of functions of several variables: extrema and Lagrange Multipliers, with application to today's optimization-problems in engineering, business, and ecology. Vector algebra and space geometry; Kepler's Laws with application to satellite orbital velocity problems and the rendezvous phenomenon, iterated integrals and applications, the Jacobian transformation will be studied. A graphing calculator is required.

**MTH 301 Fundamentals of Mathematics II (4.50)**

**Prerequisite:** MTH 209A

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 311 Topics from Geometry (4.50)**

**Prerequisite:** MTH 216B, or MTH 215, or Accuplacer test placement

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 (4.50)**

**Prerequisite:** MTH 215, or MTH 216A and MTH 216B and MTH 210

An introductory to mathematical modeling, utilizing a variety of diverse applications from physical, biological, business, social, and computer sciences. Discuss the limitations, as well as the capabilities, of mathematics as applied to understanding of our world. Teaches problem identification, models of solutions and model implementation. Graphing calculator is required.

**MTH 325 Discrete Mathematics (4.50)**

**Prerequisite:** MTH 215, or MTH 216A and MTH 216B

(Cross listed and equivalent to CSC331) This course studies combinatorial 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 330 Applied Statistical Methods (4.50)**

**Prerequisite:** MTH 210

This course is a continuation of the Introductory Statistics MTH 210 course. It includes the study and application of descriptive statistics, data displays, measures of central tendency and variability, random variables, sampling distributions, estimation, hypothesis tests, linear regression, and correlation.

**MTH 410 Technology in Math Education (4.50)**

**Prerequisite:** MTH 215, or MTH 216A and MTH 216B, or MTH 301

Computer Technology in the Mathematics Classroom An overview of the computer-based technology in the mathematics classroom. Evaluates graphing calculators, and computer software such as Maple, Scientific Workplace, Geometer's Sketchpad, MiniTab, SPSS, and others to determine their value in illuminating concepts in the curriculum.

**MTH 411 Number Theory (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** MTH 215, or MTH 301, or MTH 216A and MTH 216B

Examines currents in the development of mathematics and throughout ancient Egypt, Babylon, China, and the Middle East. It studies math's influence on society through the major events of Europe, contemporary developments, and some projections into the future, including the women and men who played key roles in evolution of mathematics.

**MTH 416 Algebraic Structures (4.50)**

**Prerequisite:** MTH 435 and MTH 325

A look at groups, rings and fields, as well as applications of these structures. Discusses equivalence relations, Lagrange's Theorem, homomorphisms, isomorphisms, Cayley's Theorem and quaternions. Graphing calculator may be required.

**MTH 417 Foundations of Geometry (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** MTH 210 and MTH 220

An examination of statistical applications to business, computer science, psychology, education, social sciences, and mathematics with fundamental concepts of probability distribution, mathematical models relating independent and dependent random variables, hypothesis testing and experimental design. Includes fundamental analysis of variance, various distributions and methods of regression, analysis and scaling.

**MTH 435 Linear Algebra (4.50)**

**Prerequisite:** MTH 220 and MTH 325

An examination of systems of linear equations and matrices, elementary vector-space concepts and geometric interpretations. Discusses finite dimensional vector spaces, linear functions and their matrix representations, determinants, similarity of matrices, inner product, rank, eigenvalues and eigenvectors, canonical form and Gram-Schmidt process. Computer software will demonstrate computational techniques with larger matrices. Graphing calculator or appropriate software may be required.

**MTH 460 Problem Solving Strategies (4.50)**

**Prerequisite:** MTH 416 and MTH 417

The aim in the course is not to impart any specific body of knowledge, but rather to foster the students' understanding that mathematics is a science of identifying, solving problems and generalizing. The course includes the description of main approaches to solving standard and challenge math problems.

**MUL-Multimedia****MUL 200 Communication Tools (4.50)**

**Prerequisite:** ENG 102 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 201 History of Graphic Design (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.

The course introduces students to the history, tools and theories of graphic design, with an emphasis on current digital media design tools and principles and their impact on culture.

**MTH 461 Methods of Teaching Math (4.50)**

**Prerequisite:** MTH 311 and MTH 412 and 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.

**MUL 203 History of Vis. Storytelling (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

This course examines the history of storytelling as a cultural and sociological phenomena, and the evolution of the media used to tell stories.

**MUL 245 Principles of Web Design (4.50)**

**Prerequisite:** ENG 102 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 (4.50)**

**Prerequisite:** ENG 102 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 308 Vector Graphics (4.50)**

**Prerequisite:** ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course covers concepts and tools used to create content through vector drawing tools for web, print, and mobile platforms.

**MUL 309 Camera and Image (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course provides a foundation for understanding the mechanisms of still and video cameras and the key features to consider for creating professional level imagery. Topics include composition, the exposure triangle, the rule of thirds, depth of field, montage, camera angle, and lighting.

**MUL 312 Digital Image Compositing (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 Students must have proven competency level to be successful in the more advanced subjects in the program.

Students receive in-depth training in image composition and raster image editing.

**MUL 316 e-Publishing (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course prepares students to create and design digital content for electronic publication.

**MUL 335 Digital Design for Print (4.50)**

**Prerequisite:** ENG 102; COM 100, or COM 103

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

**MUL 345 Applied Web Design (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

Students will get hands-on training utilizing the principles and techniques of web design within the digital media industry. The course is an in-depth study of effective web page design using structured markup languages, and efficient site architecture. Students will engage in projects in content development, navigation, and usability (ie: UX - user experience) and deployment.

**MUL 353 2-D Design & Interactivity (4.50)**

**Prerequisite:** Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course provides training in creating scalable and interactive 2-D vector based objects.

**MUL 356 Video Game Rendering & AR/VR (4.50)**

**Prerequisite:** ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

In-depth, hands-on application of game development engines and Augmented and Virtual Reality systems.

**MUL 365 Digital Video Editing (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course provides students with in depth experience working with non-linear editing software (NLE) to create engaging and highly effective video projects.

**MUL 372 Foundations of 3-D Design (4.50)**

**Prerequisite:** ENG 102; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. and MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

The course provides students with in an exposure to all phases of video game design from concept to completion. Steps include pre-production, completion of a game design document, prototyping, 3-D modeling, and animation.

**MUL 375 3-D Modeling for Game Art (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

Hands-on application of 3-D graphics and modeling techniques. Produce basic 3-D elements and apply materials, textures and lighting for film, video, print and gaming applications.

**MUL 385 Video Game Animation (4.50)**

**Prerequisite:** All general core courses

Provides a hands-on introduction to the basics of 3-D and character animation for video game development. Students produce basic 3D environments and animation, as well as animated characters for use in video games and simulations. They apply aesthetic and usability criteria specific to video games. The course covers technological constraints of 3D and character animation; appropriate uses of animated 3D characters and elements to enhance game message delivery and interactivity; and the management of digital assets for optimal delivery of media. Software instruction is in 3-D Studio Max.

**MUL 390 User Interface Design (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

Hands-on introduction in the basics of user interface design for various platforms (i.e. web, mobile, etc.). Students will learn all phases of user interface design from conception to final output.

**MUL 420 Multimedia Arts Portfolio Proj (4.50)**

**Prerequisite:** All general core 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 461 Motion Graphics Vis. Effects I (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

A hands-on course in motion graphics and visual effects (VFX) for various media output; the course presents the current software tools used to build and deliver motion graphics and visual effects.

**MUL 462 Digital Audio Creation (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.

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. The course is an exploration into role audio has in digital media and the process of editing and creating digital audio for numerous platforms. Topics include Sound Effects (SFX), musical score, and narration.



**MUL 465 Motion Graphics Vis Effects II (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 201 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program. ; MUL 203 with a minimum grade of C. Students must have proven competency level to be successful in the more advanced subjects in the program.; MUL 461 with a minimum grade of C. This is an advanced level class, which requires students to complete the prior class in the sequence (MUL 461) before beginning this class. Students will continue their progress from the previous course and build on their competencies. Focus will be on tracking, chroma keying, rotoscoping, and compositing.

**MUL 471 Adv Digital Interactivity Proj (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of . ; 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 483 Final Project I (4.50)**

**Prerequisite:** ENG 102 with a minimum grade of C. Students must have proven college level writing skills to be successful in their written assignments in the program.; MUL 300; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465

This course is an opportunity to go in-depth, on a topic covered in the program. Students will select a topic (with instructor approval) and complete all phases of production (conception, design, development, launch and post assessment).

**MUL 485 Final Project II (4.50)**

**Prerequisite:** ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465

This course is an opportunity to in-depth on a topic covered in the program. Students will select a topic (with instructor approval) and complete all phases of production (conception, design, development, launch and post assessment). The student may use the class as a continuation of the project in MUL 483 or for a new project.

**MUL 487 Dig Med Dsgn Portfolio, Thesis (4.50)**

**Prerequisite:** ENG 102; MUL 201; MUL 203; MUL 308; MUL 309; MUL 312; MUL 316; MUL 345; MUL 353; MUL 356; MUL 365; MUL 372; MUL 375; MUL 390; MUL 461; MUL 462; MUL 465; MUL 483; MUL 485

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 industry employer. Students will also submit a written thesis documenting their creative journey in the program. Grading is H, S or U only.

**MUL 490 Guided Study (1.50-4.50)**

**Prerequisite:** Faculty Determined.

Courses require individual study under direction of instructor. Furthermore, course requires proper approval of appropriate academic department.

**MUL 495 Internship (1.50-4.50)**

Internship

**MUS-Music****MUS 100 Fundamentals of Music (4.50)**

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 (4.50)**

**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 (4.50)**

**Prerequisite:** ENG 102; **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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

An exploration of musical traditions and techniques in a variety of cultures, including Japan, India, Native America, South America, and Africa. Broadens students' cultural understanding of music.

**NSG-Nursing****NSG 202 Nursing Pharmacology Concepts (4.50)**

Students will learn basic pharmacological concepts related to pharmacotherapeutics, pharmacodynamics, and pharmacokinetics. The course is organized using major drug classifications, and prototypes to illustrate drug actions, side effects, contraindications, precautions and nursing implications. The nursing process is introduced in the context of drug therapy. Other special considerations will be discussed.

**NSG 204 Nrs Found & Health Assess (4.50)**

**Recommended Preparation:** Nursing Student Group

Utilizing the nursing process framework, this course focuses on meeting basic human needs through planning and implementing nursing care to contribute to achievement of health goals of the patient. This course covers beginning knowledge of patients with commonly occurring health problems. The student will learn therapeutic communication techniques and develop interviewing skills. The student will learn a holistic approach to health assessment as the basis for nursing intervention and practice. Concurrent enrollment in 204A is required unless approved by the Department Chair. (Nevada only).

**NSG 204A Nrs Found & Health Assess Lab (4.50)**

**Recommended Preparation:** Nursing Student Group

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 laboratory and diagnostic procedures throughout the lifespan of clients. Using the language of nursing, students will devise basic plans of care for patients. Practical application of beginning knowledge and skills required for nursing care of patients with commonly occurring health problems is demonstrated in both laboratory and clinical settings. Through simulation and patient interaction, use of therapeutic skills of communication will be analyzed. Clinical Laboratory is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements. Concurrent enrollment in 204 is required. (Nevada only)

**NSG 214 Health Assessment (4.50)****Corequisite:** NSG 214A; **Recommended****Preparation:** Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75

Introduction to foundational concepts of health assessment to systematically gather and analyze data using a patient-centered care approach. Concepts include obtaining a health-history, using therapeutic interviewing skills, performing a comprehensive head-to-toe and problem-focused physical exam, psycho-social and socio-cultural influences, and application of related current evidence. Concurrent enrollment in NSG 214A is required.

**NSG 214A Health Assessment Clinical Lab (1.50)****Corequisite:** NSG 214 Admission into the nursing program and completion of required general education preparation with a minimum GPA 2.75.

Students will learn and engage in the practical application of a holistic patient-centered approach to health assessment as a basis for providing safe, quality nursing care. Students will practice the concepts learned in NSG 214. Current evidence will be utilized to demonstrate sociocultural variations on health assessment.

**NSG 240 Foundations of Nursing (4.50)****Prerequisite:** NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; **Corequisite:** NSG 240A

The purpose of this course is to introduce basic nursing concepts of health/illness continuum, patient-centered care, environment of care, legal, ethical, and regulatory requirements, and professional nursing roles. This course implements the utilization of the nursing process based on scientific evidence to provide holistic care for adult and geriatric populations with stable health and chronic medical conditions. Concurrent enrollment in NSG 240A is required unless approved by the Department Chair.

**NSG 240A Foundations Clinical Lab (3.50)****Prerequisite:** NSG 214; NSG 214A; NSG 304; NSG 403; NSG 422; **Corequisite:** NSG 240

Students will begin to develop basic plans of care for adult and geriatric patients using nursing language. Practical application of beginning knowledge and skills required for nursing care of the adult and geriatric patients is demonstrated in both Lab and clinical settings through simulation and patient interaction. Students will practice skills in the Skills lab and then will progress to caring for patients with chronic and stable conditions in clinical settings. Each student will have opportunities to integrate theoretical information into nursing practice. Concurrent enrollment in NSG 240 is required unless approved by the Department Chair. Grading is S, U or I.

**NSG 245 Medical-Surgical Nursing I (4.50)****Prerequisite:** NSG 240 and NSG 240A;**Corequisite:** NSG 245A

This course focuses on concepts relating to care of adult and geriatric populations with stable chronic and acute medical-surgical problems. Emphasis of this course is on the use of the nursing process and in developing competence in providing nursing care for individuals with specific health care needs and problems. In addition, the student is provided with an orientation to coordination of patient care. Concurrent enrollment in NSG 245A is required.

**NSG 245A Medical-Surgical I Clinical (3.50)****Prerequisite:** NSG 240 and NSG 240A;**Corequisite:** NSG 245

Practical application of knowledge and skills required for nursing care of adult and geriatric patients with commonly occurring acute and chronic medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 245 is required. Grading is by S, U or I.

**NSG 302 Professional Nursing Issues (4.50)****Prerequisite:** Admission into the Bachelor of Science in Nursing or have a LVN/LPN License. For Generic BSN Students, completion of all non-nursing courses is required to enroll in this course

Introduction to nursing professional issues, including scope and standards of nursing practice, social policy in nursing, ethics, health care regulation and legal issues in professional practice. Students begin study of patient safety and holistic and patient-centered care concepts as they develop a professional identity.

**NSG 303 Professional Issues for RNs (4.50)**

Addresses professional values, ethics, diversity and their associated behaviors foundational to the practice of nursing. Provides the student with tools to begin thoughtful discussion and problem solving within the social context of health care delivery and the practice environment of nursing. This course covers the Quality and Safety in Nursing Education (QSEN) competencies and the Institute of Medicine's framework, legal issues and policies, ethics and finance.

**NSG 304 Pharmacology in Nursing I (4.50)**

**Prerequisite:** NSG 214; NSG 214A

This course will present an overview of pharmacokinetics and pharmacodynamics of drugs, as well as drug classifications. Current issues in drug legislation, design, manufacturing and marketing will be explored. Emphasis will be placed on the role of the professional nurse in medication administration, including both expected and unexpected effects of drugs on patients.

**NSG 305 Pathopharmacology in Nursing (4.50)**

**Prerequisite:** NSG 304; NSG 335; NSG 335A  
Successful Completion of NSG 335 and 335A

This course builds upon basic knowledge in nursing pharmacology and provides content essential to understanding the diseases and disease processes that can affect the body systems across the lifespan. Students focus on pathophysiological processes, incorporating use of clinical judgment and reasoning skills to distinguish alterations across multiple physiological systems.

**NSG 328 BSN Transition (4.50)**

**Prerequisite:** Completed a Licensed Vocational Nursing/Licensed Practical Nurse (LVN/LPN) Program and hold a current licensure as an LVN/LPN., or Completed the Corps School/Military Training

The purpose of this course is to transition licensed LVNs and if applicable military personnel with medical experience and coursework to registered nursing practice by introducing concepts: professional registered nursing roles, scope of practice, and planning and implementing nursing care. This course implements the utilization of the nursing process based on evidence-based practices to provide holistic care to adult and geriatric populations with stable chronic and acute medical conditions. LVNs/Medics accepted for admission to the NU nursing program may be eligible to challenge nursing courses by examination(s) or be considered for equivalency. This course will evaluate content completed at LVN/Corps School programs to award college-level credit using transcript evaluation, credit-by-examination options, and competency-based education assessment of knowledge proficiency. Students will receive nursing course credits when their LVN/Core School transcripts equivalency criteria (time limit, credit, and content) are met. The time limit equivalency is 7 years or less. If time limit equivalency is not met, students may receive credit through challenge by course examination and skill validation and/or medication dosage examination. Applicants will receive course credit and advanced placement for successfully challenged courses. Co-requisite nursing courses will have to be challenged together. In order to receive credit for challenge courses, students must pass both co-requisite nursing courses. All course challenges by examination must be completed prior to the beginning of the first term in NU nursing program. The student who successfully challenges a course will receive a revised plan of study and must meet NU residency requirements.

**NSG 330 Medical-Surgical Nursing II (4.50)**

**Prerequisite:** NSG 214; NSG 214A; **Corequisite:** NSG 330A

This course focuses on concepts relating to care of the adult and geriatric patients with acute, complex, and critical medical-surgical problems. This course emphasizes the utilization of current evidence in providing and evaluating interdisciplinary management of adult and geriatric patients to support positive outcomes. Concurrent enrollment in NSG 330A is required.

**NSG 330A Medical-Surgical II Clinical (3.50)**

**Prerequisite:** NSG 214; NSG 214A; **Corequisite:** NSG 330

Practical application of knowledge and skills required for nursing care of adult and geriatric patients with acute and critical medical-surgical problems in laboratory and clinical settings. Concurrent enrollment in NSG 330 is required. Grading is S, U or I.

**NSG 332 Evidence-Based Practice (4.50)**

**Prerequisite:** BST 322

This course introduces the concept of evidence based practice. Emphasis is placed on identification, evaluation, and application of best evidence for improving patient-centered care. Focus is on levels and sources of evidence such as research, professional guidelines and other best practices.

**NSG 333 Child-bearing Family Nursing (4.50)**

**Prerequisite:** NSG 330; NSG 330A; **Corequisite:** NSG 333A

The course focuses on the specialized health care needs of the childbearing family. Building on concepts from medical-surgical, pharmacology, research, and foundational nursing courses, health promotion, assessment, critical-thinking and therapeutic communication skills will be developed as they apply to care of culturally diverse childbearing families during the antepartum, intrapartum, and postpartum periods. Beginning with women's health and infertility, fetal development, and normal physiology of pregnancy, acute pathophysiological disease processes affecting the mother and newborn will be included this course. Concurrent enrollment in NSG 333A is required.

**NSG 333A Child-bearing Family Clinical (3.50)**

**Prerequisite:** NSG 245; NSG 245A; **Corequisite:** NSG 333

This course covers practical application of knowledge and skills required for nursing care of families in the childbearing period. Using knowledge obtained in medical-surgical, foundational, pharmacological, and research courses along with knowledge gained in NSG333 theory, students will care for the patient and family during the antepartum, intrapartum, postpartum and newborn period. Concurrent enrollment in NSG 333 is required. NSG 333A is graded as Satisfactory/Unsatisfactory based upon successful completion of all course requirements.

**NSG 334 Pediatric Nursing (4.50)**

**Prerequisite:** NSG 333 and NSG 333A; **Corequisite:** NSG 334A

The primary purpose of this course is the continuing examination of the family as a unit, this course focuses on nursing care related to the health needs of children and adolescents and their families. Emphasis is placed on the variations in health care due to behavioral, genetic, cultural, environmental, and developmental factors. Concurrent enrollment in NSG 334A is required.

**NSG 334A Pediatric Nursing Clinical (3.50)**

**Prerequisite:** NSG 333 and NSG 333A; **Corequisite:** 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.

**NSG 335 Psychiatric-Mental Health Nur (4.50)**

**Prerequisite:** NSG 330; NSG 330A; **Corequisite:** NSG 335A

This course demonstrates the relevance of mental health nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from the biopsychosocial sciences and humanities to promote mental health and provide care to all patients with mental disorders. Emphasis is placed on the use of therapeutic self and effective therapeutic communication to establish a therapeutic relationship among clients with mental health disorders. Concurrent enrollment in NSG 335A is required.

**NSG 335A Psych-Mental Health Clinical (3.50)**

**Prerequisite:** NSG 330; NSG 330A; **Corequisite:** NSG 335

This course covers practical application of knowledge and skills required for nursing care across the lifespan with mentally ill patients with commonly occurring problems. Demonstration of skills takes place in clinical, laboratory and outpatient settings. Concurrent enrollment in NSG 335 is required. Clinical Laboratory is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

**NSG 340 Nursing Leadership/Management** (4.50)

**Prerequisite:** NSG 335; NSG 335A; **Corequisite:** 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 leader's role in that arena. Concurrent enrollment in NSG 340A is required unless approved by the Department Chair.

**NSG 340A Leadership/Management Clinical** (1.50)

**Prerequisite:** NSG 335; NSG 335A; **Corequisite:** NSG 340

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. Collaborate with the nurse leaders in various clinical settings to promote quality improvement initiatives utilizing evidence-based practice. Concurrent enrollment in NSG 340 is required. Clinical Lab is graded on a Satisfactory/Unsatisfactory basis based on successful completion of the course requirements.

**NSG 341 Leadership & Mgmt in Nursing** (3.00)

**Recommended Preparation:** Nursing Student Group

The primary purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena.

**NSG 342 RN-BSN Nursing Management** (4.50)

The purpose of this course is to facilitate the development of a broad view of the management of health care delivery systems and the nurse's role in that arena.

**NSG 403 Nursing Theories and Models** (4.50)

**Prerequisite:** Admission into the Bachelor of Science in Nursing and completion of all non-nursing pre-requisite courses is required to enroll in this course.

This course facilitates the practice of professional nursing by providing students with an opportunity to experiment with the application of various nursing theories to evaluate their impact on nursing practice. Professional identity, professional practice and professional development in nursing will be emphasized.

**NSG 404 Pharmacology for Nurses** (4.50)

**Recommended Preparation:** Nursing Student Group

This course will synthesize pharmacological concepts including an overview of the history of drugs along with current issues.

Pharmacotherapeutics, pharmacodynamics, pharmacokinetics, contraindications and precautions for prototype drugs for multiple body systems will be discussed. Major emphasis will be placed on nursing management practices as well as the nurse's role in pharmacological research.

**NSG 410 Community: Population Focus** (4.50)

**Prerequisite:** NSG 411; **Corequisite:** NSG 410A

A study of community health nursing concepts as they apply to the health of individuals. Explores the nursing care of individuals in the community using primary, secondary and tertiary models of therapeutic intervention. This course includes a required clinical practicum.

**NSG 410A Population Focus Practicum** (1.50)

**Corequisite:** NSG 410

This course is part three of a series of three courses for community health nursing practicum. The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819), which requires completion of a minimum of 90 community health clinical hours. Grading is satisfactory (s) or unsatisfactory (u) only. Students must be enrolled concurrently in nursing 410, Community Health: Population Focus.

### **NSG 411 Community Health Frameworks (4.50)**

**Prerequisite:** NSG 412; **Corequisite:** NSG 411A

A study of providing nursing care to families in the community using community health nursing concepts. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum.

### **NSG 411A Community Health Framework Pra (1.50)**

**Corequisite:** NSG 411

This course is part two of a series of three courses for community health nursing practicum. The student will focus on various theories, models and frameworks that are utilized in designing, planning and implementing health promotion within the community and population. This course will explore key issues related to public and global health relevant to professional nursing practice. Through the use of epidemiology methods, students will track the natural history of a disease and identify its frequency, distribution, and cause. The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819). Grading is satisfactory (s) or unsatisfactory (u) only. Students must be enrolled concurrently in nursing 411, Community Health Framework.

### **NSG 412 Community Healthcare Delivery (4.50)**

**Corequisite:** NSG 412A

A study of community health nursing concepts as they apply to the health of groups and the community at large. Explores nursing care using primary, secondary and tertiary models of intervention. This course includes a required clinical practicum

### **NSG 412A Community Healthcare Delivery (1.50)**

**Corequisite:** NSG 412

This course is part one of a series of three courses for community health nursing practicum. The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice (2007). This course will examine the role of nursing in community-based and community oriented practice and create conditions that promote healthy living. Theories of community-based and community-oriented nursing practice will be explored in the provision of acute and chronic nursing care to individuals and families that enhances their capacity for self-care and promote autonomy in decision-making. Students practice community assessment, development of partnerships with clients and an appreciation of the values of the community. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse (Business and Professions Code of California, Section 2816-2819). Grading is Satisfactory (S) or Unsatisfactory (U) only. Students must be enrolled concurrently in Nursing 412, Community Health Care Delivery.

### **NSG 413 Population Based Nursing (6.00)**

**Corequisite:** NSG 413A

Concepts of nursing at the level of groups, communities and populations are introduced and analyzed. A systems focus is utilized for health promotion within selected vulnerable populations. Health policy development through collaboration with stakeholders at the level of individual, family, neighborhood, and community are evaluated.

### **NSG 413A Population Based Nursing Lab (3.00)**

**Corequisite:** NSG 413

Application of concepts in clinical prevention, risk assessment, health promotion and population health to a community health problem. Students are required to implement a community health project and evaluate the results of the project during the course. Course is S/U grading basis.

**NSG 414 Nursing Leadership** (3.00)**Corequisite:** NSG 414A

Facilitates acquisition of the knowledge, skills, and attitudes of a generalist professional nurse in the role of leadership and management of health care. The student will analyze organizational, legal, and interpersonal principles within the health care setting.

**NSG 414A Nursing Leadership Practicum** (1.50)**Corequisite:** NSG 414

The focus is practical application of the knowledge, skills, and attitudes of a generalist professional nurse in the leadership and management of health care within a variety of settings. The student will apply principles of delegation, supervision, prioritization and collaboration within the health care team. Course is S/U grading.

**NSG 422 Nursing Research** (4.50)**Prerequisite:** BST 322

This course explores evidence-based practice as a foundation for improved nursing practice and healthcare outcomes. Strong emphasis is placed on the application of research theory to evidence-based practice, including ethics in research and application of the research process.

**NSG 435 Cooperative Clinical Practicum** (4.50)

**Prerequisite:** Students must have a GPA of 3.0 or higher in all NU Nursing courses that are prerequisite to this course. and Students must have successfully completed all NU NSG theory and clinical courses through Medical-Surgical Nursing II as follows:; NSG 403 and NSG 211T and NSG 211A and NSG 304 and NSG 240 and NSG 240A and NSG 245 and NSG 245A and NSG 330 and NSG 330A

This course combines work experience with regular college instruction. Participants earn college credit while working in a position related to the role of BSN graduate.

**NSG 440 Professional Issues in Nursing** (4.50)

This course explores the historical roots and current impact on complex issues of nursing education, practice, and scholarship. Analysis of multiple interpretations of selected issues and strategies for resolving issues will be illustrated.

**NSG 442 NSG Leadership and Management** (4.50)**Corequisite:** NSG 442A

This 8 week course provides for the study of leadership and management principles as they apply to the delivery of quality health care and professional nursing practice. Models and concepts will be identified and explored as the nurse learns the importance of leading within the climate of a changing healthcare environment.

**NSG 442A NSG LDRSHP & MGMT Practicum** (3.00)**Corequisite:** NSG 442

This 8 week practicum course focuses on organizational and systems leadership, quality improvement, and safety within a variety of health care settings. Emphasis is on the development of imaginative, innovative and creative strategies to promote a systems change. Grading is S/U only.

**NSG 443 Evidence Based Practice** (4.50)

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** (6.00)**Corequisite:** NSG 444A

This 8 week course focuses on the analysis of the community nursing role and practice in examining the health status of a selected population to determine community oriented care. Addresses public health ethics, nursing advocacy and healthcare disparities. Topics include the importance of health promotion and the preservation of health across the lifespan, vulnerable populations, and global health considerations. Completion of community health courses can lead to the Public Health Nursing Certification in California.

**NSG 444A Comm Pop NSG Practicum** (3.00)**Corequisite:** NSG 444

This 8 week practicum course provides students with the opportunity to use data to target community interventions, define strategies and access the determinants and distribution of health. Emphasis is on the epidemiologic and ecological principles that affect the health of vulnerable populations. Grading is S/U only.



**NSG 445 Quality Improvement/Proj Mgmt** (4.50)

**Prerequisite:** BST 322; NSG 332

This course introduces the concepts, techniques, strategies and metrics of quality improvement in nursing. Patient care quality and safety in the context of structure, process and outcomes in healthcare delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through use of project management strategies are addressed.

**NSG 446 Quality Improvement Practicum** (4.50)

**Prerequisite:** BST 322; NSG 332; **Corequisite:** NSG 445

Students collaborate with a clinical facility based Quality Improvement (QI) Team to conduct a Quality Improvement project under the supervision of a Practicum Preceptor and the course instructor. A written report of the project is required. Course is S/U grading.

**NSG 447 Qual Improvement** (4.50)

**Corequisite:** NSG 447A

This course introduces the concepts, techniques, strategies and metrics of quality improvement using the Quality and Safety Education for Nurses (QSEN) framework. Patient care quality and safety in the context of structure, process and outcomes in care delivery are explored. Identification of improvement opportunities, action plan development and outcomes evaluation through project management are addressed.

**NSG 447A Qual Improvement Practicum** (4.50)

**Corequisite:** NSG 447

During this 8 week course students conduct a quality improvement project under the supervision of a mentor or preceptor and the course instructor. Grading is S/U only.

**NSG 460 Community Healthcare I** (4.50)

**Corequisite:** NSG 460A Program requirement.

The primary purpose of this course is to examine the role of nursing in community health practice in the promotion of optimal health. Students will be exposed to the rich history of community and public health nursing and the importance of primary, secondary and tertiary levels of prevention in care delivery. Students will learn both family and community health assessment, diagnosis, intervention, and evaluation as well as the economic, structural, and systems influences on community health from a national perspective. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. Concurrent enrollment in NSG 460A is required unless approved by the Department Chair.

**NSG 460A Community Healthcare I Lab** (1.50)

**Corequisite:** NSG 460

The Community Health clinical experience is designed to give the student practical experience in community health nursing that allows for the design, implementation and evaluation of healthcare services for individuals, families, and communities with the aim of improving health status. Students will draw upon nursing theories and frameworks to create appropriate interventions. The students will be able to complete a community assessment and determine the strengths and opportunities that exist in the community. Special focus will be given to vulnerable populations in low-resource communities. The student will be introduced to nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. Grading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 460.

**NSG 462 Community Healthcare II (4.50)**

**Prerequisite:** NSG 460 and NSG 460A;

**Corequisite:** NSG 462A

The primary purpose of this course is to explore the national and global impact of community health nursing in population health. Students will learn how public health systems function to prevent diseases among vulnerable populations. They will learn how nurses function within healthcare teams to mobilize local, state, and national resources to mitigate disease and disasters. The student will also be introduced to various careers in public health. Completion of this course partially fulfills the California Board of Nursing requirements for certification as a Public Health Nurse. This course can be taught using face-to-face, online, or hybrid formats. Concurrent enrollment in NSG 462A is required.

**NSG 462A Community Healthcare II Lab (1.50)**

**Prerequisite:** NSG 460 and NSG 460A;

**Corequisite:** NSG 462

The community/public health clinical practicum experience focuses on nursing's role in promoting and protecting the health of populations in accordance with The American Nurses Association Scope and Standards of Public Health Nursing Practice. Theories, principles, and strategies of population-based health care are used to design, implement, and evaluate services and plans of care to promote, maintain, and restore health in a defined population. Students focus on population aggregates in structured or unstructured settings across care environments. Strategies to evaluate health outcomes and costs of care are emphasized. Completion of this course partially fulfills the California Board of Nursing requirements for certification. Grading is satisfactory (S) or unsatisfactory (U) only. Students must be enrolled concurrently in NSG 462.

**NSG 470A Work Exp in Clinical Setting**

(1.00-6.00)

**Prerequisite:** NSG 214 course with C or higher; NSG 214A course with C or higher; NSG 240 course with C or higher; NSG 240A course with C or higher; NSG 245 course with C or higher; NSG 245A course with C or higher; NSG 330 course with C or higher; NSG 330A course with C or higher; Students must have and maintain a GPA of 3.0 or higher in all NU nursing courses.

This course covers practical application of skills and knowledge required to coordinate care for multiple patients in a multidisciplinary setting. This course combines work experience with regular college instruction. Participants earn college credit while working in a position related to the role of BSN graduate.

**NSG 490 Guided Study (0.50-6.00)**

**Prerequisite:** Admission to nursing program and approve by Chair of Nursing

Elective course designed for students who demonstrate competency in nursing concepts and can work independently on specific project that does not fit into the context of regular scheduled nursing classes.

**NSG 500 RN-MSN Portfolio Transition (6.00)**

**Prerequisite:** Completion of an Associate Degree or Diploma Nursing Program and holding an unencumbered Registered Nurse license.

This course allows demonstration of defined competencies through portfolio assessment in the content areas of quality improvement, community health, and nursing leadership. Successful completion of all three content areas enables the student to transition to the desired Master of Science in Nursing (MSN) Program of study at National University. A BSN degree is not awarded upon successful completion of the NSG 500 course and MSN Program of study. Grading is S, U, I or In Progress (IP).

**NSG 600 Advanced Practice Nursing (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

First of two courses designed to meet the needs of the nurse practitioner student for advanced knowledge about pharmacological agents useful in the management of a variety of common clinical situations. It includes pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Ethical/legal issues will be reviewed and standardized procedures will be covered. Not designed to supersede or replace dosage and treatment protocols established within the nurse practitioner's setting for clinical practice.

**NSG 680 Diversity Issues in APN (4.50)**

Provides a knowledge base for applying, analyzing and evaluating the culturally competent provision of patient-centered care. Diversity in the global healthcare delivery systems is addressed. Allows the graduate nursing students to explore various models and theories which guide the development of culturally competent nursing practice.

**NSG 681 Advanced Physical Assessment (6.00)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Corequisite:** NSG 695B

Theories/concepts related to group and family psychotherapy. Yalom's theoretical model serves as a foundation and various family system models are presented. Builds on the knowledge gained from previous courses related to foundations of neuroscience and health assessment. NSG695A and NSG695B must be taken concurrently and both completed satisfactorily to progress.

**NSG 695B Group/Family Therapy Practicum (4.50)**

**Corequisite:** NSG 695A

Builds upon the knowledge gained in NSG695A and allows students to apply principles in behavioral health settings. Draws upon theories of behavior patterns, belief systems, contexts and integrative models in planning care for primary health clients. NSG695A and NSG695B must be taken concurrently and both completed satisfactorily to progress.

**ODV-Organizational Dvlpmt****ODV 400 Organizational Strat & Design (4.50)**

Examination of the theories of organizational design concepts and strategies used by managers to position their company for success. The historical perspectives on organization design are discussed, along with current challenges faced by today's organizations. Strategic approaches to measuring organizational effectiveness are explored. Various experts' strategies are evaluated to gain an understanding of ways in which managers can give direction to organizations to remain competitive in the workforce.

**ODV 410 Workforce & Talent Management (4.50)**

A survey of organizational development, career systems, and talent management. The course explores and defines the interrelationship of the three areas under the auspices of human resource development. The exploration examines these areas as they relate to helping practitioners achieve organizational goals and identify and develop employee talent. 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 Organizational Behavior (4.50)**

A survey of the impact individuals, groups, and structures have on behavior within organizations for the purpose of applying such knowledge toward improving employee performance. A focus on work-related behavior with an emphasis on individual and group performance as it relates to organizational productivity. Exploration of the development of interpersonal skills and emotional intelligence, with a view toward equity and inclusion, to help all employees, supervisors, and managers improve their effectiveness.

**ODV 600 Theory & Practice of OD (4.50)**

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 (4.50)**

**Prerequisite:** ODV 600

This course examines and assesses how technology can best be integrated into and utilized in the workplace to maximize human performance. Implications for information management and organizational communication are investigated and classified. A key aspect is how the two components are impacted by organizational communication. It examines current trends in enterprise-wide technology solutions, specifically as they relate to HRM and OD, implementation of technology, productivity as it relates to use and misuse, and how it facilitates change in human performance and organizational growth.

**ODV 606 Seminar in Training & Developm**

(4.50)

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.

**PAD-Public Administration****PAD 100 Public Policy & Admin Basics** (4.50)

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** (4.50)

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**

(4.50)

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.

**ODV 610 Adv Studies in Org Behavior in** (4.50)

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 400 Intro to Public Administration** (4.50)

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** (4.50)

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** (4.50)

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** (4.50)

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 (4.50)**

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 (4.50)**

**Prerequisite:** Satisfactory completion of 36qu of BPA major coursework.

Supervised senior project undertaken by students of public administration when they have completed all core courses in the program. Coordinated by full-time faculty and chaired by a public administration faculty member chosen by the student from previous courses taken within the program. Students select a viable topic in public administration to research and then meet with their chair once a week for two months. Upon completion, students present their project to chair, other faculty and peers in an open forum. Accelerated study is not permitted with this course. PAD405 is two months in length. Students who do not complete the Senior Project within the two-month period are eligible, at the discretion of the instructor, to receive a grade of "IP" with a maximum of a one-time, six-month extension. Students who do not complete the project at the end of the extension period will need to retake the course. Grading is by H, S, or U only. Course is eligible for an "IP" grade.

**PAD 410 Water Works Management in CA (4.50)**

Climate change, population growth, water resources, impact of special groups, and demand for transparency and accountability are among many contemporary issues facing the water and wastewater industry. This course will provide students with an overview of the significant industry-specific issues along with knowledge of maintenance and operations of water facilities, infrastructure and assets, key chemical and biological laboratory tests, and requirements for operating a proactive Capital Improvements Program.

**PAD 415 CA Water Law & Compliance (4.50)**

Water and wastewater agencies operate in an organizational landscape filled with federal, state, regional and local laws, regulations, and policies. For California water and wastewater agencies, knowledge and understanding of state and local regulatory compliance is essential in providing California residents with safe drinking water. This course will provide students with extended review of governing regulations focusing on Safe Drinking Water Act and Clean Water Act will differentiating the interrelationship between state, regional, and local water authority law and regulations.

**PAD 420 HR & Labor Relations (4.50)**

More than 95 percent of all water and wastewater services in California are provided by public sector agencies. Agencies must comply with a special set of laws, rules, regulations, and procedures related to recruitment, hiring, promotion and other personnel actions. This course will focus on the role of Human Resources while providing students with measures and structure for developing performance improvement and professional development. The course will also cover employee training & development, safety & risk management and effective labor relations.

**PAD 425 Leadership in Water Mgt (4.50)**

The complex challenges of the water and wastewater industry require a unique approach to leadership. This course will provide the student with the opportunity to explore core issues in the practice of leadership & how they affect the organization's achievement of its goals and objectives. Students will identify different theories and styles of organizational and integrative leadership and evaluate them in the context of effectively operating a water or wastewater agency.

**PAD 620 Foundations of Public Admin (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

A practical study of graphical methods and statistical procedures specifically aimed at presenting, interpreting and solving problems related to public administration.

**PAD 628 Ethics (4.50)**

Role, values, and issues of public management in democratic governance, citizen participation, power structures, and professional codes of conduct.

**PAD 631 Urban Planning & Redevelopment (4.50)**

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 (4.50)**

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 644 MPA Project (4.50)**

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 606 Foundations in School Psych (4.50)**

This course is designed to introduce students to the history of school psychology, and the professional standards set forth by the California Commission on Teacher Credentialing (CCTC) School Psychology Performance Expectations (SPPE). Students will learn the historical timelines of school psychology, the role and functions of school psychologists, and the evolution of the field. This course will engage students and promote critical thinking to evaluate and address the importance of social justice, ethical considerations, and legal aspects required in the field of school psychology.

**PED 608 Ethics and Dispositions (4.50)**

**Prerequisite:** PED 606

This course introduces candidates to the roles school psychologists play in the state of California and nationally focusing on the ethical and legal guidelines that shape the profession and emergent practices in assessment, crisis intervention, personal and social counseling, behavior management, consultation, and systems change. Emphasis will be placed on professional dispositions (behavior and attitude), responsibility, adaptability, initiative, and self-care.

**PED 610 Tests and Measurements (4.50)**

**Prerequisite:** PED 608

This course is an introduction to basic concepts and methods of measurement as applied to psychological and educational testing. Candidates will learn about the basic concepts, competencies, issues, and tools used in psychological testing and measurement and their practical applications. Emphasis will be placed three main areas: 1) theory and principles (e.g., statistical foundations, reliability, validity, item analysis), 2) applications and issues (e.g., test construction and evaluation), and 3) practical elements (e.g., test use in educational and clinical settings).

**PED 612 Special Education and Law (4.50)****Prerequisite:** PED 610

This course will provide candidates with an introduction to California State Educational Code and federal laws for the purpose of advocating for students in need of special education supports. Candidates will examine the timeline of special education legislation, specifically focusing on the Individuals with Disability Education Improvement Act (IDEIA), due process, mediation, Individual Education Plans (IEP), Least Restrictive Environment (LRE), and Free and Appropriate Public Education (FAPE) within a culturally diverse student population. A focus will be addressing landmark cases directly related to Special Education.

**PED 614 Academic interventions (4.50)****Prerequisite:** PED 612

This course provides candidates' knowledge and training in Multi-Tiered System of Supports (MTSS) which includes Response to Intervention (RtI) and Positive Behavior Intervention and Supports (PBIS). The framework focuses on Universal Design for Learning (UDL) and provides supports and resources for K-12 students in the areas of academics and behavioral success. Candidates will also learn to select, implement, and monitor evidence-based interventions to improve academic performance with diverse students.

**PED 616 Cognitive Assessments (4.50)****Prerequisite:** PED 614

This is the first of four assessment courses. This course provides the foundation for all assessment courses by exploring assessment practices, ethical expectations, historical context of assessment, and considerations of all learners with special emphasis on students who are ethnically, linguistically, and culturally diverse. Content includes psychometrics, psycho-educational assessment, cognitive theories, assessment processes and data-based decision making. Emphasis will be placed on Cattell-Horn-Carroll (CHC) theory of cognitive abilities to formulate a student's cognitive profile to drive instructional change based on strengths and needs. Multiple assessment factors will be reviewed (e.g., motivation, attendance, school climate, etc.) which can impact student learning. Proper administration, scoring, interpretation of results, and synthesis of data from several sources will be addressed.

**PED 618A Practicum A (1.50)****Prerequisite:** PED 616

PED 618A is an online and school-based practicum course designed to provide candidates with an orientation to the professional role and responsibilities of a school psychologist within school systems. PED 618A is part one of a three-part consecutive course sequence. Skill development and level of independence will advance with each course. Candidates will observe school psychologists in their daily activities and engage in experiences across NASP's 10 Domains of Practice and CCTCs 10 School Psychology Performance Expectations (SPPEs). Special emphasis will be placed on ethical and legal issues associated with service delivery, federal and state guidelines for special education, and psychoeducational assessment. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, collaboration, and intervention.

**PED 618B Practicum B (1.50)****Prerequisite:** PED 624

PED 618B is the second practicum course within the three-part practicum sequence. During this course candidates will continue to build on their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on ethical and legal issues associated with service delivery, best practice in implementing multi-tiered interventions and assessment and intervention for academic, behavioral, social-emotional concerns. Issues related to diversity, equity, and inclusion will be examined in relation to assessment, system-level policies, and intervention.

**PED 618C Practicum C (1.50)****Prerequisite:** PED 630

PED 618c is the final practicum course in the three-part practicum sequence. During this course, candidates will demonstrate their knowledge of the role and responsibilities of a school psychologist within school systems. Special emphasis will be placed on data-based decision-making, assessment of low incidence populations, home-school collaboration, evidence-based counseling practices, mental health, and crisis intervention. Issues related to diversity, equity, and inclusion will be examined in relation to building collaborative partnerships with families and the community.



**PED 620 Developmental Milestones (4.50)****Prerequisite:** PED 616

This course is an introduction to the foundations of human development across the lifespan. The course will describe the history and foundational knowledge related to the study of childhood and adolescence, examine the various theories of developmental psychology, and highlight current issues in the field of school psychology.

**PED 622 Consultation in Schools (4.50)****Prerequisite:** PED 620

This course is designed to introduce school psychology candidates to problem-solving consultative and collaborative procedures to engage in effective design, implementation, and evaluation of collaborative procedures with teachers, administrators, parents, and community agencies. Emphasis is placed on candidates engaging in multi-disciplinary teams to support a positive school climate, student engagement, and academic, behavioral, and social-emotional interventions.

**PED 624 Academic and Processing Asmnts (4.50)****Prerequisite:** PED 622

This is the second of four assessment courses and is designed to explore academic assessment and investigate additional psychological processing assessments. This course will further candidates' understanding of the various ways to assess academic skills in students, including cognitive processing assessments, curriculum-based assessment and measurement, and response to intervention in order to further explore a student's overall learning profile to select, implement, and monitor evidence-based interventions to improve academic performance in diverse students. Emphasis will be placed on interpretation of assessment results for students from ethnically, linguistically, and culturally diverse backgrounds.

**PED 626 Rdg Assessment & Intervention (4.50)****Prerequisite:** PED 624

In this course, candidates will explore the "big five" components of reading (phonemic awareness, fluency, vocabulary and comprehension). Candidates will also be introduced to reading difficulties (i.e., dyslexia) and will learn how to assess reading skills and deficits. Emphasis will be placed on evidence-based reading interventions to support a student's reading growth. The link between the "Big five" and instructional decision-making will be ongoing throughout the course, with attention to standardized assessment practices, curriculum-based measurements, DIBELS and other alternative measures for learners with diverse needs and providing instructional support to teachers.

**PED 628 Intro to Research (4.50)****Prerequisite:** PED 626

This course is designed to develop candidates' knowledge and skills in educational research and inquiry, including qualitative and quantitative research methods, basic statistical analyses, psychometric concepts, critical evaluation of research and its methodology, cross-cultural methods of inquiry, and the ethical standards guiding educational research.

**PED 630 Behavior & SEL Interventions (4.50)****Prerequisite:** PED 628

This course teaches the foundational principles of applied behavior analysis and social-emotional learning. Candidates will learn to apply various theoretical frameworks such as social cognitive theory, respondent conditioning, and operant conditioning to improve social-emotional and behavioral functioning of k-12 students. This course will explore functional behavior assessments, behavior intervention plans, schoolwide positive behavior and intervention supports, data collection methods, and intervention design within a problem-solving framework. Additionally, candidates will examine how diversity, equity, and inclusion affect behavior management in schools.

**PED 632 Social Emotional Assessments (4.50)****Prerequisite:** PED 630

This is the third course in a sequence of four assessment courses. In this course, social-emotional, behavior and trait-oriented assessment tools are introduced and explored. This course will examine the theories and skills needed to properly administer and interpret standardized measures and research-based evaluations assessing social-emotional functioning and behavioral conditions to determine appropriate special education eligibility for Other Health Impaired and Emotional Disturbance. Candidates will analyze ethnic, linguistic, and cultural background in the interpretation of assessment results to develop effective Functional Behavior Assessment and behavior intervention plans.

**PED 634 Individual and Grp Counseling (4.50)****Prerequisite:** PED 632

This course will initially provide an introduction to the major theories of counseling including behavioral, humanistic, social learning, psychoanalytic, and cognitive. Approaches, principles, and procedures of counseling and consultation will be introduced including individual and group. In addition, this course provides the theoretical and practical foundation and strategies for candidates to design and implement interventions that focus on behavioral and social/emotional wellness appropriate for all students that adhere to the national and state models within a multicultural context.

**PED 636 Mental Health & Crisis Response (4.50)****Prerequisite:** PED 634

This course will introduce school psychology candidates to school related culturally responsive mental health supports and multi-tiered crisis preventative strategies. Areas of focus include protective and resiliency factors, crisis preparation, response, and recovery. Emphasis is placed on collaborative problem-solving procedures to promote school safety through mental health supports, threat and risk assessments, and crisis response planning.

**PED 638 Childhood Dev. Disorders (4.50)****Prerequisite:** PED 636

This course will look at child psychopathology from a development perspective, covering typical social-emotional and cognitive development and then examining how this gets disrupted or otherwise altered to result in child and adolescent psychopathology. We will examine classification systems and models of diagnosis and disease, as well as alternatives to the more traditional "medical model" such as examining risk, resilience and the role of psychosocial and cultural factors. The course will aim to teach candidates to identify potential mental/behavioral health issues in children and adolescents, and then understand and be able to explain to others what the implications of this might be for a given student. Candidates will think critically about the ethics and issues of controversy around child and adolescent mental health. The emphasis is on the psychological disorders of children most encountered in the delivery of school psychological services.

**PED 640 Special Population Assessments (4.50)****Prerequisite:** PED 638

This is the final assessment course. In this course, assessment processes for determining eligibility for Autism and Intellectual Disability will be examined. Content will include investigating non-school-based supports (e.g., regional center, Department of Rehab, etc.) to provide support for students and families outside of the school setting. Candidates will learn how to use both standardized and non-standardized assessment methods to address student needs and skills. Candidates will practice methods to communicate eligibility determination to families in a sensitive manner.

**PED 642 Internship I (4.50)**

**Prerequisite:** PED 640

PED 646 is a supervision course for the first 600 hours of the school psychology internship. The internship is considered the culminating training experience within a school psychology program. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as school psychologists. School Psychology candidates will demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. In this course, candidates will develop an internship portfolio, that will be used throughout their internship, to demonstrate proficiency in all school psychology performance expectations.

**PED 644 Internship Seminar (4.50)**

**Corequisite:** PED 642 *If a student has not been enrolled into PED 644 by completion of PED 642, it will be at the discretion of the faculty to enroll students during PED 646. Advisors should contact faculty prior to enrollment for approval.*

This seminar is for school psychology interns and will run concurrently with PED 646 or PED 648. PED 644 will provide further knowledge on special topics in school psychology such as manifestation determinations, risk and threat assessments, social justice, culturally responsive assessment and interventions, and evidence-based counseling strategies. Support will be provided for graduation preparation, Praxis and comprehensive exam, portfolio construction, the school psychology program exit process and entry into the profession.

**PED 646 Internship II (4.50)**

**Prerequisite:** PED 642

PED 646 is the continuation of the previous supervision course for the last 600 hours of the school psychology internship. The goal of the internship is to provide high-quality, comprehensive training experiences across all the domains of practice to prepare candidates for their role as a school psychologist. School Psychology candidates will have the opportunity to demonstrate their ability to apply their university training, knowledge, and specialized assessment skills to address the needs of children, families, and the community. In PED 646, candidates will continue to engage in supervised fieldwork experiences leading to competencies in the following areas: data-based decision making, human diversity, social justice, legal/ethical issues, academic and behavior interventions, social-emotional development/mental health, crisis response, program development and evaluation, preventative and responsive services, consultation and collaboration, leadership and advocacy as they are related to the School Psychology profession. Candidates will complete and defend the internship portfolio in this course.

**PHL-Philosophy**

**PHL 100 Introduction to Philosophy (4.50)****Prerequisite:** ENG 102

A study of a variety of ways of thinking about such fundamental issues as the nature of knowledge and belief, human nature, the nature of reality, and the relationship between mind and body. Develops skills in thinking critically and reflectively. Fosters an awareness of world philosophies and diverse ontological perspectives.

**PHL 238 Logical & Critical Thinking (4.50)****Prerequisite:** ENG 102

Introduction to the fundamentals of logic and critical thinking. Focuses on the core skills of logical analysis, argumentation, recognition of fallacious reasoning, linguistic structural analysis, introductory levels of propositional and categorical argumentation, and various forms of inductive reasoning. Broadens the student's abilities to engage in the lifelong-learning processes of self-inquiry and self-reflection and promotes effective communication and an awareness of diverse perspectives in all areas of thought and inquiry.

**PHL 320 World Religions (4.50)****Prerequisite:** ENG 102

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 336 Philosophy of Science (4.50)****Prerequisite:** ENG 102

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 (4.50)****Prerequisite:** ENG 102

An examination of theories of value and ideological differences in practical applications to clarify ethical differences. Course emphasizes the dilemmas of personal and professional responsibility, including business and workplace circumstances, social relationships, and political practice.

**PHL 339 Study of a Major Philosopher (4.50)****Prerequisite:** ENG 102

An in-depth analysis of the writings of a major figure in the history of philosophical thought. The particular emphasis will be determined by the instructor in the context of the specific thinker chosen.

**PHL 375 Environmental Ethics (4.50)****Prerequisite:** ENG 102

An exploration of ethical theories as they inform and are applied to contemporary environmental issues such as animal rights, habitat loss, species extinction, pollution, industrialization, population control, ecofeminism and political ecology. Western cultural and ecological assumptions are examined through the lenses of humanitarian, eco-centric, utilitarian, deontological, and ethics-of-care perspectives.

**PHS-Physics****PHS 102 Survey of Physical Science (4.50)**

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 (4.50)****Prerequisite:** 2 years of high school algebra and MTH 204, or MTH 215, or MTH 216A and MTH 216B

Non-calculus based general physics course for earth and life science majors. Study of force, laws of motion, heat, fluid mechanics, electricity, magnetism, light (optics) and modern physics.

**PHS 104A Introductory Physics Lab (1.50)****Prerequisite:** PHS 104, or PHS 171 for science majors

Non-calculus based general physics lab course for earth and life science majors. Laboratory experiments and exercises will include data analysis and evaluations of measurement. Topics include, but are not limited to, the following: force, gravity, laws of motion, fluid mechanics, electricity, and light (optics).

**PHS 130A Physics Lab for Engineering** (1.50)  
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** (4.50)  
**Prerequisite:** MTH 215, or MTH 216A and MTH 216B  
Non-calculus based general physics course. Intended for Science majors. Study of one-dimensional and two – dimensional kinematics, dynamics, statics, work, energy, linear momentum, circular motion and gravitation.

**PHS 172 General Physics 2** (4.50)  
**Prerequisite:** PHS 171  
Non-calculus based general physics course for Science majors. Study of temperature, kinetic theory, gas laws, heat, oscillatory motion and waves, and electricity.

**PHS 173 General Physics 3** (4.50)  
**Corequisite:** PHS 179A; **Prerequisite:** PHS 171; PHS 172  
Non-calculus based general physics course intended for Science majors. Extended study of magnetism, electromagnetic induction and waves, optics, relativity, quantum physics, nuclear reactions and elementary particles.

**PHS 179A General Physics Lab** (1.50)  
**Prerequisite:** PHS 171 and PHS 172 and PHS 173, or PHS 104

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 231 Calculus-based Physics 1** (4.50)  
**Prerequisite:** PHS 104 and MTH 220, or CSC 208 and MTH 221, or CSC 209

Calculus-based physics course. Intended for Science majors and Engineering students. Study of one, two and three-dimensional kinematics including integral calculus, graphical analysis, numerical integration and vector kinematic, dynamics, uniform and non-uniform circular motion, gravitation, and Newton's synthesis, work and energy with vector algebra principles, linear momentum, rotational motion, statics including elasticity and fracture.

**PHS 232 Calculus-based Physics 2** (4.50)  
**Prerequisite:** PHS 104 PHS 231, MTH 220 or CSC 208, and MTH 221 or CSC 209

Calculus-based physics course. Intended for Science majors and Engineering students. Study of different types of oscillations and wave motion, electrostatics with electric field calculations for continuous charge distribution, Gauss's law, electric potential due to any charge distribution, electric energy storage with applications, electric currents and resistance, magnetism and magnetic field, electromagnetic induction and transmission of power, DC and AC circuits, Maxwell's equations and electromagnetic waves

## PLA-Paralegal Studies

**PLA 200 Legal Theory & Ethics** (4.50) *Historical-Review all addendums*  
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** (4.50)  
*Historical-Review all addendums*  
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** (4.50) *Historical-Review all addendums*  
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.** (4.50)

*Historical-Review all addendums*

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 210 Legal Theory & Ethics** (4.50)

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 211 English for Professionals** (4.50)

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 212 Torts** (4.50)

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.

**PLA 213 Leg Res Writg Brfg/Analysis** (4.50)

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.

**PLA 214 Contracts** (4.50)

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.

**PLA 215 Leg Res Wrtg-Legal Memo** (4.50)

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.

**PLA 216 Computers and the Law** (4.50)

Teaches computer technology as a tool to assist the legal professional in the practice of law. Utilizes lectures, 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 concentrations, such as software piracy, misuse of software and databases, security, and protecting client data. Nothing else will be changed except for the prefix.

**PLA 217 Property** (4.50)

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 218 Leg Res Wrtg-Persuasive Wrtg.** (4.50)

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 219 Foundations of Property Law** (4.50)

Examines real property law, including interests in land, landlord/tenant easements and conveyances.

**PLA 303 Law Office Administration (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

This course introduces students to the law regarding citizenship, naturalization, and immigrant and nonimmigrant categories. The course also examines the grounds for removal prior and subsequent to entry, as well as relief from removal. After acquiring a foundation in the substantive law, students complete assignments designed to give them practical exposure to immigration forms and documents.

**PLA 318 Remedies & Dispute Resolution (4.50)**

*Historical-Review all addendums*

**Prerequisite:** 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 318 Remedies & Dispute Resolution (4.50)**

**Prerequisite:** PLA 212 and PLA 214; PLA 217

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 (4.50)**

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 326 Legal Writing Project (4.50)**

**Prerequisite:** PLA 213; PLA 215

The course allows students the opportunity to prepare a legal writing work product using both print and online legal resources.

**PLA 327 Litigation Essentials (4.50)**

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 discovers, such as depositions, interrogatories, and demands for production of documents, and introduces judgments and the appellate process.

**PLA 329 Corporations I (4.50)**

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 331 Essentials of Corporate Law (4.50)**

Examines the formation, operation, and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions.

**PLA 333 Criminal Law I (4.50)**

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 (4.50)**

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 336 Essentials of Criminal Law (4.50)**

Examines the formation, operations and dissolution of various types of corporate entities. Introduces students to common corporate documents, securities, and mergers and acquisitions.

**PLA 337 Advanced Legal Technology (4.50)**

This course is designed to deepen students' understanding of and skills in using technology used in legal environments. Students will gain hands-on experience using legal technology, with a focus on electronic communication, preparing students to work remotely and in an in-person legal setting.

**PLA 338 E-Discovery (4.50)**

This course in E-Discovery will provide students with technical and practical experience with legal technology programs that are suitable for preparing, reviewing and producing discovery information, including data and document exchange, and analysis. Students will gain practical knowledge to identify appropriate legal software to assist with discovery collection, review, and production. Students also will gain tactical knowledge and a practical, real-world understanding of how to select and implement appropriate discovery technology applications to solve the unique needs of law firms and their clients. Students will gain critical thinking and analysis skills. Students will interact with peers to share ideas and determine appropriate technology to apply to a case, just as they would in a law firm setting while handling discovery and preparing for litigation.

**PLA 404 Wills, Trusts, & Estate Planni (4.50)**

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 (4.50)**

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** (4.50)

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** (4.50)

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** (4.50)

**Prerequisite:** PLA 325

Focuses on the trial process in civil litigation, with a discussion of the law of evidence. Includes a review of civil procedure before trial. Students examine the role of the paralegal at trial, analyze the use of testimony by expert witnesses, and discuss the practical problems associated with the use of documentary evidence at trial. Covers settlement and negotiation strategies, trial briefs, motions in limine, and other related documents, and includes a brief overview of the law of judgments and the process of appeals.

**PLA 427 Probate and Estate Planning I** (4.50)

**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** (4.50)

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** (4.50)

**Prerequisite:** PLA 329

Examines the regulation of the sale of securities (analysis of the requirements regarding the forms and supporting materials for the registration of securities for California, preparation of California exemption forms, and an overview of federal securities laws), and acquisition and merger agreements (analysis of different types of acquisitions and mergers, statutory requirements of such transactions, and the customary range of provisions that appear in such agreements).

**PLA 431 Real Estate I** (4.50)

**Recommended: Prior completion of:** PLA 217

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 (4.50)**

**Prerequisite:** PLA 431

This course covers condominiums, planned-unit developments and cooperatives (analysis of the basic law relating to these forms of ownership, the basic constituent documents and regulations by the Department of Real Estate); land-development regulation (study of zoning laws, Subdivided Lands Act and Subdivision Map Act, and the several forms relating to these regulatory schemes); and miscellaneous topics, such as mechanics' liens, the impact of the bankruptcy laws on lenders, landlord remedies, and toxic hazardous waste considerations.

**PLA 434 Criminal Law II (4.50)**

**Prerequisite:** PLA 333

Covers criminal procedure, including search and seizure, confessions and pretrial identification procedures, initial appearance, extradition, grand jury, pretrial conference, constitutional rights, sentencing, punishment, and review.

**PLA 495 Objective Writing Capstone (4.50)**

**Prerequisite:** All other courses required for the major (except PLA 496) must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating an objective legal document, such as an office memorandum or scholarly legal article, suitable for publication or use as a writing sample on a job interview.

**PLA 496 Persuasive Writing Capstone (4.50)**

**Prerequisite:** All other courses required for the major must be completed prior to enrolling in this course.

Allows students the opportunity to conduct in-depth legal research using both print and online resources. Focuses on creating a persuasive legal document, such as a motion, mediation brief, or appellate argument, suitable for publication or use as a writing sample on a job interview.

**PLX-Paralegal Extended Learning****PLX 1804X Foundations of Property Law (4.50)**

*Discontinued*

Examines real property law, including interests in land, landlord/tenant, easements, and conveyances.

**PLX 1806X Legal Writing Project (4.50)**

*Discontinued*

**Prerequisite:** 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 (4.50)**

*Discontinued*

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 (4.50)**

*Discontinued*

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 (4.50)**

*Discontinued*

Covers criminal law and procedure, including crimes and their defenses, constitutional protections, and criminal litigation practice.

**PLX 2100X Torts (4.50) *Discontinued***

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**

(4.50) *Discontinued*

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 (4.50) *Discontinued***

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 (4.50) *Discontinued***

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.

**PMA-Property Management Associate****PMA 220 Risk Management (4.50)**

Overview of the concept of risk from the owner's, property manager's, and stakeholder's points of view, emphasizing risk mitigation for litigation and insurance purposes.

**PMB-Project Management****PMB 400 Project Management Essentials (4.50)**

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 (4.50)*****Prerequisite: 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.

**PLX 2105X Computers & the Law (4.50)*****Discontinued***

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 420 Program Management (4.50)*****Prerequisite: 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 (4.50)*****Prerequisite: 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 (4.50)**

**Prerequisite:** 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.

**PMB 450 Agile Project Management (4.50)**

**Prerequisite:** PMB 440

This course uses presentation, interactive exercises, and small-group work to explore Agile concepts, principles, roles and responsibilities, and practices. Students will get hands-on experience with Agile Management tools and techniques and gain an understanding of how Agile teams and projects work.

**PMB 460 Project Risk Management (4.50)**

**Prerequisite:** PMB 450

This course covers the area of risk management in the project context. It highlights the importance of risk management and the need for project managers to think ahead in this regard. It contains essential risk management theory and concepts as applicable to project environments including project risk planning, preparation, and response. It also overviews the areas of risk identification, assessment, monitoring, and control. Qualitative and quantitative risk analysis techniques will be presented to students within this course.

**PMB 470 Project Sustainability (4.50)**

**Prerequisite:** PMB 460

This course will explore the principles of sustainability and how you can use this basic knowledge to increase the value in the projects you manage. You will also learn about the effects of climate change on projects and how to properly address the risks that arise from climate change.

**PMB 480 Emerging Trends in PROJ MGMT (4.50)**

**Prerequisite:** PMB 470

This course will explore emerging trends in project management. Through select case studies, we will follow current trends in project management—the innovations, approaches, and outcomes of projects in public works, urbanization, satellite exploration, financial services, manufacturing, healthcare, etc. Students also will analyze how best practices and continuous improvements have forged rapid developments and innovations in emerging subsectors—such as robotics, artificial intelligence, and sustainability—have drawn upon modernized planning and more accurate analytics.

**PMB 490 Project Management Capstone (4.50)**

**Prerequisite:** PMB 400; PMB 410; PMB 420; PMB 430; PMB 440; PMB 450; PMB 460; PMB 470; PMB 480

This course focuses on integrating project management knowledge, skills, and techniques developed in previous courses. It emphasizes critical analysis, synthesis, and evaluation of the theories and application of project management. It includes a major research paper and presentations as well as opportunities for reflection.

**PME-Project Management****PME 601 Advanced Project Management (4.50)**

**Prerequisite:** 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 (4.50)**

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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** ENM 600; ENM 601; ENM 602; 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 (4.50)**

**Prerequisite:** ENG 102

A broad overview of the field of political science including main issues and central questions studies by political scientists and methods used to gain knowledge about politics. A survey course designed to acquaint the student with selective concepts, theories, and of political process.

**POL 201 American Politics (4.50)**

**Prerequisite:** ENG 102

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 330 Political Theory (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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** (4.50)

**Prerequisite:** ENG 102

A survey of major political and economic events in China. The role of the Chinese Communist Party and the recent ideological shift from Marxism-Leninism towards Nationalism as its core ideology will be examined, as will the continuing domestic and international affects of ongoing Economic Reform and Opening Up policies.

**POL 490 Guided Study** (0.50-9.00)

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**POL 499 Capstone Seminar in Politics** (4.50)

**Prerequisite:** ENG 240 and completion of at least 27 units of core courses in the major

The subject of the capstone seminar is to emphasize the study of some aspect of the political science discipline. Students will critically review various concepts, theories, approaches and methodologies and will employ a particular theory and methodology to research and write a substantial research paper involving critical literature review. Grading is H, S, or U only.

**POL 539 Dynamics of World Politics** (4.50)

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** (4.50)

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.

## PSD-Clinical Psychology

**PSD 7003 History & Systems of Psych** (3.00)

*Historical-Review all addendums*

This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

**PSD 7003 History & Systems of Psych** (3.00)

This course discusses the evolution of modern psychology with regard to theories, systems and practices. It is grounded in a broad historical understanding that builds a framework for understanding the contemporary field of psychology, examining the philosophical, epistemological, cultural, and sociopolitical contexts and consequences of the major systems in the development of contemporary psychology.

**PSD 7009 Group Clinical Skills** (2.00) *Historical-Review all addendums*

Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role- playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

**PSD 7009 Group Clinical Skills** (2.00)

Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role-playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

**PSD 7011 Clinical Interviewing Skills (4.00)**

*Historical-Review all addendums*

This course is designed to teach students fundamental clinical interviewing skills. Students will learn the basic attending skills required to establish and maintain a therapeutic relationship, including empathy, listening, reflecting, focusing and formulating questions. Students will also practice skills related to informed consent, confidentiality, and cultural sensitivity. In addition, specific situations such as suicide assessment, interviewing couples and younger clients will be addressed. The course will also explore clinical skills such as case formulation and report writing, supervision, the mental status examination, assessment of the client's presenting problems, issues with difficult clients, and making appropriate referrals.

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**PSD 7015 Psychopathology I (2.00)** *Historical-Review all addendums*

Students explore the foundations of group therapy and engage in role plays to develop group clinical skills. Group process and group models in different theoretical orientations are discussed, including the role of a leader and leadership styles. Students experience group dynamics through role- playing and other strategies conducive to building a cohesive group experience throughout the seminar year. The dynamics of conflict and techniques for conflict resolution are emphasized with attention to the impact of diversity on conflict management.

**PSD 7015 Psychopathology I (3.00)**

This is the first of a two-course sequence. It examines the way in which individual psychopathology is classified, described, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. Other readings inform students about current research findings on the diagnosis and treatment of mental disorders. Students are expected to become familiar with the structure, content, and clinical use of the DSM-5-TR and learn to apply formal diagnostic classification to specific case examples. This course emphasizes the process and problems of individual assessment (including the use of outcome measures in psychotherapy) and diagnosis that arise within the practice of clinical psychology. Students are also introduced to the historical, political, and contextual issues regarding the diagnosis and categorization of human experience.

**PSD 7016 Psychopathology II (3.00)** *Historical-Review all addendums*

This is the second of a two course sequence. It continues to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. In addition, students are introduced to the World Health Organization's (WHO) ICD classification system of mental, behavioral and neurodevelopmental disorders as well as the WHO International Classification of Function designed to accompany the use of the ICD. Students continue to learn to apply formal diagnostic classification to more complicated case examples.

**PSD 7016 Psychopathology II (3.00)**

**Prerequisite:** PSD 7015 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the second of a two-course sequence. Students continue to examine the way in which individual psychopathology is classified, diagnosed, and assessed. The Diagnostic and Statistical Manual of Mental Disorders, 5th edition Text Revision (DSM-5-TR) of the American Psychiatric Association is utilized as a core organizing text for the purposes of diagnostic classification. In addition, students are introduced to the World Health Organization's (WHO) ICD classification system of mental, behavioral and neurodevelopmental disorders as well as the WHO International Classification of Function designed to accompany the use of the ICD. Students apply formal diagnostic classification to more complicated case examples.

**PSD 7035 Ethnographic Placement (2.00)**

*Historical-Review all addendums*

Students are placed for eight hours per week in settings, generally schools or community mental health agencies, which allow them to engage in an ethnographic observation/participation of individuals and groups that are culturally different from the students in significant ways. The ethnographic placement is designed to enhance clinical and cultural competence by broadening the student's exposure and appreciation of "others," while gaining an in-depth understanding of his or her own assumptions, stereotypes, and biases.

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**PSD 7046 Group Dynamics (1.00) *Historical-Review all addendums***

Students explore the foundations of group therapy and engage in group process over the course of three quarters. They reflect upon the group dynamics of their ethnographic placement, their own collective experience within the IPS and the range of perspectives encountered in the assigned academic reading. They also explore the meanings of cultural differences in a group context. In the Fall quarter, students explore the foundations of group therapy with particular emphasis on the beginning stages of group development. Students also participate in group process with a self-reflective focus on the multicultural course content. In the Winter quarter, students explore the foundations of group therapy with particular emphasis on the working stages of group development. Students also participate in group process with particular emphasis on self-reflection as well as multicultural and group dynamics related to power, privilege, and oppression. In the Spring quarter, students explore the foundations of group therapy with particular emphasis on termination, and the closing stages of group development. Students also participate in group process with particular emphasis on self-reflection, as well as clinical considerations of multicultural and group dynamics related to power, privilege, and oppression.

**PSD 7046 Group Dynamics (1.00)**

Students function as a group during the three quarter IPS-I course. They reflect upon the group dynamics of their placement, their individual and collective experience within the IPS-I course and the range of perspectives encountered in the assigned academic reading. They also explore the meanings of cultural differences in a group context. Students are introduced to the foundations of group therapy and group process.



**PSD 7047 Multicultural Awareness (2.00)**

*Historical-Review all addendums*

In this part of the IPS curriculum students examine and critically consider contemporary and empirical literature in multicultural psychology. Students explore the effects of power, privilege, and oppression on psychological functioning. Students are encouraged to develop self-awareness and a heightened sensitivity to their own values, cultural assumptions, beliefs, and biases to understand how these serve as both resources and barriers to the effective delivery of mental health services to diverse populations. In the Fall quarter, students examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to immigration, social class, race, privilege, and oppression. In the Winter quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to sexual orientation and gender. In the Spring quarter, students will examine and critically consider foundational and current literature in multicultural psychology, particularly as it relates to disability, ageism and social justice.

**PSD 7047 Multicultural Aware/Prof Psych (2.00)**

This part of the IPS-I curriculum focuses on foundational and current perspectives in multicultural psychology. Students examine the effects of power, privilege, and oppression on psychological functioning. Students are encouraged to develop self-awareness and a heightened sensitivity to their own cultural assumptions, values, beliefs, and biases to understand how these serve as both resources and barriers to the effective delivery of mental health services to diverse populations. Emphasis will be placed on contemporary and empirical foundations in multicultural psychology, as well as clinically-relevant literature. Multicultural competence requires a transformative and ongoing process that involves critical exploration of the ways in which we have been socialized as individuals with diverse identities. In the fall quarter, the focus will be on immigration, social class, race and ethnicity; in the winter quarter the focus will be on race, as well as gender, sexual orientation, and cultural genograms; in the spring quarter the focus will be on religion, ageism, ableism, and social justice. In addition, there will be an increasing shift toward preparation for multiculturally competent clinical work over the course of the three quarters.

**PSD 7104 Social & Cultural Bases Behav (3.00)**

*Historical-Review all addendums*

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

**PSD 7104 Social & Cultural Bases Behav (3.00)**

This course provides students with an overview of Social Psychology and other domains of psychological research addressing the nature and influence of culture, with an emphasis on social psychology research and theory relevant to multiculturalism, social justice and professional ethics. The course will also address some key pieces of organizational psychology research which could also be classified as social psychology.

**PSD 7107 Biological Bases of Behavior (3.00)**

*Historical-Review all addendums*

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person's ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

**PSD 7107 Biological Bases of Behavior (3.00)**

This course offers a practical, clinical, and evidence-based description of the functional anatomy and physiology of the human nervous system. Normal and abnormal development and functioning of the nervous system is presented, including concepts of neuronal physiology and maturation, sleep, arousal and attention, acquiring and retaining information, and various aspects of a person's ability to act on and adapt to changing environments. Application of this information to clinical practice, research, and personal experience is encouraged. Gender, age, and racial/ethnic differences in physiological processes, as they relate to behavior and experience, are presented in light of new neuropsychological, neuroimaging, and neurophysiological research findings. The ways in which psychological symptoms can arise from physical problems will be discussed to facilitate accurate and comprehensive clinical diagnosis.

**PSD 7108 Cognitive & Affective Bases (3.00)**

*Historical-Review all addendums*

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7108 Cognitive & Affective Bases (3.00)**

This course provides students with an overview of classical and recent research in the areas of cognitive psychology and cognitive neuroscience, as well as theories of emotion. While the emphasis of the course is on the science of psychology, the relevance of these models to diversity-competent clinical practice is also reviewed.

**PSD 7110 Integrated Foundationl Science**

(2.00) *Historical-Review all addendums*

This course is a synthesis of foundational courses in developmental, biological, cognitive/affective, and social psychology. All of these branches of psychology are integrated in the course to inform a deeper understanding of the biological and social aspects of human behavior, memory, learning and emotion. Clinical applications of scientific psychology are examined through a multicultural lens.

**PSD 7110 Integrated Foundationl Science**

(2.00)

**Prerequisite:** PSD 7107 with a minimum grade of B-; PSD 7104 with a minimum grade of B-; PSD 7227 with a minimum grade of B-; PSD 7108 with a minimum grade of B-; PSD 7160 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.

Students complete a supervised project wherein they integrate and apply foundational science from two or more areas (biological, cognitive-affective, developmental, social-cultural) to a self-defined project in clinical psychology.

**PSD 7114 Psychometrics:Psych Assessment**

(2.00) *Historical-Review all addendums*

This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

**PSD 7114 Psychometrics:Psych Assessment**

(2.00)

This course is designed to provide first-year students with an overview of psychometric principles and introduce them to the various types of psychological assessment tools such as cognitive and intellectual testing and measurement of personality. The course covers the foundations of psychological assessment, tools used in psychological measurement (e.g., test construction) essential characteristics of psychological measurement (e.g., reliability and validity), and the application of measurement (e.g., tests of intelligence, personality assessment). This course is a prerequisite for the Assessment Series courses (PSD 7115, 7116, and 7117).

**PSD 7115 Assessment I: Intellect/Cognit (4.00)**

*Historical-Review all addendums*

This is the first of a three course sequence. This course is designed to provide the student with a broad understanding of the intellectual/ cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: The Weschler Adult Intelligence Scale- IV (WAIS-IV), the Weschler Intelligence Scale for Children- IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV). Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required.

**PSD 7115 Assessment I: Intellect/Cognit (4.00)**

**Prerequisite:** PSD 7114 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the first of a three-course sequence. This course is designed to provide the student with a broad understanding of the intellectual/ cognitive assessment of adults, adolescents, and children. Teaching will include administration, scoring, and interpretation of some of the widely used cognitive, achievement, and neuropsychological screening measures: The Weschler Adult Intelligence Scale-IV (WAIS-IV), the Weschler Intelligence Scale for Children-IV (WISC-V), the Wide Range Achievement Test 4 (WRAT 4), and the Bender II. Students will also learn about alternative cognitive measures including the Test of Nonverbal Intelligence 3 (TONI 3) and the Peabody Picture Vocabulary Test-IV (PPVT-IV). Students will also be taught how to conduct a thorough mental status exam with clients. The historical, cultural, linguistic, and socio-economic contexts of assessment and evaluation will be emphasized. A weekly lab is required.

**PSD 7116 Assessment II: Personality I (4.00)**

*Historical-Review all addendums*

This is the second of a three course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required.

**PSD 7116 Assessment II: Personality I (4.00)**

**Prerequisite:** PSD 7115 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the second of a three-course sequence. It is designed to provide the student with a focused understanding of the Minnesota Multiphasic Inventory-2 (MMPI-2), the Myers Briggs Type Indicator (MBTI), the NEO, and outcome measures. Students will learn about the psychometric properties of the measures as well as learn to administer, score, and interpret them. Other personality measures such as the Personality Assessment Inventory (PAI) and the Beck Depression Inventory will be introduced. Additionally, the field of therapeutic assessment will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data while incorporating historical and socio-cultural contextual information, and providing feedback and clinically useful recommendations will be included. A weekly lab is required.

**PSD 7117 Assessment III: Personality II (4.00)**

*Historical-Review all addendums*

This is the third of a three course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.

**PSD 7117 Assessment III: Personality II (4.00)**

This is the third of a three-course sequence. It is designed to provide the student with knowledge and experience in the area of projective personality assessment. Students will learn to administer, code, score, and interpret the Rorschach using the Rorschach Performance Assessment System. Students will also learn to utilize other projective assessment techniques and the Rotter Incomplete Sentences Blank. Current research in the field of projective assessment will be presented. Multicultural considerations will be integrated throughout the course, and the historical and sociocultural contexts of evaluation will be discussed. Students will continue to enhance their skills in report writing, integrating evaluative data, providing feedback and clinically useful recommendations. Emphasis will be placed on the integration of cognitive, personality, and projective assessment findings within the context of history, mental status, behavioral observations, SES and culture. A weekly lab is required.

**PSD 7118 Assessment Practicum (1.00)**

*Historical-Review all addendums*

The Assessment Practicum is specifically designed to provide our doctoral students with clinical assessment training and experience that they would otherwise not have in their clinical practicum sites. This practicum is specifically designed for those students who have not and will not have completed 6 assessment batteries on actual clients prior to internship. APPIC defines a battery as an assessment utilizing at least 2 different measures from different groups; for example, a WAIS-IV and MMPI-2 OR a PAI and Rorschach.

**PSD 7118 Assessment Practicum (1.00)**

**Prerequisite:** PSD 7115 with a minimum grade of B-; PSD 7116 with a minimum grade of B-; PSD 7117 with a minimum grade of B-. B- is the lowest passing grade for JFK-SOP PsyD courses.

The Assessment Practicum is an elective that provides doctoral students with additional clinical assessment training and experience. This practicum is specifically designed for those students who otherwise will not have completed the required minimum 50 hours of assessment administration. Various topics may be available.

**PSD 7119 Neuropsychology Assm Practicum (1.00) *Discontinued***

Students will be assigned neuropsychological assessment cases from the JFK Assessment Clinic and other, outside sources. They will receive instruction in neuropsychological intake interviewing and history taking; selecting the appropriate tests for the referral question; administering, scoring, and interpreting tests not already covered in the neuropsychology sequence; how to write an effective neuropsychological report; and how to consult with referral sources. Group meetings will offer further didactic training and a forum to discuss issues and findings from the students' cases.

**PSD 7122 Psychodynamic Theory & Applic**

(3.00) *Historical-Review all addendums*

This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychology, and contemporary relational theory. The concepts such as conflict, the unconscious, defense, transference, countertransference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

**PSD 7122 Psychodynamic Theory & Applic**

(3.00)

This course introduces the essential concepts and assumptions of psychodynamic theory. The course reviews the historical beginning of early psychoanalysis reflecting on the many changes in the theory that have culminated in current tensions and controversies within the field. Using a comparative framework, students will study the basic concepts of drive theory, ego psychology, object relations theory, self-psychology, and contemporary relational theory. Concepts such as conflict, the unconscious, defense, transference, countertransference, and inter-subjectivity will be introduced. The application of psychodynamic concepts in clinical work, including the therapeutic process and its limitations with diverse populations will be discussed.

**PSD 7123 Cognitive Behavioral Theory** (3.00)

*Historical-Review all addendums*

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

**PSD 7123 Cognitive Behavioral Theory** (3.00)

This course introduces the basic tenets of CBT and the various forms of this perspective. Discussions of the philosophy of CBT and the structure of a CBT case conceptualization set the stage for more detailed work with the kinds of disorders for which CBT has demonstrated effectiveness. The interventions and evaluation procedures commonly used by CBT practitioners are demonstrated and discussed with regard to their applicability to various forms of psychological, emotional, or social problems. Consideration of the applications and limitations of CBT to diverse populations are woven into the fabric of each discussion.

**PSD 7124 Family Systems Theory & Applic**

(3.00) *Historical-Review all addendums*

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families' needs are proposed.

**PSD 7124 Family Systems Theory & Applic**

(3.00)

This course offers the basics in family systems theory and the historical context from which it arose. Students learn the application of systems theory to the treatment of a variety of family systems. A comparison and critique of systems theory from a postmodern perspective is included. The limitations of systems theory to families of diverse backgrounds are considered, and modifications of systems models that better meet such families' needs are proposed.

**PSD 7126 Applied Clinical Theory (3.00)**

*Discontinued*

**Prerequisite:** PSD 7122; PSD 7123; PSD 7124

This is an intermediate to advanced level course exploring the application of clinical theory and case conceptualization to in-session process. Emphasizing clinical adaptability, the class will explore the applicability of multiple theoretical perspectives, including psychodynamic, cognitive, and systems approaches, to the stages of treatment, including initial rapport development, assessment, working stage, and termination. Moments of impasse and turning points in treatment, as well as transference and countertransference dynamics, will also be explored through this multi- theoretical lens.

**PSD 7131 Psych& Trtmnt of Substance Use**

(3.00) *Historical-Review all addendums*

This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.

**PSD 7131 Psych & Treatment Subst Abuse**

(3.00)

This course focuses on the identification, assessment, and treatment of individuals who are abusing substances. The influence of socioeconomic status, cultural context, and the variations in substance use and abuse across groups will be considered.

**PSD 7135 Beginning Practicum (2.00) *Historical-Review all addendums***

This course is taught over three quarters, in conjunction with PSD 7146 and PSD 7147. The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. PSD 7135 gives students credit for their practicum work. In class, students do weekly practicum check-ins and formal case presentations of clients. Theoretical conceptualizations are emphasized.

**PSD 7135 Beginning Practicum (2.00)**

This course is taught over three quarters, in conjunction with PSD 7147 and PSD 7271/7272/7273. The second-year practicum is a clinical placement where students apply the knowledge and skills they have acquired in the first year. PSD 7135 gives students credit for their practicum work. In class, students do weekly practicum check-ins and formal case presentations of clients. Theoretical conceptualizations are emphasized.

**PSD 7141 Ethical & Legal Issues Psych (3.00)**

*Historical-Review all addendums*

This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice and role of the psychologist.

**PSD 7141 Ethical & Legal Issues Psych (3.00)**

This course focuses upon the legal and ethical issues related to the practice of psychology. Students explore issues which include, but are not limited to, licensing, scope of practice, competence, informed consent, client welfare, confidentiality (and its exceptions), and professional conduct. Also covered are issues related to the treatment of minors, couples, groups, and the use of technology in clinical psychology, as well as issues related to working with individuals with cultural, contextual, and individual differences from those of the provider. In addition, students will be introduced to methods of critically evaluating their professional behavior. The course emphasizes contemporary professional ethics and statutory, regulatory, and decisional laws that delineate the profession's scope of practice and role of the psychologist.

**PSD 7147 Multicultural Proficiency (1.00)**

*Historical-Review all addendums*

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7146. This course examines the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. In addition, there will be a focus on clinical treatment interventions with specific populations and exploration of their relative effectiveness and the impacts on both therapist and client. Evidence- supported treatment approaches with specific populations are highlighted in this course.

**PSD 7147 Multicultural Proficiency (1.00)**

This course is taught over three quarters, in conjunction with PSD 7135 and PSD 7271-7272-7273. This course examines the ways diverse cultural perspectives are experienced within the clinical interchanges of psychotherapy. In addition, there will be a focus on clinical treatment interventions with specific populations and exploration of their relative effectiveness and the impacts on both therapist and client. Evidence-supported treatment approaches with specific populations are highlighted in this course.

**PSD 7151 Research Methods & Stats I (3.00)**

*Historical-Review all addendums*

This course is the first of a three course sequence. This course presents an overview of psychometrics and quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

**PSD 7151 Research Methods & Stats I (3.00)**

This course is the first of a three-course sequence. This course presents an overview of quantitative research design and methodology. In addition, the course covers ethics in research, issues of cultural diversity relevant to the process of research, and an introduction to data analysis using SPSS. The focus of the course is on acquisition of skills that permit students to critically evaluate published professional literature.

**PSD 7160 Psychopharmacology (3.00)**

*Historical-Review all addendums*

This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders

**PSD 7160 Psychopharmacology (3.00)**

*Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*

This course prepares students to evaluate and direct clients regarding psychiatric medications. Pharmacokinetics, the major classes of psychiatric medications, referral processes, and how to follow-up with clients on medications will be discussed. Students will gain an understanding of the practical, ethical, diversity-related, and philosophical advantages and limitations of pharmacotherapy in the treatment of clients with various psychological disorders.

**PSD 7170A Functional Neuroanatomy (2.00)**

*Historical-Review all addendums*

This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation. Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brainstem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material.

**PSD 7170A Functional Neuroanatomy (2.00)**

*Prerequisite: PSD 7107 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.*

This is the first of three courses of the Neuropsychology sequence. A working knowledge of the intact brain is necessary in order to understand neuropathology, neuropsychological assessment, and rehabilitation. Expanding upon the basic knowledge from the Biopsychology course, Functional Neuroanatomy will provide a more detailed understanding of the major brain structures and their contributions to daily functioning. Starting with the brainstem and cranial nerves, through the major subcortical nuclei and networks, the course will set up a detailed understanding of cortical functioning. Case studies and vignettes will reinforce the material.

**PSD 7170B Neuropathology (3.00)** *Historical-Review all addendums*

This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists.

**PSD 7170B Neuropathology (3.00)**

**Prerequisite:** PSD 7170A with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the second of three courses of the Neuropsychology sequence. In this course the kinds of abilities assessed by neuropsychology will be addressed. Expanding on the case studies from the first course, and drawing from the Cognitive and Affective Bases of Behavior and the Assessment course sequence, this course will consider the way neuropsychology conceptualizes and organizes cognitive, visual-spatial, memory-related, and affective functions. Examples from both the battery approach and the process approach to assessment will be used to demonstrate the ways in which neuropsychologists determine the integrity of brain functioning. Students will learn to administer a number of assessment tools commonly used by neuropsychologists.

**PSD 7170C Neuropsychological Principles**

(3.00) *Historical-Review all addendums*

This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, vascular and cancer-related injury, dementing processes, and trauma. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced.

**PSD 7170C Neuropsychological Principles**

(3.00)

**Prerequisite:** PSD 7170B with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the third of three courses of the Neuropsychology sequence. In this course the ways in which brain function can be compromised will be reviewed. This includes developmental disorders, traumatic brain injury, vascular and cancer-related injury, and dementing processes. Students will learn how to recognize the signs and symptoms of the possible contribution of "organic" problems in their clients or patients. Case studies and vignettes will reinforce the information from this and the previous two courses. Additionally, subsequent courses in rehabilitation, forensic assessment, child and geriatric neuropsychology, and diversity neuropsychology will be introduced.

**PSD 7171 Neuropsychological Rehab (1.00)**

*Historical-Review all addendums*

This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other inter-professional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process.



**PSD 7171 Neuropsychological Rehab (1.00)**

**Recommended: Prior completion of:** PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.

This course focuses on the ways in which neuropsychologists contribute to the rehabilitation process for people who have sustained brain injury in some form. In order to optimize recovery after a brain insult, neurological structural information must be integrated with functional neuropsychological information and rehabilitation principles. Neuropsychology works collaboratively with other interprofessional team members to facilitate functional recovery of persons with brain injuries. This course focuses on the theory and practice of this rehabilitative process.

**PSD 7172 Forensic Neuropsychology (1.00)**

*Discontinued*

This course brings together information from the other neuropsychology courses as they are considered and integrated into legal decision making. Neuropsychology contributes to the assessment of capacity in its various contexts, and determination of the level of functioning after a brain insult. This information is used in disability evaluations for SSI and SSDI, in personal injury lawsuits, and in assigning conservatorship in the case of either an older patient or an injured patient when cognitive decline is suspected. The attitude and approach of the neuropsychologist in a forensic setting; depositions, testimonies and general work with attorneys, will be emphasized.

**PSD 7173 Overview of Pediatric Assess. (1.00)**

*Historical-Review all addendums*

This course focuses on the developing brain; the "normal" course of cognitive development, specific vulnerabilities of a child's brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7173 Overview of Pediatric Assessmt (1.00)**

**Recommended: Prior completion of:** PSD7107 (Biological Bases), and PSD7170A-B-C (foundational neuropsychology courses) are strongly recommended.

This course focuses on the developing brain, the "normal" course of cognitive development, specific vulnerabilities of a child's brain, and the kinds of developmental disorders with a clear neurological base. The unique needs of children and families, and the special skills necessary for working with this population will be emphasized. An introduction to the assessment processes and tools available to pediatric neuropsychologists will be offered. The integration of other child-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7174 Neuropsychology of Aging (1.00)**

*Historical-Review all addendums*

This course focuses on the aging brain differentiating "normal" from "abnormal" processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by gero-neuropsychologists to evaluate a patient's preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7174 Neuropsychology of Aging (1.00)**

This course focuses on the aging brain, differentiating "normal" from "abnormal" processes. An overview of the most commonly encountered problems affecting the older populations will be offered. This will emphasize the dementias, but also consider specific issues encountered by the older population that compromise their quality of life. Information from Rehabilitation and Forensic neuropsychology will be integrated into discussions of the approaches and tools used by gero-neuropsychologists to evaluate a patient's preserved abilities and acquired needs. The integration of other geriatric-focused medical, educational, and psychological specialties will also be reviewed.

**PSD 7178 Multicultural Issues in Assess (1.00)**

*Historical-Review all addendums*

This is an advanced elective course that explores the theories and practical applications of psychological assessment in a multicultural context. Students will examine theories of validity, and research and practice with intellectual, personality and projective techniques.

**PSD 7178 Multicultural Issues in Assess (1.00)**

**Prerequisite:** PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is an advanced elective course that explores the theories and practical applications of psychological assessment in a multicultural context. Students will examine theories of validity, and research and practice with intellectual, personality and projective techniques.

**PSD 7180 Psychology of Trauma (3.00)**

*Historical-Review all addendums*

This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness.

**PSD 7180 Psychology of Trauma (3.00)**

This course introduces students to the psychological foundations of trauma, including the psychological, biological, cultural, and developmental factors that influence its onset and course, as well as its functional and systemic impacts. Students will become familiar with various theories of trauma and models for intervention, as well as the clinical research that informs them. Techniques for intervention, including tools for establishing safety, bolstering affect regulation, and processing will be addressed, with emphasis on cultural and contextual responsiveness.

**PSD 7215 Foundations Prof Consultation (3.00)**

*Historical-Review all addendums*

**Prerequisite:** PSD 7016

This course introduces students to the consultative and educational processes and roles in the profession of psychology and their application in working with diverse populations. Students become familiar with the basic stages and processes of consultation and various ways in which professional psychologists provide consultation services. Students are also introduced to the issues and processes of teaching in the field of psychology—including but not limited to administrative duties, course development, and course management.

**PSD 7215 Foundations Prof Consultation (3.00)**

This course introduces students to consultative processes, procedures, and roles in the profession of psychology and their multicultural applications. Students become familiar with the basic stages and processes of consultation and the various ways in which professional psychologists provide consultation services. Consultation settings (e.g., school settings, community-based setting, individual clinical practice settings, medical settings) will be discussed. Students will also develop proposals for consultation services they might wish to provide as well as brief in-service trainings. The ethical and legal issues involved in psychological consultation will also be addressed.

**PSD 7227 Human Development (4.00)**

*Historical-Review all addendums*

This advanced level course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, ethnic identity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

**PSD 7227 Human Development (4.00)**

This course provides a comprehensive review of the influential theories of human development from birth to end of life. Emphasis is placed on critically analyzing and integrating foundational principles of physical, cognitive, emotional, and social human development in the context of culture, race/ethnicity, gender, ability, SES, sexual orientation, and religion. Students are expected to comprehend, assess, and evaluate scientific research on human development and engage in clinical application of evidence based human development research.

**PSD 7230 Fundamentals Clinical Supervsn**

(3.00) *Historical-Review all addendums*

Aspects of the supervisory process are presented through the use of theoretical and case materials. Each student has the opportunity to participate as a supervisor in training and have his or her work critiqued. This course also includes information and skills related to supervising organizations, i.e., understanding and managing multiple levels of a system including one's own private or group clinical practice.

**PSD 7230 Fundamentals Clinical Supervsn**

(3.00)

The purpose, structure, and function of clinical supervision are presented through the use of theoretical and case materials. Each student will roleplay as a supervisor in training and receive feedback from peers and instructor. Students will increase their knowledge of the current research literature on clinical supervision. Legal and ethical responsibilities, and best practices of clinical supervisors will be described. Students will reflect on their own strengths and anticipated challenges for themselves as potential supervisors, and will increase their understanding of the multiple intersecting systems where clinical supervision may take place.

**PSD 7235 Advanced Practicum (3.00) *Historical-Review all addendums***

This is a year-long course, taught in conjunction with PSD 7245. Practicum III gives students credit for their third-year training placement. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students do formal case presentations and prepare for their Clinical Proficiency Exam.

**PSD 7235 Advanced Practicum (3.00)**

This is a three-quarter course, taught in conjunction with PSD 7371/7372/7373. To receive credit, students must meet the terms of the placement contract, carry the stipulated caseload, and receive a satisfactory evaluation from their clinical supervisor. In class, students are required to demonstrate assessment and integration of clinical data in their clinical work with clients. Students write clinical reports and make formal case presentations in preparation for their Clinical Proficiency Exam.

**PSD 7250 Research Methods & Stats II (3.00)**

*Historical-Review all addendums*

This is the second course in a three course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question.

**PSD 7250 Research Methods & Stats II (3.00)**

**Prerequisite:** PSD 7151 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the second course in a three-course sequence. It is designed to provide students with knowledge of inferential statistics through two-way ANOVA and post hoc analysis with an introduction to selected multivariate techniques. Emphasis is placed on conceptual understanding and appropriate use of statistics including knowledge of assumptions and limitations of specific techniques. Critical review of published empirical literature and critique of culturally appropriate analysis and interpretation is an integral part of the course. Students are introduced to the dissertation process and are guided to begin formulating a dissertation research question.

**PSD 7251 Qualitative Rsch: Critical Rev (3.00)**

*Historical-Review all addendums*

**Prerequisite:** PSD 7250

This is the third course in a three course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case- study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis.

**PSD 7251 Qualitative Rsch: Critical Rev (3.00)**

**Prerequisite:** PSD 7250 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the third course in a three-course sequence. It introduces students to specific qualitative methodologies in detail: phenomenology, grounded theory, and qualitative content analysis. Additional forms of qualitative research are also introduced, including consensual qualitative research, qualitative meta-analysis, and case-study designs. The philosophical and methodological issues which underlie qualitative research will be discussed. The course includes lecture, discussion, and practice assignments covering interviewing and qualitative data analysis.

**PSD 7252 Clinical Dissertation Prop I (2.00)**

*Historical-Review all addendums*

**Corequisite:** PSD 7251

QUARTER 2's DESCRIPTION: This is the first of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research.

**PSD 7252 Clinical Dissertation Prop I (2.00)**

**Prerequisite:** PSD 7251 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.; PSD 7250 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the first of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will create a prospectus for their proposed studies, begin the process of recruiting a dissertation committee, as well as outline and begin drafting a Review of the Literature relevant to their proposed research.

**PSD 7253 Clinical Dissertation Prop II**

(1.00-2.00) *Historical-Review all addendums*

**Prerequisite:** PSD 7252

This is the second of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter.

**PSD 7253 Clinical Dissertation Prop II (2.00)**

**Prerequisite:** PSD 7252 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.

This is the second of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will continue to expand and refine their Literature Reviews, while drafting the Methods chapter of their dissertation proposals. Students also finalize their dissertation committees this quarter.

**PSD 7254 Clinical Dissertation Prop III (1.00)**

*Historical-Review all addendums*

**Prerequisite:** PSD 7253

This is the third of a three course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals.

**PSD 7254 Clinical Dissertation Prop III (1.00)**

**Prerequisite:** PSD 7253 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.; **Recommended: Prior completion of:** Online training module for IRB / human participants should be completed prior to the beginning of this course.

This is the third of a three-course sequence designed to assist and supervise students in developing their dissertation proposals. Students will complete drafts of their dissertation proposal and Human Participants Review materials, and conduct a mock defense of their dissertation proposals.

**PSD 7271 Applied Diagnosis (1.00) *Historical-Review all addendums***

**Prerequisite:** PSD 7015; PSD 7016

This is a companion course to the Fall quarter of PSD7135, which gives students the opportunity to practice and develop diagnostic skills with the clients they treat at their Beginning Practicum. Via group process, students will be exposed to a wider range of clinical presentations and diagnostic considerations. The influence of diversity and context on the diagnostic process will be emphasized.

**PSD 7271 Applied Diagnosis (1.00)**

This is a companion course to the Fall quarter of PSD7135, which gives students the opportunity to practice and develop diagnostic skills with the clients they treat at their Beginning Practicum. Via group process, students will be exposed to a wider range of clinical presentations and diagnostic considerations. The influence of diversity and context on the diagnostic process is emphasized.

**PSD 7272 Case Formulation (1.00) *Historical-Review all addendums***

**Prerequisite:** PSD 7171

This is a companion course to the Winter quarter of PSD7135, which gives students the opportunity to practice and develop case conceptualization skills with the clients they are seeing at their Beginning Practicum. In this course, students will practice the use of clinical and multicultural theory to develop a comprehensive understanding of the client and the factors contributing to their presenting concerns. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various theoretical approaches in conceptualizing them. The role of diversity and context will be emphasized.

**PSD 7272 Case Formulation (1.00)**

This is a companion course to the Winter quarter of PSD7135, which gives students the opportunity to practice and develop case conceptualization skills with the clients they are seeing at their Beginning Practicum. In this course, students will practice the use of clinical and multicultural theory to develop a comprehensive understanding of the client and the factors contributing to their presenting concerns. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various evidence-based theoretical approaches in conceptualizing them. The role of diversity and context is emphasized.

**PSD 7273 Informed Treatment Planning (1.00) *Historical-Review all addendums***

**Prerequisite:** PSD 7172

This is a companion course to the Spring quarter of PSD7135, which gives students the opportunity to practice evidence-based treatment planning grounded in diagnosis, case formulation, and empirical research. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various treatment models. The role of diversity and context will be emphasized.

**PSD 7273 Informed Treatment Planning (1.00)**

This is a companion course to the Spring quarter of PSD7135, which gives students the opportunity to practice evidence-based treatment planning grounded in diagnosis, case formulation, and empirical research. Via group process, students will be exposed to a wider range of clients and presenting concerns, and develop an appreciation of the strengths and weaknesses of various treatment models. The role of diversity and context is emphasized.

**PSD 7302 Dissertation Completion (0.50)**

*Discontinued*

**Prerequisite:** PSD 7254

Following successful oral defense of the dissertation proposal, each student enrolls in PSD 7302 until completion of the dissertation. Students work independently under the direction of their dissertation committees with assistance from research faculty until successful final defense of the dissertation project. Course may be repeated for credit three times. After three repetitions, students must continue to enroll in PSD 7302 to completion of dissertation project. A maximum of 1.5 units will apply toward the degree program. (Students who began prior to fall 2006 may take PSD 7302 four times for credit.)

**PSD 7303 Dissertation Completion (0.00)**

*Historical-Review all addendums*

**Corequisite:** PSD 7254

This is a registration-only course designation for students who have completed (or are satisfying an Incomplete for) PSD 7254, but have not yet defended their completed dissertation. Students register for this course every quarter until the dissertation is uploaded into ProQuest. This is for students who began the PsyD program in or after 2018. Students who matriculated prior to 2017 should continue to use the PSD 7302 designation.

**PSD 7303 Dissertation Completion (0.00)**

**Prerequisite:** PSD 7254 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses. For students matriculating in Fall 2018 and following.

This is a registration-only course designation for students who are working on their dissertations during the period after the third quarter of Dissertation Proposal through the final dissertation defense. Students register for this course every quarter until the finalized and approved dissertation is uploaded into ProQuest. Student learning is assessed via rubric at the time of completing (1) the proposal defense and (2) the final defense. This course is for students who began the PsyD program in 2018 and following.

**PSD 7309A Topics in Doctoral Psychology**

(1.00)

This course number is used for a one-unit elective course that is not offered regularly. The specific topic of the elective varies based on instructor availability, and can be found in a secondary description field.

**PSD 7309B Topics in Doctoral Psychology**

(2.00)

This course number is used for a two-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

**PSD 7309C Topics in Doctoral Psychology**

(3.00)

This course number is used for a three-unit elective course that is not offered regularly. The specific topic of the elective varies by instructor availability, and can be found in a secondary description field.

**PSD 7330 Externship-Concurrent w/IPS**

(0.00-1.00) *Historical-Review all addendums*

**Prerequisite:** PSD 7035; PSD 7046; PSD 7047; PSD 7016; PSD 7008; a minimum of 6 months' clinical experience. Training office approval required.

Training office approval required. This course is repeatable with a total of 4 units applying as elective units. This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training.

**PSD 7330 Externship-Concurrent w/IPS (0.00)**

**Recommended: Prior completion of:** all year one coursework; a minimum of 6 months clinical experience. Training office approval required.

This is a registration-only course designation for students who are enrolled in supplemental practica or externships, while simultaneously being enrolled in IPS II or IPS III.

**PSD 7331 Externship (1.00) *Historical-Review all addendums***

**Prerequisite:** PSD 7035; PSD 7046; PSD 7047; PSD 7016; PSD 7008; a minimum of 6 months' clinical experience. Training office approval required.

This course is designed to provide clinical supervision to students who are enrolled in supplemental practica or externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training.

**PSD 7331 Externship (1.00)**

**Recommended: Prior completion of:** all year one coursework; a minimum of 6 months clinical experience. Training office approval required.

This course is designed to provide program oversight and supplementary clinical supervision to students who are enrolled in externships. The course is conducted either in a one-on-one or group format. The format of the course includes case presentations and didactic training. This course is repeatable with up to 4 units applying as elective units.

**PSD 7371 Integrative Case Planning (1.00)**

*Historical-Review all addendums*

This is a companion course to PSD7235, which helps students refine their case formulation and evidence-based treatment planning skills, as well as their ability to apply these skills to clinical case consultation. Students will refine their ability to ground their choice of theory and treatment model in research and best practice, with sensitivity to diversity and context.

**PSD 7371 Integrative Case Planning (1.00)**

This component of the third year IPS sequence helps students refine their case formulation and evidence-based treatment planning skills, as well as their ability to apply these skills to clinical case consultation. Students will refine their ability to ground their choice of theory and treatment model in research and best practice, with sensitivity to diversity and context.

**PSD 7372 Clinical Communication (1.00)**

This component of the third year IPS sequence supports students in refining their ability to communicate orally and in written form with other professional audiences regarding their clinical work. Students will develop their ability to articulate and defend their clinical decision-making processes, including assessment, diagnosis, case conceptualization, and treatment planning, integrating appropriate clinical language while remaining sensitive to issues of diversity and context.

**PSD 7373 Profess Devel/Lifelong Learn (1.00)**

*Historical-Review all addendums*

**Prerequisite:** PSD 7371; PSD 7372 with a minimum grade of I. Student may continue to 7373 if they are finishing an incomplete for 7372.

This component of the third-year IPS addresses ongoing professional development and lifelong learning, including the process of obtaining and maintaining licensure, seeking additional possible certifications, maintaining and expanding current knowledge and competency through continuing education, engaging in professional socialization and organizations, and contributing to the profession.

**PSD 7373 Profess Devel/Lifelong Learn (1.00)**

This component of the third year IPS sequence addresses ongoing professional development and lifelong learning, including the process of obtaining and maintaining licensure, seeking additional possible certifications, maintaining and expanding current knowledge and competency through continuing education, engaging in professional socialization and organizations, and contributing to the profession.

**PSD 7400 Full-time Internship (9.00) *Historical-Review all addendums***

Students will apply for approved internship sites anywhere in the country that are consistent with their individual interests, training needs, and professional goals. Students will build competency in the diverse clinical skills required of a professional psychologist. Students are required to complete one full-time, year-long internship.

**PSD 7400 Full-Time Internship (9.00)**

**Recommended: Prior completion of:** Completion of all other coursework and permission of Training Director.

Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship full-time (40-44 hours per week).

**PSD 7401 Part-Time Internship (4.50)**

**Recommended: Prior completion of:** *Completion of all other coursework and permission of Training Director.*

Students will apply for approved internship sites that are consistent with their individual interests, training needs, and professional goals. Students must complete one full-time, year-long internship or the equivalent and successfully complete a total of 36 units of internship. To receive credit, students need to demonstrate minimum level of achievement across all profession-wide competencies required for independent practice. Students should enroll in this course for quarters during which they are at internship half-time (20-24 hours per week).

**PSD 7423 Motivational Interviewing (1.00)**

*Discontinued*

Motivational Interviewing (MI) is a technique that was developed by psychologists William Miller, PhD and Steve Rollnick, PhD, which emphasizes a collaborative person-centered approach to guiding and eliciting motivation for change. It can also be seen as a collaborative conversation style for strengthening a person's own motivation and commitment to change. MI is especially useful for patients who are ambivalent about change or who are not committed to change. It is a technique that has been used across multiple healthcare settings and continues to show effectiveness with different patient populations. This course will focus on theory, research, and practice of MI. In preparation, the course will initially review various topics related to behavior, habits, and motivation. This will include a review of the Transtheoretical Model of Change and other major philosophies associated with behavioral change. The course will provide an overview of MI and an introduction to key concepts and techniques. At the same time, students will learn about the use of MI in different disciplines within medicine. This includes use of MI by psychologists, psychiatrists, physicians, specialists, and social workers.

**PSD 7520 Interprofession Prac/Educ-IGNITE (2.00)**

*Discontinued*

Interprofessional Student Hotspotting is an annual longitudinal program cohosted by the Camden Coalition's National Center for Complex Health and Social Needs, the Association of American Medical Colleges (AAMC), Primary Care Progress, National Academies of Practice (NAP), Council on Social Work Education (CSWE) and American Association of Colleges of Nursing. As one of the four national "Hotspotting Hubs," SMU offers this elective course to provide students with the opportunity to work on interprofessional teams to learn about the root causes of high healthcare utilization, and share this learning with their peers. Curricular elements include a ~3-hour virtual kickoff event, an online asynchronous curriculum, ~biweekly virtual skills labs and case conferences (which will include virtual simulated encounters with individuals who have complex health and social needs), and a ~3-hour virtual wrap-up event.



**PSD 7521 Fndmntls Integrated Healthcare**

(1.00) *Historical-Review all addendums*

Integrated health care is a model of care that utilizes extensive collaboration among healthcare providers to achieve optimal clinical outcomes in a cost efficient manner. Depending on the needs of the patient, an integrated health team can consist of physicians, psychologists, social workers, occupational and physical therapists, case managers, and nurses. With a diverse range of professionals focusing on the needs of their shared patient, an interprofessional team is able to establish a comprehensive treatment plan to address the biological, psychological, social, and everyday needs of the patient. This course will provide an overview of the principles of integrated healthcare, reviewing the evidence-based research on the efficacy of this approach with different clinical conditions, and examining the practical, applied procedures that are used in integrated healthcare approach to specific conditions. Some of the clinical conditions reviewed include special needs pediatrics, cancer, cardiovascular disease, diabetes, obesity, chronic pain, catastrophic injuries such TBI and SCI, chronic disabling conditions, as well as end of life care. Integrated approaches will be examined along the continuum of care from intensive to primary to rehabilitative care. Consistent with mission of JFK University we will focus on the multicultural and diversity aspects of integrated healthcare, with a special emphasis disability. Emphasis will also be placed on how integrated healthcare approaches wellness and disease prevention. A number of lectures will be provided by psychologists and physicians actively engaged in integrated healthcare practices in the geographic area.

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**PSD 7522 Health Psychology (2.00)** *Historical-Review all addendums*

In this course students will come to understand the nature of, and degree to which attitudes, beliefs, mood, and lifestyle influence the body and vice versa, and how much of this interaction reflects a choice on the part of the client. Students will be able to better recognize the effects of poor health choices in their own lives, and in the problems of their clients. They will also acquire knowledge and a set of skills to help themselves and their clients make better, health-promoting choices (medical adherence, habit control, exercise, sleep hygiene, pain management, etc). Recently, there has been an emphasis on the various cultural belief systems and the assumptions members of these cultures have with regard to health. Knowledge of these differences is important to be able to work effectively with members of diverse populations (ethnicity, age, gender, etc.). Finally, students will learn how to individually consult on behavior-health related issues, as well as how to work in a short-term, time-limited, team treatment setting.

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**PSD 7523 Motivational Interviewing (1.00)**

Motivational Interviewing (MI) is a technique that was developed by psychologists William Miller, PhD and Steve Rollnick, PhD, which emphasizes a collaborative person-centered approach to guiding and eliciting motivation for change. It can also be seen as a collaborative conversation style for strengthening a person's own motivation and commitment to change. MI is especially useful for patients who are ambivalent about change or who are not committed to change. It is a technique that has been used across multiple healthcare settings and continues to show effectiveness with different patient populations. This course will focus on theory, research, and practice of MI. In preparation, the course will initially review various topics related to behavior, habits, and motivation. This will include a review of the Transtheoretical Model of Change and other major philosophies associated with behavioral change. The course will provide an overview of MI and an introduction to key concepts and techniques. At the same time, students will learn about the use of MI in different disciplines within medicine. This includes use of MI by psychologists, psychiatrists, physicians, specialists, and social workers.

**PSD 7524 Behav Health in Primary Care (1.00)** *Historical-Review all addendums*

This course is designed to examine the behavioral health consultation model as a psychological approach to integrative care services in general medicine. The course will coach or show how to conduct behavior health consultations, complete a functional assessment, and write SOAP notes. The medical model and provider-patient relationship will be examined with a goal of promoting and improving overall health functioning of primary care patients. We will investigate common behavioral health presentations and treatments for issues such as stress, anxiety, depression, and PTSD in conjunction with psychotherapy and medication management. Techniques such as relaxation, exercise, and healthy eating habits will be explored along with common behavioral health interventions. Behavioral health consultation is simultaneously an integrative, interdisciplinary, and collaborative approach; therefore, the course will also examine culture and health for primary care patients. Finally, the various research methodologies employed to investigate multicultural competency in primary care behavioral consultation and patient-centered care will be explored.

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**PSD 7525 Neurobiology of Trauma (2.00)**

*Historical-Review all addendums*

This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental trauma and shock trauma and guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: trauma and the brain, traumatic memory, poly vagal theory, interpersonal neurobiology and neural integration, the window of tolerance; hyper vs. hypotonic trauma responses; trauma release processes; phase-oriented treatment; establishing mindfulness; stabilization and resourcing; the developing brain and developmental trauma; neuro-dynamics of attachment; attachment injuries and attachment repair; and models of understanding and treating dissociation and fragmentation.

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**PSD 7529 Externship - Integrated Health (3.00)**

*Historical-Review all addendums*

The Integrated Healthcare (IHC) Externship is a supplemental practicum that is required for students interested in graduating with a concentration in integrated healthcare. The focus of this externship is on working in a primary care clinic, comprehensive care clinic hospital, or rehabilitation center that utilizes an interprofessional, behavioral health consultative approach to the management of patients typically with chronic health conditions such as hypertension, diabetes, cardiac disease, COPD. An IHC Externship usually requires a three-quarter commitment at the healthcare site.

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**PSD 7530 Corr Psych/Cultural Awareness (2.00)**

*Historical-Review all addendums*

This course introduces students to the historical development of correctional psychology. Emphasis is placed on understanding key issues in correctional psychological practices and analyzing ethics, best practices, and privilege and oppression dynamics while practicing within the correctional setting. Evidence-based practices in correctional psychology through a multicultural lens are reviewed. By the end of the course students understand the difference between behavior management and treatment within a correctional system as it applies to issues such as criminogenic behaviors, sexual offending, violence, and mental health.

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**PSD 7531 Forensic Psych/Multicultural (2.00)**

*Historical-Review all addendums*

Provides an overview of the various specialties and professional foci within forensic psychology. The course will cover areas of expertise in which forensic psychologists practice and landmark cases related to those fields. Specialties covered will include child custody evaluations, police and public safety psychology, violence and risk assessment, asylum evaluations, and competency to stand trial. The course will also focus on professional applications of forensic work, including report writing and court testimony. A focus on cultural elements influencing forensic psychology will be included throughout the course.

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**PSD 7533 Forensic/Correctional Assess. (3.00)**

**Prerequisite:** PSD 7116 with a minimum grade of B-. This is the lowest passing grade for JFK-SOP PsyD courses.

This course introduces students to the most common criminal forensic evaluations conducted by forensic mental health professionals, theories associated with criminal behavior, and multiple treatment modalities provided to offenders. Students gain a basic understanding of the legal criteria upon which criminal forensic evaluations are based, the appropriate methodology to perform forensic assessments, the mental health services delivered to adult offenders in correctional/forensic settings, and some of the ethical and professional difficulties that a forensic mental health professional encounters. Students will review fundamental components of conducting violence and risk assessment evaluations. Practical exercises drawn from actual cases are used to illustrate key concepts.

**PSD 7535 Exprt Tstmny/Advncd Rprt Wrtnng (2.00)** *Historical-Review all addendums*

This course examines various aspects of communication within a forensic psychological context. Appropriate methods of documentation, report writing, and expert witness testimony are reviewed and practiced. Students engage in experiential activities to demonstrate proficiency in the aforementioned areas. Students are oriented to the expectations and the psychological and emotional experiences of preparing written material for court and expert witness testimony.

**PSD 7535 Exprt Tstmny/Advncd Rprt Wrtnq**  
(2.00)

This course examines various aspects of communication within a forensic psychological context. Appropriate methods of documentation, report writing, and expert witness testimony are reviewed and practiced. Students engage in experiential activities to demonstrate proficiency in the aforementioned areas. Students are oriented to the expectations and the psychological and emotional experiences of preparing written material for court and expert witness testimony.

**PSD 7539 Externship-Forensic/Correction**  
(1.00) *Historical-Review all addendums*

**Prerequisite:** PSD 7046; PSD 7047; PSD 7011; PSD 7015; PSD 7016; PSD 7141; PSD 7115; PSD 7116; PSD 7117; PSD 7122; PSD 7123; PSD 7124; PSD 7131; PSD 7271; PSD 7147

Students complete a 3-4 quarter externship or practicum in the correctional/forensic setting. This externship course explores standards, ethics codes, and laws applicable to correctional/forensic mental health practitioners. Ethical and legal conflicts and dilemmas often encountered while interfacing with the legal system as a psychologist are reviewed. Methods to resolve such conflict including the standards applicable to the practice of forensic psychology are considered. Emphasis is placed on understanding how diversity factors must be considered in relation to ethical and legal principles when working within the correctional/forensic system. During the last quarter of their field placement students present a clinical case to a panel of instructors to demonstrate competencies connected to assessment, diagnosis, theoretical and intervention formulation with a client from the correctional/forensic setting.

**PSD 7539 Externship-Forensic/Correction**  
(1.00)

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**PSD 7550 Clinical Topics in Sport Psych** (3.00)

This elective course focuses on the most frequently occurring mental health conditions that occur with athletes. The course addresses theories as to why these conditions are most common among athletes and then addresses the clinical approaches that have been demonstrated to be most efficacious in treating athletes with these conditions. Topics are selected by the instructor.

**PSD 7559 Externship - Sport** (1.00)

The Sport Externship is a case conference that is made available to students who are undertaking a supplemental practicum in the area of sport psychology. A licensed clinician will lead the case conference for a quarter at a time. Course may be repeated for credit up to a total of 4 times.

**PSD 7601 Psych Career Skills Building** (1.00)  
*Historical-Review all addendums*

Required course for any student applying to internship; to be taken in the summer quarter prior to application deadlines in the fall quarter. All aspects of the application process are addressed, from preparation of essays and curriculum vitae to live practice for interviews. The full application process, relevant deadlines, and expectations of the PsyD program are made clear.

**PSD 7601 Psych Career Skills Building (1.00)**

**Prerequisite:** PSD 7273 with a minimum grade of CR. This is the lowest passing grade for JFK-SOP PsyD courses.

This course provides foundational knowledge and practice connected to applying for full-time clinical work within the field of psychology beginning with predoctoral internship. Students learn how to identify internships and positions corresponding to their long-term career goals, write competency-based cover letters and respond to application prompts, and understand best practices for securing letters of recommendation. Students practice a variety of interview formats. Students also gain networking opportunities to leaders within different domains of psychology. Additionally, students identify mentors and cultivate these relationships.

**PSD 7602 Summer Field Placement (0.00)**

*Historical-Review all addendums*

Students engage in a practicum placement during the summer quarter. Students are tracked by the program, and covered by liability insurance.

**PSD 7602 Summer Field Placement (0.00)**

**Recommended Preparation:** Take when instructed by Training Office.

When students engage in a practicum placement during the summer quarter, they register for this zero-unit course. In this way, students are tracked by the program, and covered by liability insurance.

**PSD 7701 Spousal/IPV Abuse Prev Assess (2.00)**

Section 2914 (f) of the California Business and Professions Code requires that all applicants who began graduate training on or after January 1, 1995, take complete coursework in spousal or partner abuse assessment, detection and intervention prior to being issued a Psychologist license. An applicant who began graduate training on or after January 1, 2004, must complete a minimum of fifteen (15) contact hours of coursework in spousal or partner abuse assessment, detection and intervention strategies. This training must be completed in a single course. This course will provide an overview of partner or spousal abuse assessment and detection. Topics covered include intervention strategies, community resources, knowledge about cultural factors and same-gender abuse dynamics. Lectures will explore screening, assessing, and treating victims of abuse, safety planning, legal and ethical issues, and the impact to family, law enforcement and those working in the field. Students will be better able to recognize and understand various types of spousal/partner abuse, implement intervention strategies and utilize current assessment skills.

**PSD 7702 Child Abuse Assessmt/Reporting (1.00)** *Historical-Review all addendums*

Section 28 of the California Business and Professions Code requires all applicants for licensure to take coursework or training in child abuse assessment and reporting prior to being issued a Psychologist license. This law states that the coursework or training must be taken after 1/1/83 and that the course be a minimum of seven (7) contact hours. This law further requires that the course "include the study of the assessment and method of reporting of sexual assault, neglect, severe neglect, general neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury, and abuse in out-of-home. The training shall also include physical and behavioral indicators of abuse, consequences of failure to report, caring for a child's needs after a report is made, sensitivity to previously abused children and adults, and implications and methods of treatment for children and adults." Among other things, section 1382.4 requires that the requirements set forth in section 28 of the B & P Code be completed in a single course.

**PSD 7702 Child Abuse Assessmt/Reporting**

(1.00)

Section 28 of the California Business and Professions Code requires all applicants for licensure to take coursework or training in child abuse assessment and reporting prior to being issued a Psychologist license. This law states that the coursework or training must be taken after 1/1/83 and that the course be a minimum of seven (7) contact hours. This law further requires that the course "include the study of the assessment and method of reporting of sexual assault, neglect, severe neglect, general neglect, willful cruelty or unjustifiable punishment, corporal punishment or injury, and abuse in out-of-home. The training shall also include physical and behavioral indicators of abuse, consequences of failure to report, caring for a child's needs after a report is made, sensitivity to previously abused children and adults, and implications and methods of treatment for children and adults." Among other things, section 1382.4 requires that the requirements set forth in section 28 of the B & P Code be completed in a single course. This course will provide an overview of the Child Abuse Reporting Law and ensure awareness of reporting responsibilities regarding abuse. Students develop their understanding of assessing abuse, the effects of child abuse, treatment modalities, legal and ethical considerations, child maltreatment, and current statistics of the relevance of child abuse.

**PSD 7703 Aging and Long-Term Care (1.00)***Historical-Review all addendums*

Pursuant to section 2915.5 of the California Business and Professions Code, every applicant for licensure who began graduate study on or after January 1, 2004, must show evidence of having completed a minimum of ten (10) contact hours of training in aging and long-term care.

**PSD 7703 Aging and Long-Term Care (1.00)**

Pursuant to section 2915.5 of the California Business and Professions Code, every applicant for licensure who began graduate study on or after January 1, 2004, must show evidence of having completed a minimum of ten (10) contact hours of training in aging and long-term care. This course will provide an overview to understanding the change in older individuals. As human beings are living longer, psychologists need to add to their repertoire of clinical skills when assessing older adults. Students will be introduced to an array of topics focusing on the aging population, such as the theoretical views, familiarity with the psycho-social-bio aspects of aging, normal and pathological psychological changes with aging, behavioral challenges and approaches to long-term care.

**PSD 7704 Suicide Prevention and Assess (1.00)**

Section 2915.4 of the California Business and Professions Code requires all applicants for licensure to take training in suicide assessment and intervention prior to being issued a Psychologist license. The training or coursework must be a minimum length of six (6) hours of suicide risk assessment and intervention coursework or applied experience in suicide assessment and intervention. This course will provide an overview of suicide, risks, assessment tools, and interventions amongst the healthcare system. Suicide is a major public health concern and a leading cause of death in the United States. Based on recent nationwide surveys, suicide in some populations is on the rise. Because suicide is closely linked to mental health and substance use disorders, behavioral health care providers, such as psychologists, play a key role in treating suicide risk and related behavioral health problems. Providers who work in health care settings like primary care practices and emergency departments are also essential to treating patients at risk for suicide. By offering patients high-quality suicide care, they can reduce suicide risk among some of the most vulnerable individuals.

**PSD 7705 Human Sexuality (1.00)** *Historical-Review all addendums*

Section 25 of the California Business and Professions Code requires all applicants for licensure to take training in human sexuality prior to being issued a Psychologist license. Section 1382 of the California Code of Regulations further defines this requirement by stating that among other things, the training or coursework must be taken after 1/1/70, that it be a minimum length of ten (10) contact hours and that the course include the study of physiological and social-cultural variables associated with sexual identity, sexual behavior or sexual disorders. This training must be completed in a single course.

**PSD 7705 Human Sexuality (1.00)**

Section 25 of the California Business and Professions Code requires all applicants for licensure to take training in human sexuality prior to being issued a Psychologist license. Section 1382 of the California Code of Regulations further defines this requirement by stating that among other things, the training or coursework must be taken after 1/1/1970, that it be a minimum length of ten (10) contact hours and that the course include the study of physiological and social-cultural variables associated with sexual identity, sexual behavior, and sexual disorders. This training must be completed in a single course. This course will explore various dimensions of human sexuality, including factual information, current research, theoretical approaches, and treatment strategies for counseling.

## **PSP-Sport Psychology**

### **PSY-Psychology**

**PSY 97 Prof Development Seminar (0.00)**

This seminar will have multiple components, including guest speakers covering a variety of topics in sport and performance domains, discussing contemporary issues in the field, as well as providing diverse training workshops.

**PSY 98 Benchmark Written Exam (0.00)**

**Prerequisite:** PSY 602; PSY 607; PSY 644; PSY 648; PSY 637A; PSY 614; PSY 647; PSY 649; PSY 656  
Comprehensive written examination covering material from year one, to be taken after successfully completing PSY 602, PSY 607, PSY 644, PSY 648, PSY 637A, PSY 614, PSY 647, PSY 649, and PSY 656.

**PSY 99 Comprehensive Oral Exam (0.00)**

**Prerequisite:** PSY 685  
Comprehensive oral examination covering materials in all phases of the program to be taken in the student's last course.

**PSY 300 Social Psychology of Sport (4.50)**

**Prerequisite:** ENG 102; PSYC 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 302 Foundation of Sport Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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 (4.50)**

**Prerequisite:** ENG 102; PSYC 100

Students will learn the major principles underlying the acquisition of motor skill and how control of skilled movements is gained, maintained, and adapted. This course covers the various way that people learn to move, learn skilled actions, and how the principles of motor performance and learning can be useful in teaching, coaching, and rehabilitation.

**PSY 305 Exercise Psychology (4.50)**

**Prerequisite:** PSYC 100

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



**PSY 340A Counseling Techniques I (4.50)**

**Prerequisite:** ENG 102; PSYC 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 (4.50)**

**Prerequisite:** PSY 340A

An examination of intermediate counseling techniques, including imagery, role-playing, confrontation, and crisis management. Focus is on application of techniques applied to clinical, non-clinical and culturally diverse populations. Students will gain practical experience through in-class demonstrations and role plays. Grading is S or U only.

**PSY 434 Psychological Research (4.50)**

**Prerequisite:** PSY 435

A survey of core issues involved in scientific psychological research. Includes the study of the nature of explanation in psychology, the role of theory in research, the connection between research findings and theory, the distinction between experimental and other forms of research, the design of experiments, threats to the validity of research findings, operationalizing psychological concepts in a manner that yields quantitative data and ethical considerations in terms of confidentiality, informed consent and the possibility of doing harm to subjects.

**PSY 435 Analysis of Data in Research (4.50)**

**Prerequisite:** MTH 210; PSYC 100; ENG 102

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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** ENG 102; PSYC 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** 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 (4.50)**

**Prerequisite:** PSYC 100; PSY 302

This course looks at the significant developments in the history of coaching and sport psychology. Contemporary research on successful coaching will be discussed and applied to athletic performance.

**PSY 442 Case Studies Sport Psychology (4.50)**

**Prerequisite:** Successful completion of 10 courses in the BA Sport Psychology program.

An advanced course in the application of psychological theories and research to sports and exercise behaviors. The seminar will focus upon skills in assessment, interviewing, case formulation, and interventions with athletes.

**PSY 443 Culture and Sport Psychology (4.50)**

**Prerequisite:** PSYC 100; PSY 302

This course looks at the importance of culture on the development of sports, performance, and sport psychology. Research and case studies will be used to study the importance of integrating a multicultural perspective when working with athletes.

**PSY 445 Applied Sport Psychology (4.50)**

**Prerequisite:** PSYC 100; PSY 302

This course examines the application of psychological theories and research to sports and exercise behaviors. Case studies from a variety of sports will be explored to develop a set of psychological skills that can be applied across sports.

**PSY 448 History of Sport & Sport Psych (4.50)**

**Prerequisite:** PSYC 100; PSY 302

Interrelated historical development of physical education and sport as well as the history and development of sport, exercise, and performance psychology. Topics include the role of the scientific method and applied methods in research and practice, the history of sport, the role of culture and gender in sport and sport psychology, and current trends in sport and applied performance psychology.

**PSY 449 Group Dynamics in Sport (4.50)**

**Prerequisite:** ENG 102; PSYC 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 460 Intro to Addictive Disorders (4.50)**

**Prerequisite:** ENG 102; PSYC 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 476 Symbolic Expression (4.50)**

**Prerequisite:** ENG 102

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 485 Sport Psychology Sr. Project (4.50)**

**Prerequisite:** Satisfactory completion of ALL Major requirements

A two-month course in applied sport and peak performance psychology. An applied exploration of how the mind influences performance in sports, business, health, and wellness. Students will use real-world experiences as a laboratory for understanding, developing, and advancing the principles of applied sport psychology.

**PSY 501A Foundations in Counseling I (4.50)**

A study of the essential principles and theories of psychology. Topics include social, developmental, and cognitive psychology.

**PSY 501B Foundations in Counseling II (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 & Sexual Development (4.50)**

**Prerequisite:** Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

This course examines the theories of development as applied to the clinical assessment, diagnosis, and treatment of children, adolescents, adults, and older adults. Areas considered include diversity, gender, and multicultural issues as well as identifying normative developmental transitions and their differentiation from deviant developmental patterns. This course also focuses on developing foundational knowledge of human sexuality at a professional level.

**PSY 606 Motor Behavior (4.50)**

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 (4.50)**

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 607A Ethics Sport & Perform Psych (4.50)**

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 (4.50)**

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 Community Mental Health (4.50)**

**Prerequisite:** Bachelor's Degree in Psychology, or PSY 501A and PSY 501B

This course explores community mental health theories and practices in the US and internationally from the theoretical perspectives of community psychology and social justice. Topics include the history of institutionalization and community mental health movements; navigating the complex public health and social services systems; working with dual diagnosed clients, useful therapeutic models and effective practices; principles of recovery; strength-based assessment and resilience; and fundamentals of case management.

**PSY 612A Clinical Assessment I (4.50)**

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 (4.50)**

**Prerequisite:** PSY 612A

This course covers the assessment and diagnosis for Gender Dysphoria and Anxiety, Psychotic, Personality, and Dissociative Disorders in the DSM and other assessment systems. Students will practice assessment skills and development of treatment plans during the course. Outcomes assessment and case conceptualization processes will be discussed.

**PSY 613 Performance Consulting Skills (4.50)**

**Prerequisite:** 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** (4.50)

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 614A Counseling in Sport & Perf Psy** (4.50)

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** (4.50)

**Prerequisite:** Successful completion of all core requirements

The fieldwork experience or internship provides practical application of performance psychology principles in a professional setting. A thesis consisting of the written report of an investigation or of a successful fieldwork project is required. This project must be initiated, executed, and reported by the student under the supervision of the faculty. The student must consult the lead faculty prior to beginning the fieldwork experience.

**PSY 624 Assess Techniques for MFT** (4.50)

**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** (4.50)

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 627 Legal & Ethical Issues** (4.50)

This course examines the laws and professional codes of ethics pertaining to the practice of counseling and psychotherapy. How legal and ethical issues impact the profession of counseling with an emphasis on current California law is discussed.

**PSY 628 Group Therapy** (4.50)

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** (4.50)

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 632 Couples Therapy & Sexuality** (4.50)

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 couples, including resilience and recovery models. The course also focuses on identifying and treating sexual problems and unhealthy sexual relationships. Students will have an opportunity to practice counseling sessions with couples in a role-play format.

**PSY 632A Family Therapy** (4.50)

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 636 Child and Adolescent Therapy** (4.50)

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 & Social Justice Iss.** (4.50)

**Prerequisite:** PSY 501A; PSY 501B

An exploration of the role of culture, social justice, and systemic privilege and oppression in concepts of mental health practice. Students will examine how their own cultural background frames their understanding of themselves and others. Social and economic disadvantage, structural inequality, white fragility, and the limitations of the dominant Eurocentric psychological world view to diverse populations are explored.

**PSY 637A Multicul Iss Perform Consult** (4.50)

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 637B Multicul Iss Perform Consult** (4.50)

An exploration of the role of culture in concepts of sport and 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 worldview to diverse populations are explored.

**PSY 639 Consulting Practice Dev.** (4.50)

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 644 Performance Enhancement** (4.50)

This course will provide a foundation of knowledge in the field of sport and performance psychology relevant to specific performance enhancement techniques. Students will examine ethical issues, explore being professional in the field, and enhance competence in performance enhancement skills and techniques for use in Sport and Performance Psychology, consulting with athletes in a variety of diverse settings. Through theoretical research of the techniques, students will create a binder of Sport and Performance Psychology- based handouts to prepare for their work with a diverse population of clients.

**PSY 644A Therapeutic Skills & Theory A** (4.50)

*Historical-Review all addendums*

This is the first of a two-course sequence. In this course students learn what makes an effective psychotherapist and what therapeutic skills that lead to positive client outcomes. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring presence to the therapeutic encounter, is essential to all current therapeutic approaches. Students learn how to create and maintain the therapeutic frame and understand how the structure of a therapeutic relationship differs from other types of relationships. Students also learn the basics of crisis intervention, including assessing and addressing suicide risk. Students learn to practice counseling psychology with cultural humility, curiosity, an awareness of one's own biases, cultural influences, and social location. Finally, students learn about barriers to mental health services experienced by non-dominant groups in American society.

**PSY 644A Therapeutic Skills & Theory A (4.50)**

This is the first of a two-course sequence introducing you to essential therapeutic skills and techniques. In this course, students learn how to be an effective Psychotherapist, learning Therapeutic Skills that contribute to positive client outcomes. Students practice the skills of Active Listening, Accurate Empathy, Acceptance, Positive Regard, Genuineness, and Giving Feedback, which are some of the essential building blocks of a Therapeutic Alliance. The clinician's ability to establish and maintain a trusting, supportive relationship with clients, and bring their presence to the therapeutic encounter, is essential to all current therapeutic approaches. Students learn how to create and maintain the therapeutic frame and understand how the structure of a therapeutic relationship differs from other types of relationships. Students will become familiar with several theories, including Psychodynamic, Person-Centered, Motivational Interviewing, Existential, and Interpersonal approaches to Psychotherapy.

**PSY 644B Therapeutic Skills & Theory B (4.50)**

*Historical-Review all addendums*

**Prerequisite:** PSY 644A

This is the second of a two-course sequence. In this course, students continue to learn what makes an effective psychotherapist by studying the work of several master psychotherapists. Students expand their knowledge of how to create and maintain a strong therapeutic alliance, understanding the therapy relationship as a microcosm of the client's life, using compassionate and effective feedback to address dilemmas and obstacles to therapeutic progress. Students become more familiar with interpersonal, psychodynamic, solution focused, attachment-based, cognitive-behavioral and mindfulness approaches to conducting therapy, understanding when to apply a short-term or long-term approach. The course includes a brief introduction to the contributions of modern neuroscience to the field of psychotherapy. As with all of our courses, a multi-cultural and social justice orientation will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups.

**PSY 644B Therapeutic Skills & Theory B (4.50)**

**Prerequisite:** PSY 644A

This is the second of a two-course sequence. In this course, students continue to learn what makes an effective Psychotherapist by practicing the skills of Evocation, Solution Talk, Naming Exceptions and Unique Outcomes, Deconstructive Questioning and how to introduce issues of race and gender in therapy. Students expand their knowledge of how to create and maintain a strong therapeutic alliance. Students become more familiar with Cognitive-Behavioral and Mindfulness approaches to therapy, Dialectical Behavior Therapy, Solution-Focused and Narrative Therapies. Students will learn to adopt a multi-cultural, social justice orientation and will increase knowledge of the social structure of our society and experiences of marginalized and oppressed cultural groups, to provide more effective therapeutic services.

**PSY 644C Therapeutic Skills & Theory C (4.50)**

**Prerequisite:** PSY 644A; PSY 644B

This course focuses on how to integrate existing clinical skills into the pragmatics of clinical practice. Additionally, the course provides an introduction to crisis assessment, treatment planning, and intervention. This includes how to develop a case conceptualization, identify specific goals, and connect them to appropriate and effective interventions. This will be done through the integrated model of psychotherapy, where a variety of therapeutic models and interventions are utilized in the development of a treatment plan. Students will 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 645A Career Counseling (4.50)**

This course provides an opportunity for students to learn and evaluate several key career development theories and practice how to integrate and apply aspects of theories to their counseling work with diverse client populations. Students will understand the importance of theory in career development and life planning, learn the historical and philosophical perspective of career development, recognize current challenges in existing theories, explore emerging issues and trends, and appreciate the complexity of career choice, decision-making, and satisfaction of clients.

**PSY 646 Holistic Treatment (4.50)**

This course is a survey of holistic approaches to counseling psychology. Theories and practices of transpersonal, somatic, expressive arts, and holistic psychology will be examined. The course will focus on experiential examination of each theory and how it may be clinically applied with different therapeutic issues and across different client identities. Ethical considerations for use of Holistic Counseling will also be examined.

**PSY 647 Assessment Strategies (4.50)**

The course encompasses the purpose, implementation and utility of assessment strategies within sport and performance settings. Topics include the use of structured, semi-structured, and unstructured interviews, performing behavioral observations, theoretical foundations of assessment measures, test construction and the administration, scoring and interpretation of objective psychological measures applicable to the sport/performance setting. This course will emphasize synthesizing information gleaned from multiple methods to assist in accurate initial assessment, intervention planning, and evaluating changes in performance. The course will also highlight the importance of keeping case notes and accurate record keeping. Templates will be developed for informed consent and case notes. Finally, this course will discuss how to make referrals and how to assess for suicide in non-clinical settings.

**PSY 648 Research Methods (4.50)**

This course sequence is designed to present an overview of research designs and methods, including qualitative and quantitative approaches to research. Additionally, ethics in research, issues of diversity and multicultural competence relevant to the research process, and an introduction to the process of publishing within journals and other outlets will be covered.

**PSY 649 Counseling Skills (4.50)**

**Prerequisite:** PSY 614A

Counseling Skills course introduces and develops the skills needed to assess, counsel, and provide an intervention plan as a mental performance coach. This course will explore the aspects of facilitating client development in a multicultural society. Students will gain an understanding of listening skills, the key concepts and core skills of communication. Emphasis will be placed on identifying which theories should be used for different patterns of behavior, situations and cultural groups. Students will practice those skills and discuss how to handle ethical dilemmas in a counseling relationship. Students are expected to integrate skills with their personal style and theory.

**PSY 653 Research and Evaluation (4.50)**

The Research Methods and Evaluation course provides a brief introduction to various forms of research methods: quantitative, qualitative, mixed methods, art-based, and community-based participatory research. We will explore these paradigms as they apply to social science research, and students will apply these methodologies to a research question of their choosing. Scientific problem-solving will be emphasized to include observational techniques and measurement tools, coding, analytic strategies, and reporting of research – as well as in the use of program evaluation. This course emphasizes the embodied research and the ability of students to navigate published literature in the field of mental health.

**PSY 656 Mindfulness (4.50)**

This is a course that introduces the concept of mindfulness. Students will gain basic knowledge in mindfulness meditation practices. The course will focus on the historical background, define concepts, present research, and enable opportunities for students to practice a wide variety of techniques. In-class participation and assignments will foster experience and familiarity with theories, strategies, and techniques, thereby allowing students to accumulate an applied knowledge of mindfulness that can be integrated into their personal and professional practices.

**PSY 657 Leadership & Team Building (4.50)**

The focus of this course is to learn how to facilitate leadership and team building, through interactive experiences, in an effective way. Students will learn ways of working with a team in order to build necessary skills including cohesion, communication, trust, and respect. Emphasis will be placed on activities, skills and strategies that will enable students to effectively work with teams and groups of many kinds. The students will gain an understanding of group behavior and dynamics and will be able to use this knowledge with diverse populations. Students will learn to recognize ethical issues in relation to working with groups and will examine their interpersonal and professional style through hands-on application of ideas.

**PSY 658 Psychopathology Assessment (4.50)**

The purpose of this course is to familiarize students with the major classifications of psychopathology and their impact upon individual performance. Psychopathology Assessment will introduce students to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-V). Emphasis will be placed on assessing mental health conditions that require referrals to appropriate treating professionals. Psychopathology Assessment focuses on recognizing the classification of mood and anxiety disorders, impulse control disorders, eating disorders, sleep disorders, organic brain disorders, thought disorders, personality disorders, and substance abuse disorders.

**PSY 659 Mentored Fieldwork Experience (4.50)**

**Prerequisite:** PSY 98

Covers internship placement along with weekly individual and group mentorship. The internship-placement aspect requires students to intern at a site working with performers and applying knowledge and skills learned in the classroom. Individual and group mentorship involves one-on-one meetings, discussions, case presentations, role-playing, and covers ethical issues. The combined mentorship provides students with a supportive environment for discussions exploring issues which pertain to their fieldwork experience. Prior to internships, and as part of this course, students will complete Introduction to Fieldwork classes, and the Fieldwork Exam. The Fieldwork Handbook is a reference source for all matters related to being a Student-Intern.

**PSY 678 Psychopharmacology (4.50)**

Psychopharmacology is the study of how medications and other drugs affect the human mind and body. This course has two major areas of focus. The first area of focus is on the principles of neuroscience and the brain mechanisms that are responsible for behavior. In order to understand how psychiatric medications work, one must first understand how the brain works, especially the neurons of the brain. The latest understanding of how psychotherapy changes brain functioning is also discussed. The second major area of focus is an exploration of the major therapeutic drugs for depression, psychosis and anxiety, etc. Metabolism of the medications and their action on neurotransmitter systems are important parts of the knowledge base. Emphasis is on choice of medication, mode of action and side effects.

**PSY 679A Found. & Trauma-Focused Care (4.50)**

This course concentrates on the basics of trauma theory, trauma responses and treatment of traumatic symptomatology so that students can develop the knowledge and skills necessary to effectively treat survivors. The course will review the assessment process, including frequently used standardized measures, and various intervention approaches utilized with this population. Included in the course are maps, models and the development of skills with a focus on the Nervous System as a guiding approach. Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation.

**PSY 679B Relational & Systemic Trauma (4.50)**

This course will look at the traumatic impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. The course will also explore trauma of war including moral injury as well as an exploration of the effects on refugees and displaced individuals. Relational violence and its traumatic effects will also be an area of focus.



**PSY 680A Counseling Practicum I (4.50)**

**Prerequisite:** PSY 644C with a minimum grade of S.

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 (4.50)**

**Prerequisite:** PSY 680A

Second of a two-course field practicum where students work as practicum trainees. Students participate in a four-month academic seminar at the university. Students must complete the remainder of the state-required practicum experience hours of face-to-face work with clients in a community agency. This course will meet outside of regular class hours.

**PSY 680E Early Practicum (1.50)**

An early practicum course providing program support for students beginning supervised clinical experience before PSY 680A. Faculty permission is required for enrollment. Grading is S, U or Incomplete (I).

**PSY 680S Supplemental Practicum (1.50)**

**Prerequisite:** PSY 680B

Practicum course for students who have not completed their required hours of experience at the conclusion of PSY 680B. This course is repeatable for credit until the student has completed their hours. Grading is S, U or Incomplete (I).

**PSY 682 Adv Performance Enhancement (4.50)**

**Prerequisite:** PSY 659; PSY 644

This is an advanced course for the Sport and Performance Psychology Program. It covers a more in-depth approach to using the performance enhancement techniques and troubleshooting issues that clients may be presenting to the consultant. The students will address professional and ethical issues of consulting in the field and in relation to their own personal consulting style. They will be able to apply these skills to diverse populations. Students will work on going more in-depth in individual consulting sessions.

**PSY 684 Advanced Sport Psychology (4.50)**

**Prerequisite:** PSY 659; PSY 602

This is an advanced course in sport and performance psychology. The main theoretical approaches in the field of Sport and Performance Psychology will be revisited, updated and addressed from an integrated perspective. The students will be expected to synthesize the various theoretical perspectives and current research findings and show how this integrated perspective can help their work with performers. The students will be encouraged to think and work from an evidence-based perspective. The students will develop their own philosophy of practice. The course will continue to encourage students to think critically about the research presented and how it relates to their work in the field as a practitioner.

**PSY 685 Applied Project (4.50)**

**Prerequisite:** PSY 657 and PSY 682; PSY 658; PSY 684; PSY 659

The Applied Project involves effective, appropriate, and professional communication issues. Topics addressed will include ethics and professionalism in writing and the publication process. The final product will be an applied paper or project that will be of a publishable quality incorporating evidence-based research in a form that does not necessarily require collection and/or presentation of data. The project must be agreed upon by the instructor and student. At the end of the Applied Project, students will present their work to their peers and the Sport and Performance Psychology department.

**PSY 687 Capstone (4.50)**

**Prerequisite:** PSY 657; PSY 658; PSY 606

The capstone provides practical application of sport and performance psychology principles in a professional setting. A thesis consisting of the written report of an in-depth research project is required. This project must be initiated, executed, and reported by the student under the mentorship of the faculty.

**PSY 690 Guided Study (0.50-9.00)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

## PSYC-Psychology

**PSYC 100 Introduction to Psychology (4.50)**

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.

**PSYC 301 Child Development (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 426 History and Philosophy Psych (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 427 Biological Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 428 Developmental Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 429 Intro to Personality Theory (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 430 Intro to Psychopathology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 431 Psychological Testing (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 432 Social Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 433 Cognitive Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 441 Global Psychology (4.50)**

**Prerequisite:** PSYC 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.

**PSYC 446 Positive Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 454 Psychology of Religion (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 455 Psychology of Bereavement (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 457 Forensic Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 458 Health Psychology (4.50)**

**Prerequisite:** ENG 102; PSYC 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.

**PSYC 466 Personal Growth & Development (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 467 Multicultural Mental Health (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 468 Spirituality and Global Health (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 469 Human Sexuality (4.50)**

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.

**PSYC 470 Qualitative Analysis (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 471 Intimate Relationships (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 472 Social Construction (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 473 Somatic Psychology (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 474 Ecopsychology (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 475 Psychology of Consciousness (4.50)**

**Prerequisite:** ENG 102

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.

**PSYC 477 Play (4.50)**

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.

**PSYC 480 Senior Project (4.50)**

**Prerequisite:** All other courses required for the major must be completed prior to enrolling in this course.

Development of a major cumulative paper integrating what students have learned in the program with an applied area of student interest. Covers empirical or theoretical study of specific topics in psychology with an emphasis on independent and creative activity. Students must earn a grade of "C" or better or must repeat the course.

**PSYC 484 Senior Project (4.50)**

**Prerequisite:** ENG 102; Completion of all core courses is required.

Development of a major cumulative project integrating knowledge gained in the program with an applied area of student interest. Covers empirical, theoretical, and/or experiential study of specific topics in integrative psychology with an emphasis on creative activity aimed at fostering a deeper understanding of human experience or promoting social and/or global change.

**PSYC 491 Guided Study for Honors Student (1.50-4.50)**

**Prerequisite:** Satisfactory completion of core courses with a GPA of 3.75 or higher

In this capstone course students will design a research project under the direction and supervision of a faculty member. The research project will include data gathering, data analysis and interpretation of data and will be written in APA style and format. Grading is H, S, or U only.

**RTT-Radiation Sciences****RTT 200 Introduction to Radiation Ther (4.50)**

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 425 Educ For Radiation Science (4.50)**

This course is designed for practicing clinical radiological science professionals. Pedagogical and andragogical educational techniques will be emphasized. Students will also learn the requirements for an educator in radiation sciences. Accrediting agencies in education will be introduced.

**RTT 201 Introduction to Radiation Ther (2.25)**

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.

**SCD-Social Trans Comm Dev****SCD 600 Global Development (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** Completion of 2 SCD courses  
SCD 699 Integrative Seminar Prerequisites: completion of two 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 Science****SCI 300 Geography (4.50)**

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 (4.50)**

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 (4.50)**

**Prerequisite:** One 4.5 quarter unit science course from the natural sciences.

A study of the history of science throughout all human cultures. Emphasizes the mutual interaction between science and society, especially in modern times.

**SCI 490 Guided Study (0.50-9.00)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**SCM-Supply Chain Management**

**SCM 400 Supply Chain Management (4.50)**

**Prerequisite:** MGT 451

Exploration of the evolving field of Supply Chain Management, which is increasingly important for competitiveness in the global market place. Evaluation of the eight key components of Supply Chain Management, focusing on how demand management is used to balance consumer needs with supply chain capabilities. Advanced forecasting techniques and rapid product development combine to create a responsive supply chain, providing competitive value to the consumer.

**SCM 440 Cost and Risk in SCM (4.50)**

Analysis of pre-transaction, transaction and post-transaction elements that influence cost and risk toward achieving long-term customer satisfaction and profitability. Application of Blockchain technologies to reduce costs and verify supply pedigree. Other topics include Lean 6-Sigma, lead time reduction, risk management and resilience to create responsive and reliable supply chains. Alignment of these concepts between supply chain partners extends these traditional topics beyond the firm.

**SCM 450 Network Modeling (4.50)**

**Prerequisite:** MNS 407; SCM 440

Analysis of supply chain networks to evaluate strategic alternatives using both optimization and probabilistic models. Evaluate supply chain options under real-world variability and unknowns to quantify operational and financial risks from your supply chain, markets and competitors. Modeling in spreadsheets, discrete event software and system dynamics software.

**SCM 610 Supply Chain Collaboration (4.50)**

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 (4.50)**

**Prerequisite:** SCM 610

Strategic Supply Management focuses on the fundamental principles, processes and strategies that are currently used by successful companies to manage their supply networks and significantly improve their bottom lines. This course provides strategic and comprehensive insights into the field of supply management by analyzing markets, suppliers and business needs. Concepts also include developing and implementing effective supply management strategies that balance quality, technology and delivery to achieve the lowest Total Cost of Ownership. The course puts a strategic focus on sourcing, price management and supplier relationship management with emphasis on risk management, by covering key knowledge and skills that are in demand today.

**SCM 630 Supply Chain Planning (4.50)**

**Prerequisite:** SCM 610

This course focuses on the fundamentals of planning as a primary input into the conception and execution of a robust supply chain architecture. Core facets of planning such as Resource capacity maximization, Supply and demand balancing, Forecast development, Service requirements, Internal and external plan collaboration, and Inventory optimization are discussed in detail. Using simulation and mathematical models as a basis, coupled with practical real life scenarios, this course connects the individual components of the production and inventory planning functions into an integrated supply chain strategy.

**SCM 640 Distribution Management (4.50)**

**Prerequisite:** SCM 610

The ability to deliver the right products to the right customer at the right cost, the right time and the right quantity is mission-critical to any business' success. Successful companies have turned this competency into a key competitive advantage. With most supply chains now spanning the globe several times over, a multitude of service providers, IT systems and distribution systems must all work in concert to deliver excellence. This course will provide the student with an in-depth understanding of the building blocks of transportation modes, warehousing techniques and the strategies companies employ to achieve a competitive advantage in the marketplace.

**SED-Special Education**

**SED 601 Special EDU Foundations (4.50)**

Foundational preparation in special education pedagogy, law, typical/atypical human development, classroom/behavior management, SEL, literacy, inclusive HLP, UDL, technology, diversity, and teaching English learners. This is one of three courses to meet the required 120 hours course contact time, as one of the requirements for an internship.

**SED 605 Class/Behavior Management (4.50)**

**Prerequisite:** SED 601

This course will address how to design ways to establish, maintain, and monitor inclusive learning environments by using an array of positive behavior supports ensuring each student is treated fairly and respectfully by adults and peers, thrives through social-emotional growth, and expresses appropriate developmental and individual responsibility.

**SED 606 Health Care & Technology Sppt (4.50)**

**Prerequisite:** SED 605; ITL 608

The course will address the legal responsibilities of teachers related to student health care plans to support a safe environment and implement specialized health care regulations and technology, including how to support movement, mobility, and sensory, procedures and assistive technology, augmentative and alternative communication (AAC). The course includes an introductory study of atypical development associated with various disabilities as well as resilience and protective factors. The course will utilize assessment data for planning and implementing appropriate transition options including issues related to traumatic brain injury and providing support for students with disabilities to acquire responsibility for learning and self-advocacy. This course will also include effective conflict resolutions techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

**SED 607 Language/Literacy Basics (4.50)**

**Prerequisite:** SED 606

Using research-based theories, methods, and strategies designed for students with disabilities, aligned with CA-CCSS and the California ELA/ELD framework, Education Specialist candidates will learn to assess, instruct and provide interventions for foundational listening, speaking, reading, writing, and language for all learners in the PK-12 classrooms.

**SED 609 Lang & Lit Case Studies (4.50)**

**Prerequisite:** SED 607

Course provides substantive, research-based instruction that effectively prepares candidates to assess and teach literacy to students with MMSN and ESN. Through a case study, candidates will administer and analyze a variety of reading/writing assessments, develop IEP goals specific to data from the assessments and plan lessons that promote student access and achievement in mastering literacy standards.

**SED 610 Adv. Beh. Sppts. & SEL (4.50)**

**Prerequisite:** ITL 516

Research-based assessments and strategies within multi-tiered systems address the behavioral and social emotional needs of learners with disabilities. Will explore development of functional behavioral assessments, positive behavior support plans, and behavioral intervention plans. Will work collaboratively to minimize disruptive behaviors and increase adaptive behaviors and social emotional learning skills.

**SED 615 Special Education Law (4.50)**

**Prerequisite:** SED 610

This course provides a comprehensive overview of the professional, legal, and ethical practices for educators. Candidates explore in-depth federal/case law that contribute to the placement, instruction, and service delivery in addition to the privacy issues in special education. The course addresses federal and state courts' interpretation of statutes and regulations of special education service delivery, IEPs, transition plans, and related services for learners with mild to moderate support needs and with extensive support needs.



**SED 695 Understanding Edu. Research (4.50)**

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.

**SED 696 Capstone Project (4.50)**

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.

**SEL-Social Emotional Learning****SEL 600 SEL Education Communities (4.50)**

Analyze social-emotional learning (SEL) in education communities through the lens of SEL frameworks, competencies, cultural responsiveness and developmental indicators. Reflect on personal development of social-emotional competencies. Review SEL literature to develop a research focus and questions pertaining to social-emotional learning and culturally responsive classrooms.

**SEL 605 Identity and Culture (4.50)**

**Prerequisite:** SEL 600

An investigation into how personal culture, implicit bias, stereotypes, assumptions, values, and beliefs influence personal identity and impacts our ability to engage in dynamics of difference. Students will then self-assess and reflect upon personal cultural proficiency. That self-reflection will then intersect with the SEL tenets that foster an inclusive learning environment to construct a personal cultural growth plan.

**SEL 610 Cognition and Emotion (4.50)**

**Prerequisite:** SEL 605

How learners learn and instructors teach can be explained by brain research and by neuroscience. Social and emotional learning competencies are greatly impacted by cognition. The intersections between cognition, emotion, equity, and culture impact more than learning and can affect human creativity, innovation and critical thinking. Learners will explore how digital design and digital tools influence knowledge acquisition in a variety of learning environments.

**SEL 615 SEL Action Research Methods (4.50)**

**Prerequisite:** SEL 610

This course will examine and begin to formulate a four stage Action Research Plan that addresses Social Emotional Learning: 1) Clarifying vision and targets, 2) Articulating theory, 3) Implementing action and collecting data, 4) Reflecting on data and planning informed action.

**SEL 620 SEL Frameworks (4.50)**

**Prerequisite:** SEL 615

An exploration of various SEL frameworks that will provide evidence and structures for effective learning environments. Student learning is enhanced when educators are able to weave together academics with social emotional learning practices and pedagogies.

**SEL 625 Trauma in Education (4.50)**

**Prerequisite:** SEL 620

Identification of trauma-informed strategies for developmentally diverse classrooms and implementation of prevention strategies and protective factors are explored. Addresses assimilation of knowledge about trauma into policies, procedures, and practices and examination of the teaching of tolerance.

**SEL 630 SEL Strategies (4.50)**

**Prerequisite:** SEL 625

Examines equity-based pedagogical approaches to integrate SEL strategies and skills into academic content areas at different developmental levels. Learn how to apply evidence-based inclusive practices and examine the impact on students' behavior and achievement outcomes. Determine how educational success can be achieved with curriculum integration strategies to support SEL and academic achievement.

**SEL 635 Leadership and SEL in Context (4.50)**

**Prerequisite:** SEL 630

Leadership skills to promote SEL in educational settings. Evidence-based practices to create a shared vision and cultivate a positive school climate to empower students and school leaders will be examined. Learners will adopt SEL leadership skills to transform school and district culture and increase student achievement by adapting or developing policy and procedures.

**SEL 640 SEL and Assessment (4.50)****Prerequisite:** SEL 635

Explore assessment practices that support social and emotional learning in educational settings. Practices include: Formative Assessment Strategies, Universal Design for Learning, Authentic Assessment, Personalized Learning, portfolio and performance-based assessment. Examine assessment of SEL programs and tools that measure the effect of SEL on individual behavior, overall school climate, and school-wide implementation.

**SEL 680 SEL Capstone (4.50)****Prerequisite:** SEL 600 SEL 605, SEL 610, SEL 615, SEL 620, SEL 625, SEL 630, SEL 635, & SEL 640

As the capstone course for the MA in SEL degree, learners will construct an action research project that includes the tenets of social and emotional learning. Project findings will provide evidence from scholarly literature and practitioner evidence collected throughout the program.

**SEM-Sustainability Management****SEM 604 Life Cycle and Risk Assessment (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)**

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 (4.50)****Prerequisite:** SUS 601; SUS 602; SUS 603; SEM 604; SUS 604; SEM 605; SEM 606; SEM 607; 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 (4.50)****Prerequisite:** SEM 610A

This continuation course focuses on methodology, data analysis, results, modeling/simulation, conclusions and recommendations related to the project selected. Student teams are required to present their research in both written and oral form to students and faculty and if applicable to client organization. Grading is by H, S, or U only; course is not eligible for an "IP" grade. SEM610B is a two month course taken immediately after SEM610A.

**SEM-X-Sustainability Management**

**SEM 6005X Energy Management (4.50)**

**Prerequisite:** 1. Maintain an overall B average in UCSD Extension's sustainability certificate. 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.

This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SEM 605, Energy Management, in the Master of Science Sustainability Management program at National University.

**SOC-Sociology****SOC 100 Principles of Sociology (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102

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 320 Social Movements (4.50)**

**Prerequisite:** ENG 102

Introduction to social movements and collective 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.

**SOC 325 Popular Culture (4.50)**

**Prerequisite:** ENG 102

Introduces students to the concept and origins of popular culture and to social theories used by academics to analyze its impact on self and culture in modern consumer societies. Topics include mass media, TV, the internet, video games, sports, leisure, fashion, celebrity, shopping, advertising, and youth culture.

**SOC 328 Intercultural Thinking (4.50)**

**Prerequisite:** ENG 102

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 (4.50)**

**Prerequisite:** ENG 102; 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 (4.50)****Prerequisite:** ENG 102

A critical examination of the complex relationship between film and society and the processes by which film both influences and is influenced by society. Emphasizes the importance of locating the meaning of film texts within social and historical perspective and identifies how the film industry influences the presentation of different groups of people and issues in society. Explores the interrelationship between film and technology, the impact of narrative and the institution of Hollywood on the sociological imagination and the nature of representation, particularly as it applies to race, class and gender.

**SOC 344 Love, Sex, and the Family (4.50)****Prerequisite:** ENG 102

Examines the institutions of marriage and family structures and their historical development. Topics include kinship, changing gender roles, changing family forms, divorce, domestic violence, and economic structure.

**SOC 350 Cultural Diversity (4.50)****Prerequisite:** ENG 102

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 365 Classical Social Theory (4.50)****Prerequisite:** SOC 100 and ILR 260

This course examines the foundational theories that have engaged social theorists. It analyzes the historical, cultural, social, economic, political, intellectual, and biographical contexts within which they developed, and appraises the extent to which they continue to inform sociological research and thinking.

**SOC 375 Contemporary Social Theory (4.50)****Prerequisite:** ENG 102; 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 (4.50)****Prerequisite:** ENG 102; SOC 100

Research design and methods including survey, network, experiment, qualitative, quantitative, and collection, organization and interpretation of research data.

**SOC 400 Race & Ethnicity in the U.S. (4.50)****Prerequisite:** ENG 102

Examines the origins of cultural pluralism in the USA and the valuing of diversity as a socio-cultural imperative. Explores the social history of race and ethnic relations in the USA from Colonial America to the present. Topics include voluntary and involuntary immigration, internal colonization, theoretical frameworks for understanding prejudice and discrimination, master narratives, the US Census, eugenics, immigration policy, and how gender and class complicate understandings of race and ethnicity in the USA.

**SOC 410 Gender and Society (4.50)****Prerequisite:** ENG 240

Examines the sociological and historical experiences of sex, sexuality, and gender in the USA, focusing on their intersectionality with race, class, and other social variables. Analyzes dominant representations of gender roles and stereotypes in public culture as well as LGBTQ and other representations that challenge prevailing power structures.

**SOC 440 Power and Social Change (4.50)****Prerequisite:** ENG 102

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 443 Sociology of Deviance (4.50)****Prerequisite:** ENG 102; SOC 100

Employs a critical sociological approach to deviance and social control in contemporary society. 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. Considers major theoretical sociological perspectives on deviance; makes use of current data on crime and current research in sociological and criminological journals and websites; and examines portrayals of deviance and social control in literature, film, and popular culture.

**SOC 445 Contemporary Social Problems (4.50)**

**Prerequisite:** ENG 102

Uses the functionalist, conflict and interactionist perspectives, this course explains how human conditions come to be perceived as social problems, and how to evaluate their proposed solutions.

**SOC 455 Sociology of Work & Org (4.50)**

**Prerequisite:** ENG 102; SOC 100

The study of social structure is central to sociology, and the study of work, the workplace, and various forms of organizations is fundamental for understanding the contemporary social world and the individual and society. Students will study the major theoretical approaches to the sociology of work and organizations, the evolution of the modern workplace and organizations, contemporary debates about work and in organizational theory, careers in sociology, and preparation for the job market. While grounded in sociology, the course examines contributions from economics, management and leadership studies, and psychology.

**SOC 490 Guided Study (1.50-4.50)**

Individual study under direction of instructor. Requires prior approval of appropriate academic department.

**SOC 499 Sociology Senior Project (4.50)**

**Prerequisite:** SOC 100 and ENG 240 or equivalent; SOC 385

The senior project is taken near the end of the student's degree program after completion of the 40.5 units of core required courses for the major. Students will become familiar with the value of the BA Sociology degree and the diverse career pathways open to them. Students will conduct a senior capstone study and present that study in written and oral forms. The project is designed to deepen the sociological understanding of students as they develop a research problem, question, and hypothesis; write a literature review; choose an appropriate method for studying the problem; answer the research question by testing the hypothesis; report and discuss the findings; and adopt theoretical perspectives to analyze the problem and the findings. Grading is H, S, or U only.

**SOC 604 Culture and Socialization (4.50)**

This course provides a systematic examination of socialization processes as the key means through which culture is produced and reproduced. Critical engagement with competing cultural theories helps students to analyze the tensions between individuals' experiences and the histories in which they are enmeshed. We examine the dialectical relationship between culture and socialization or the premise that individuals are born into a structured society and socialized to established norms and rules. However, people possess enormous capacity to negotiate and modify culture.

**SPD-Special Education****SPD 616 Law, Collaboration & Transition (4.50)**

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 624 Transition/Community Resources (4.50)**

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 (4.50)**

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 635 Collab & Case Mgmt M/M (4.50)**

**Prerequisite:** SPD 633

Examine the roles and responsibilities of the educational specialist in a multi disciplinary team to develop effective multi-tiered intervention plans. Design a comprehensive process for the collaboration and coordination of services and transition support across grade levels for students with MMSN.

**SPD 643 Assmnt Differentiation M/S (4.50)**

**Prerequisite:** SPD 514

Emphasizes use of formal and informal assessments and curriculum-based measures to determine learning strengths/challenges of students with M/S. Will examine appropriate selection of assessment tools and methods, administration, analysis of data to determine present levels of performance, write IEP goals, and plan instruction for students with M/S.

**SPD 672 Intro to ECSE (4.50)**

**Prerequisite:** *Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*

This course surveys current knowledge of young children with disabilities within the context of development and learning, birth to five. It examines historical factors, legislation affecting service delivery, etiology, characteristics and needs of young children who are at-risk for or who have identified disabilities. From a cultural diversity perspective, the role of family-professional partnerships, educational strategies, and models of service delivery are explored. Field experience is required.

**SPD 674 Collaborative Partners (4.50)**

**Prerequisite:** *ECSE Added-Authorization Candidates: Individuals who hold a valid preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*

Examination of interpersonal and interactive techniques required of the special education teacher when working with parents and families of young children and students with special needs and other professionals. This course addresses the sharing of knowledge and mutual efforts between professionals and parents to effectively serve youngsters with special needs. Problem solving, decision-making, and collaborative strategies for working with parents, professionals, and agencies when implementing services are explored. Field work is required.

**SPD 676 ECSE Assessment & Intervention (4.50)**

**Prerequisite:** *Individuals who hold a preliminary, Level I, professional clear, clear, Level II, or life special education teaching credential may take this course.*

This course is designed to provide knowledge of a wide range of ECSE assessment instruments, administration and the skills to analyze results across developmental domains. Candidates translate assessment information into functional goals and objectives (IFSP, IEP) to meet the individualized needs of young children with disabilities and their families, including synthesizing 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 (4.50)**

**Prerequisite:** SPD 672; SPD 674; 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 692A Internship M/M (4.50)**

**Prerequisite:** SPD 608; SPD 614; 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.

**SPN-Spanish****SPN 100 Beginning Spanish I (4.50)**

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 (4.50)**

**Prerequisite:** SPN 100

Sequel to beginning Spanish I. Further application of the language in both oral and written modes. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

**SPN 200 Intermediate Spanish I (4.50)**

**Prerequisite:** SPN 101

Intermediate Spanish and the culture of its speakers. Facilitation of the application of the language in both oral and written manners in a more advanced form. Activities include chat live discussions, links to cultural sites, and exposure to daily life situations through assignments corresponding to each unit.

**SPN 340A Spanish for the Work Place (4.50)**

This course provides English-speaking students the necessary tools for communication with Spanish speakers in the work place.

**SPN 341 Cross-Cultural Communication (4.50)**

An examination of the basic cultural differences generally encountered in the workplace. Special emphasis is given to cross-cultural communication in the workplace.

**SUS-Sustainability Mgmt Business****SUS 602 Enterprise Excellence (4.50)**

**Prerequisite:** CSC 220 or permission from lead faculty.

Overview of statistical tools needed to measure business improvement related to sustainability. Step-by-step guide to develop and institute metrics for sustainability improvement will be provided. Enterprise excellence including process improvement analysis and management systems for business, industry, academic, government and military organizations will be covered.

**SUS 603 Sustainable Innovation (4.50)**

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 (4.50)**

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**

### **SUSX 6001X Introduction to Sustainability (4.50)**

**Prerequisite:** 1. Maintain an overall B average in UCSD Extension's sustainability certificate. 2. A bachelor's degree from an accredited university. 3. Successfully completed a college-level statistics class. 4. Complete and submit a copy of official certificate and transcript to National University.

This proficiency exam is specifically for UCSD Extension students who have completed their Sustainability Business Practices certification with an overall grade of B or higher. If successfully completed, this exam will serve as a course substitution for SUS 601, Introduction to Sustainability, in the Master of Science Sustainability Management program at National University.

## **SYE-Systems Engineering**

### **SYE 600 Introduction to Systems Design (4.50)**

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 (4.50)**

**Prerequisite:** SYE 600

An in depth study of system analysis and design evaluation. The emphasis is on using various modeling tools to predict system performance and evaluate various system alternatives under multiple design criteria and conditions of risk and uncertainty. Use of calculus and MS Excel are required.

### **SYE 602 Advanced System Design (4.50)**

**Prerequisite:** SYE 601

Advanced system design concepts and details the methodologies of design for operational feasibility: system reliability, maintainability, usability (human factors), supportability (serviceability), producibility and disposability, and affordability (life-cycle costing). The course also provides an introduction to systems engineering management, including planning, organization, and program control and evaluation.

### **SYE 603 System Dynamics (4.50)**

**Prerequisite:** SYE 602

Analysis of complex systems, system behavior, and system of systems. Includes the concept of intended and unintended consequences, systems thinking, modeling dynamic systems and decision making, system instability and oscillation, and testing of system models. System dynamic programming software is provided with the text.

## **TED-Teacher Education**



**TED 305 Teaching as a Profession (4.50)**

*Discontinued*

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 (4.50)**

*Discontinued*

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 351 Teaching STEM Methods (4.50)**

*Discontinued*

**Prerequisite:** 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 434 Methods of Teaching Social Sci (4.50)**

*Discontinued*

**Prerequisite:** 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 455 Methods of Teaching Science (4.50)**

*Discontinued*

**Prerequisite:** TED 305, or TED 320

Prepare prospective science teachers to be accomplished teachers in present day diverse middle or secondary school classrooms by creating a vision for successful science teaching. Candidates will deliver pedagogical content knowledge through appropriate instructional materials and by creating context for meaningful learning methods, strategies, and best practices.

**TED 461 Mathematics Teaching Methods (4.50)**

*Discontinued*

**Prerequisite:** TED 305, or TED 320

A critical inquiry into present-day tendencies in teaching mathematics in order to help prospective mathematics teachers to acquire their professional skills in the teaching of mathematics in secondary school. Fundamental concepts of mathematics and effective approaches to their teaching will be discussed.

**TED 464 Mths Teach Sec Health Sci (4.50)**

*Discontinued*

**Prerequisite:** TED 305; TED 300; TED 310; TED 430; HED 351; **Recommended: Prior completion of:** TED 330B; TED 420; COH 320; COH 416; COH 317; COH 318; COH 319; HED 308; **Prerequisite:** COH 100; **Recommended: Prior completion of:** HED 311; HED 414; 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 632 Content Area Curriculum (4.50)**

*Discontinued*

**Prerequisite:** TED 623

This course provides teacher candidates with the knowledge and skills required to design effective subject-specific short and long-term planning needed to assist G7-12 diverse learners in achieving state-adopted standards. Emphasis is placed on student learning and evidence. Four-hours of work in a G7-12 classroom are required.

### **TED 634 Content Area Literacy (4.50)**

*Discontinued*

**Prerequisite:** 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.

### **THR-Theater**

#### **THR 200 Theater Arts (4.50)**

An introduction to theater as a dramatic medium, focusing on performance and production skills in a variety of genres and contexts.

### **TMG-Technology Management**

#### **TMG 610 Global Economic & Tech Trends (4.50)**

The focus of this course is to explore how globalization driven by technology trends resulting in economic shifts affects businesses and people all around the world. The course synthesizes information on production, the supply chain, consumption, culture, and changing technological innovation that support the global economy. Technological processes that impact global businesses and organizations are analyzed for various industry sectors. Students will examine the interactions of transnational corporations and States (countries) that are engaged in this dynamic economic and technological environment. Course Assignments and project will focus on demonstrating the above aspects.

### **TSC-Trauma Studies**

**TSC 5001 Foundations of Trauma Studies (3.00)**

This course introduces students to the biological, psychological, developmental and cultural factors that contribute to stress and trauma and provides an overview of the personal, biological and systemic impacts of trauma. Students will become familiar with the foundational concepts within trauma theory, will examine impacted to stress reduction, trauma management techniques and will explore the concepts of resourcing and resilience. Techniques that will be introduced are progressive relaxation, meditation, mindfulness practices, visualization, autogenic and somatic techniques such as breath work, grounding, movement practices, conscious self-regulation and emotional, spiritual and somatic resources.

**TSC 5002 Neurobiology of Trauma (2.00)**

This course provides an understanding of the psychobiology and neurobiology of trauma and how to work with trauma within a neurobiological framework. Conceptual distinctions will be made between developmental bonding, developmental trauma, and shock trauma. Guidance will be provided regarding how to address different kinds of symptom presentations from within a neurobiological treatment perspective. Topics covered include: tracking and making contact with sensorimotor experience, pendulation, window of tolerance, hyper versus hypotonic trauma responses, somatic experience, trauma releasing processes, phase oriented treatment, establishing mindfulness, stabilization and resourcing, spirituality and trauma, and models of understanding and treating dissociation and fragmentation.

**TSC 5003 Attachment & Dev. Approaches (2.00)**

This course focuses on the specific impact of trauma on healthy attachment and individual development. Impacts of trauma on the developing brain and the repercussions of trauma on human relational development will be explored. Chronic early trauma has an impact on psychological, emotional, sensory and neurological development. This class will identify risks, interventions, and assessments for working with individuals that may have been affected by the early developmental traumas of long-term neglect, repeated abuse and poor early childhood care, as well as situational traumas that may impact or limit natural developmental cycles.

**TSC 5004 Assessment/Treatment Planning (2.00)**

This course will introduce practical approaches for diagnosis, assessment and treatment planning for clients that may be impacted by trauma. Case management, team based care, additional resourcing, goal setting, phase oriented treatment, working with differential diagnosis, co-occurring disorders and resistance will be covered.

**TSC 5005 Legal/Ethical Issues in Trauma (1.00)**

This course will familiarize students with existing legal and ethical issues facing clients who have experienced trauma. Mandates to report as well as working with the client to integrate their experiences of trauma will be considered as well as an examination of personal values and biases.

**TSC 5006 Somatic Psychology Approaches (3.00)**

Students will learn to help clients resource, stabilize, process, metabolize and integrate personal and historical experiences of trauma, as well as ongoing challenges with activation. This course will provide maps, models and the development of skills within the Phase Oriented treatment model. Topics covered will include: studying the organization of experience, tracking and making contact with felt- experience, establishing somatic mindfulness, pendulation, coping dynamics, regulating traumatic arousal, framing and assessing, stabilization and resourcing. Models of understanding and treating dissociation and fragmentation, and memory processing will be taught and practiced.

**TSC 5007 Working with Trauma in Family (2.00)**

This class will focus on the impact of trauma on the family system from a unification de-unification point of view exploring negative impacts as well as resilience within the family unit. Students will learn the application of systemic theories in the treatment of families in therapy. Focus on full family interventions as well as individual insight into systemic issues will be addressed. Considerations regarding diversity, confidentiality and systemic impacts of trauma will be explored

**TSC 5008 Art Based Trauma Interventions**

(2.00)

This course will introduce students to a variety of multi modal art based interventions that can be used in individual, family and group settings to enhance sensory integration, organize narrative responses and find voice in art as healing responses to trauma. This experiential class will introduce a variety of art based tools that the practitioner can use for clients who have acute or long term traumatic histories.

**TSC 5009 Working with Systemic Trauma (2.00)**

This course will look at the impact of institutionalized racism, bias and marginalization as well as the isolative effects of acute trauma on the client and how these systemic issues can be worked with in a therapeutic session. Issues of diversity, privilege and human potential will be explored. Student's own cultural identities will be explored as well as issues related to bias and projection.

**TSC 5010 Vicarious Trauma & Self Care (1.00)**

This course focuses on the experience of the mental health provider in a trauma based practice and ways to work with and through the emotional content of the client toward better self-care and as an antidote to burn-out and empathy fatigue. Students will explore ways they can build healthy boundaries, release the tensions of day and find ways to care for self toward a continuation of long term practice.